



PAL NETWORK
People's Action for Learning

Citizen-Led Assessments: A low-cost model to measure foundational learning at scale





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THE **COMMON ASSESSMENT**, A SPECIAL TYPE OF CITIZEN-LED ASSESSMENT

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Why common assessments?

The common assessment: A special type of citizen-led assessment

Background (1/2)



- Global educational goals and the need for comparable data to monitor education quality targets have created the need for globally comparable learning assessments, and increased the pressure to participate in existing international and regional assessment programs.
- Existing international and regional assessments are based on models and methods that emerged in the context of Global North countries, which have characteristics that are often very different from those of Global South countries.
- These assessments also do not generate actionable information at lower levels of performance where a large proportion of children in the Global South are usually located.

Background (2/2)



- ‘Common assessment’ is a term used by the PAL Network to refer to the same assessment format and items being used across country contexts to promote rigorous cross-country comparisons and learning.
- These assessments are designed by and designed for the Global South, tailored to the realities of Global South contexts, and allowing for comparisons across borders for cross border learning and growth.

What are common assessments?

The common assessment: A special type of citizen-led assessment

Similarities with traditional CLAs



- Common assessment are a special type of citizen-led assessment, building upon the CLA model of simple-to-use and scalable tools to measure foundational literacy and numeracy skills.
- These tools are similar to traditional CLAs in that they are administered orally and one-on-one with each child so as not to assume literacy skills, and are conducted by trained citizen volunteers.
- These assessments are also household-based, and representative at the enumeration area level, meaning that all children (both in- and out-of-school) are sampled in a representative manner.

Unique features of common assessments



- Common tool across all countries with the same items, collectively designed and then carefully translated to each country context and language.*
 - Item banks are more extensive than traditional CLAs, cover a large range of domains, and are much more robust with quantitatively (psychometrically tested) and qualitatively reviewed item properties and data from numerous field trials.
 - Item banks and tools are aligned to the GPF / MPL and not individual country curricula.
- Common administration procedures, with centrally designed training and administration practices (including centrally delivered Tier I trainings), centrally-designed quality assurance practices, and centrally-managed data and analysis.
- Analytical comparisons are drawn across countries and regions for cross-border learning.

Design variations within common assessments



- There are different variations in the common assessment methodology resulting from:
 - numeracy vs language and literacy common tools
 - paper-based vs digital assessment
 - sampling by region

PAL Network's common assessments

The common assessment: A special type of citizen-led assessment

PAL Network common assessment portfolio



- First pilot and proof of concept in 13 countries in 2019
- Second round in 7 countries in 2022-23

- Extension of ICAN to incorporate language and literacy and digital, multiple-stage adaptive design
- Development and testing in 12 countries

- Paper-based common assessment of numeracy, language and literacy to report on SDG 4.1.1(a) in 15+ countries

PAL Network common assessment portfolio



- **PAL-ELANA (Early Language, Literacy and Numeracy Assessment)**
 - Age group: 4-10 year old
 - In-depth measure of numeracy, language and literacy
 - Designed in consortium between PAL Network, ASER Centre/Pratham Education Foundation and Australian Council for Educational Research (ACER)

- **ICAN 2.0 and ICARe (International Common Assessment of Reading and Language)**
 - Age group: 5-16 year old
 - Designed for scale at low-cost
 - Designed in strict adherence to global reporting criteria
 - Incorporation of supplementary modules for (i) children with disabilities, (ii) education in emergencies, and (iii) socio-emotional learning



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