ACER Centre for Global Education Monitoring: Overview and recent work

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Overview

• Introduction to ACER and the GEM Centre
• Update on the GEM Centre’s recent and upcoming activities:
  The Learning Progression Explorer
• Collaboration with NEQMAP
ACER

• Australian Council *for* Educational Research

• Established in 1930 as a not-for-profit research organisation

• *ACER’s mission*: Creating and promoting research-based *knowledge, products and services* to improve learning
ACER’s international work
ACER Centre for Global Education Monitoring (GEM)

- The GEM Centre supports the monitoring of educational outcomes worldwide to inform evidence-based education policy aimed at improving educational progress for all learners.

- Collaboration between ACER and DFAT

www.acer.edu.au/gem
GEM Centre: Learning metrics

- Develop a set of learning metrics which could provide a basis for monitoring growth against the Sustainable Development Goals.

- “By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes” *(UN's Sustainable Development Goals for education SDG4.1)*
Overview of the Learning Progression Explorer

- GEM Centre and the UNESCO Institute for Statistics (UIS)
- Scales to describe learning progression in reading and maths
- Learning growth from early learning to secondary level
- National, regional and international assessments can be approximately aligned to the metrics
- Could be used to monitor progress towards the SDGs
Steps to develop the draft metric

1. Obtained/developed descriptions of the mathematics and reading domains
2. Analysed hundreds of test items from different existing assessment programs
3. Commenced validation studies
4. Displayed using the Learning Progression Explorer
1. Notice print
2. Recognise familiar print
3. Read the pictures
4. Read some words and the pictures
5. Read some sentences
6. Locate information using direct word matching
7. Locate information using synonyms
8. Make simple interpretations of simple texts
9. Make inferences & manage low-level competing information
10. Interpret some complexities & manage competing information
11. Interpret texts with a key aspect of complexity
12. Interpret texts with substantial complexities
13. Interpret many aspects of complex texts
14. Interrogate complex texts
The Learning Progression Explorer

The Learning Progression Explorer includes:

• Overview of reading domain
• Descriptions of progressions
• Reading strands (decoding, retrieving, interpreting, reflecting) and progression elements
• Illustrative reading tasks and activities

https://vimeo.com/186367922/83e0504a91
Next steps

• Global consultation and review process
• Refinement of the language-specific elements of the metric
• Empirical validation
• Tools and methods developed to locate assessment results on the metric
• Application for SDG monitoring purposes
Possible applications

• Can help build shared understandings of terms such as ‘reading’, ‘mathematics’, and ‘minimum proficiency’

• Establish locations on scale (‘benchmarks’) for relevant SDG-4 indicators

• Monitor learning achievements, measure progress over time and evaluate the impact of interventions
Would you like to provide feedback on the draft metric?
If you are a reading or maths expert, and would like to be involved in the consultation process:
Contact: ross.turner@acer.edu.au
Or talk to Sally during the AGM
sally.robertson@acer.edu.au
GEM Centre and NEQMAP collaborations

• Research activities:
  – Topical case studies

• Capacity building activities:
  – In-country and remote support
  – Regional workshops
Workshop on reporting and dissemination of large-scale assessments
Future collaboration opportunities

The GEM Centre is looking forward to it’s ongoing collaboration with NEQMAP.

If you would like to know more about ACER-GEM, please contact:

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Thank you