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DIRECTORATE FOR EDUCATION
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EDU/IMHE/AHELO/GNE(2011)19
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Group of National Experts on the AHELO Feasibility Study

PHASE 1 PROGRESS REPORT

8th meeting of the AHELO GNE

Paris, 28-29 November 2011

This document was prepared by the Consortium.

The AHELO GNE is invited to:
- *TAKE NOTE of the progress report.*
- *DISCUSS on progress as necessary.*

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Phase 1 Progress Report
November 2011

Assessment of Higher Education Learning Outcomes

TABLE OF CONTENTS

INTRODUCTION 3
INTERNATIONAL MANAGEMENT 3
International leadership, management and review 3
Translation, adaptation and verification 4
Summary and deliverables 5
GENERIC SKILLS 6
Overview 6
Generic Skills constructed response tasks 6
Summary and delivery 7
ECONOMICS 8
Overview 8
Instrument validation 8
Summary and delivery 8
ENGINEERING 9
Overview 9
Instrument validation 10
Summary and delivery 10
APPENDIX 1: COUNTRY STATUS (NOVEMBER 2011) 12
ANNEXES 17

INTRODUCTION

1. This Phase 1 progress report lists activities since the March 2011 written report submitted for the GNE 6th meeting. It complements the verbal update provided in July 2011 for the 7th GNE meeting, and via the July 2011 AHELO Interim Feasibility Report. The progress report covers:

a) International Management;

b) Generic Skills;

c) Economics; and

d) Engineering.

INTERNATIONAL MANAGEMENT

International leadership, management and review

2. International management of AHELO is led by ACER, in collaboration with CAE, cApStAn, ETS, IEA/DPC, SoNET, Statistics Canada, Indiana University, NIER and CHEPS.

3. April to November 2011 has been an enormously busy and productive time for the AHELO Feasibility Study. It has involved finalising instrument development and validation, formative evaluation, diligent international management, finalising contracts for the study, ongoing support and training of national managers and scorers, the coordination of dozens of project meetings, and extensive consultation with around 1,000 stakeholders internationally.

4. Members of the AHELO Consortium are in regular and often daily contact with national team members in participating countries. Communications cover all facets of AHELO. Email, skype and telephone calls are used to communicate with NPMs, with all documents posted on the AHELO Exchange. This enables close control over access to documents and secure operations in all areas of work.

5. The AHELO International Project Director and ACER personnel participate in regular/daily communications with representatives of the IMHE at the OECD to report on progress and address operational and technical issues as they arise.

6. Since March 2011, AHELO-related meetings and presentations have been held with groups in Australia, Germany, Japan, Korea, France, Peoples Republic of China, Republic of China and the United States.

7. ACER was advised in mid July that the GNE had approved at its July 2011 meeting for AHELO to proceed to implementation phase. Since then, ACER has been negotiating a principal agreement with OECD. It is anticipated that legal negotiations will be concluded in early November 2011. ACER has also prepared 10 subcontracts with partner organisations to be implemented once the principal agreement is in place.

8. It is particularly important to acknowledge the work done by national teams. In a period in which demands on the AHELO national teams have been considerable, and in which timelines for all activities have been very limited, national teams have worked energetically, conscientiously and enthusiastically to complete all activities within time limits.

9. As countries commence operational participation in AHELO, the International Project Director and ACER staff establish communication and commence introductions to all facets of the project. International communications then guide national teams through the multifarious activities which constitute national participation in the AHELO Feasibility Study.

10. Formative evaluation of the AHELO Feasibility Study has been underway since early 2010 with reference to the Analysis Plan approved by the AHELO GNE, and under the general oversight of the AHELO TAG. An extended July 2011 AHELO Interim Feasibility Report was prepared by the AHELO Consortium for OECD in June 2011. OECD distributed this report to the GNE at its 7th GNE meeting. A shorter October 2011 AHELO Interim Feasibility Report prepared by the AHELO Consortium, and reviewed by experts and the OECD, was delivered to OECD in late October 2011 for the IMHE Governing Board and AHELO GNE 8th meeting.

11. The design, development and evaluative work conducted thus far has yielded insights that have been used to explore a high-level, illustrative and future-oriented perspective of a feasible international assessment of higher education learning outcomes. These insights have been compiled into a suggestive vision for AHELO's future prospects.

Translation, adaptation and verification

12. For the Generic Skills constructed response tasks, the Economics test and the Engineering test, dual translations are completed by translators recruited by national teams. Two translators work independently to translate the source material into the national language and to make sure that the language is appropriate for the national context. Translators are trained by national teams in the procedures used in AHELO, based on training which national teams have themselves received from AHELO Consortium partners.

13. For the Economics and Engineering test adaptation guidelines are prepared by cApStAn, and all countries adapt the materials using these guidelines during translation. In Generic Skills non-English speaking countries adapt the materials during translation.

14. For the Economics and Engineering tests a process of reconciliation follows translation. In this process, national teams, additional translators and (where relevant) domain experts review the two translations to arrive at one superior version. Where translation is not required (e.g. Australia and Canada) national teams employ experts to revise the source version in order to ensure that the language used is appropriate to the national context. The reconciled translations/adaptations are then verified independently by external linguists and domain experts before being returned to national teams for final review.

15. The status of translation, adaptation and verification activities in participating countries as at 10 November is shown in the Appendix 1.

Summary and deliverables

16. In summary, design, development, consultation and validation for the International Management strand has involved:

a) OECD;

b) GNE;

c) 16 NPMs;

d) 16 national adaptation/translation teams;

e) SCG;

f) TAG;

g) around 15 Lead Scorers;

h) Economics Expert Group;

i) Engineering Expert Group;

j) around 30 international verifiers;

k) around 100 Institution Coordinators;

l) around 800 students;

m) around 900 faculty;

n) various professional associations; and

o) AHELO Consortium (ACER, CAE, cApStAn, ETS, IEA/DPC, SoNET, Statistics Canada, Indiana University, NIER and CHEPS).

17. Since March 2011 in this strand, the following has been delivered and provided to OECD on time and on budget:

a) ongoing international support, training and advice;

b) management of the international AHELO Consortium;

c) liaison with ministries, professional associations, and international groups;

d) presentations at numerous international meetings;

e) coordination of meetings for NPMs, TAG, Economics Expert Group, Engineering Expert Group, SCG, and AHELO Consortium;

f) attendance at GNE, OECD meetings;

g) revised Assessment Design and Analysis Plan;

h) contribution to media and marketing materials;

i) draft July Interim AHELO Feasibility Report;

j) translated, adapted and independently verified Phase 1 Economics test instruments and associated reports;

k) translated, adapted and independently verified Phase 1 Engineering test instruments and associated reports; and

l) two quarterly progress reports.

18. Overall, significant ground has been made in establishing feasibility. Major outcomes have been achieved—such as international agreement regarding discipline frameworks and instruments—and many challenges have been overcome. This is an important finding. Good progress has been made in little more than a year, and in developing instruments and preparing for fieldwork there is certainly no evidence to suggest that an international assessment of higher education learning outcomes is not possible. More boldly and positively, and without discounting the significant work and challenges to be confronted during implementation, there are genuine and sound indications that much of AHELO is feasible.

19. Together, insights to date provide assurance that the enormous amount of energy invested in the study—by countries, the OECD Secretariat, and experts, both independently and in collaboration—has already been transformed into significant achievements. Yet the study is only part-way through and has only yielded preliminary results. With the growing significance and evaluation of higher education around the world, the rationales for assessing higher education learning outcomes are stronger than ever.

GENERIC SKILLS

Overview

20. This report lists activities conducted since the March 2011 written report submitted for the GNE 6th meeting. It complements the verbal update provided in July for the 7th GNE meeting, and via the July 2011 AHELO Interim Feasibility Report. The report covers a period of time in which there has been great progress made in all strands, and in which all national teams and members of the AHELO Consortium have been working very hard to accomplish a great number of tasks within a very short timeframe. Specifically, the progress report for AHELO's Generic Skills strand covers the Generic Skills constructed response tasks, led by the Council for Aid to Education (CAE).

21. Work in Phase 1 of the Generic Skills strand was led by the Council for Aid to Education.

22. Nine countries are participating in the AHELO Generic Skills strand: Colombia, Egypt, Finland, Korea, Kuwait, Mexico, Norway, the Slovak Republic and the United States.

Generic Skills constructed response tasks

23. Development of the AHELO constructed response tasks for the Generic Skills strand began in January 2010 with the following countries: Finland, Korea, Kuwait, Mexico, Norway and the United States.

24. Three countries joined the AHELO Generic Skills strand in 2011: Colombia, Egypt and the Slovak Republic. CAE has been working with the national teams from these three countries to progress the adaptation and translation of the constructed response tasks required for the Generic Skills strand of AHELO. Each country is currently at a different stage of translation:

a) CAE is scheduling the distribution of translation and adaptation materials along with an in-country meeting in early November to provide guidance on completing translations and conducting cognitive labs;

b) independent translations for both constructed response tasks have been completed by Egypt in August-September 2011, and CAE is scheduling an in-country meeting to provide guidance on completing translations and conducting cognitive labs and expects completion of the Arabic translation by December 2011; and

c) initial translations have been completed by the Slovak Republic in July-August 2011, and CAE is scheduling an in-country meeting to provide guidance on conducting cognitive labs and expects the completion of Slovak translations by December 2011.

25. External validation of constructed response tasks for Finland, Kuwait, Norway, and Mexico has confirmed the quality of translations in each testing language. Information about the processes and outcomes of this work is being compiled by CAE.

26. Through the process of validation the constructed response tasks translated for Korea were identified as needing further remediation. CAE is currently coordinating with the country team in revising the Korean translation. CAE team members plan to meet with the Korean NPMs in Seoul in December 2011 for final quality assurance discussions.

Summary and delivery

27. Development and consultation on the Generic Skills constructed response tasks has involved:

a) OECD;

b) 9 NPMs;

c) 9 national adaptation/translation teams;

d) external review of 4 translations;

e) 42 students;

f) 12 Institution Coordinators; and

g) CAE.

28. Since March 2011 in this strand, the following has been delivered or provided to OECD on time and on budget:

a) Generic Skills constructed response tasks.

29. In terms of an interim feasibility evaluation:

a) while work is well underway it is too soon to determine whether the Generic Skills assessment provides valid and reliable measurement given the absence of content specification, and lack of technical information on constructed response tasks.

ECONOMICS

Overview

30. The progress report for the Economics strand of AHELO lists activities since the March 2011 written report submitted for the GNE 6th meeting. It complements the verbal update provided in July 2011 for the 7th GNE meeting, and via the July 2011 AHELO Interim Feasibility Report. It highlights work done to review and revise assessment tasks, scoring rubrics, the AHELO Economics Mapping Report, the AHELO Economics Assessment Development Report, and the AHELO Economics Assessment Framework.

31. Work in the Economics strand of AHELO is led by Educational Testing Services (ETS), and supported by ACER.

32. Seven countries are participating in the Economics strand: Belgium, Egypt, Italy, Mexico, Netherlands, Russia and the Slovak Republic.

Instrument validation

33. Translation of the AHELO Economics test was undertaken as countries joined the AHELO Feasibility Study and appointed NPMs. Translations and adaptations have been completed in all participating countries.

34. Following translation and adaptation, focus groups were conducted at around ten institutions in each of Belgium, Italy, Mexico, Netherlands and Russia. Qualitative testing is yet to take place in Slovak Republic as translation has only recently been completed. Approximately ten students from each institution undertook 60 minutes of testing, completed a questionnaire about their experience of the test and then engaged in a discussion with a moderator about the test. Faculty and Institution Coordinators were involved in the process. All student responses were scored, and the data collected was entered by country teams, and then reported to the AHELO Consortium for psychometric, quantitative and qualitative analysis. In total, to date 406 students participated in focus groups for the Economics module.

35. Psychometric analysis of student performance data collected from Economics focus groups provided insights into the way in which individual Economics test items functioned across different groups of students. Quantitative and qualitative analysis of student feedback collected from Economics focus groups provided rich data on student perceptions of Economics test items.

Summary and delivery

36. In summary, validation and consultation on the Economics Assessment has involved:

a) 406 students;

b) Economics Expert Group;

c) 7 NPMs;

d) OECD;

e) 7 national adaptation/translation teams;

f) 7 international verifiers;

g) 45 Institution Coordinators;

h) 45 faculty;

i) 7 Lead Scorers

j) several professional associations; and

k) ETS, ACER and CAPSTAN.

37. Since March 2011 in this strand, the following has been delivered to OECD on time and on budget:

a) Economics Framework;

b) Economics Development Report;

c) Economics Mapping Document;

d) Economics test (student and master versions) translated/adapted/verified for use in Belgium, Italy, Mexico, Netherlands, Russia and Slovakia, with verification underway for Egypt.

38. In terms of an interim feasibility evaluation:

a) international development and validation of the Economics Assessment Framework has affirmed that it is possible to define discipline-specific learning outcomes internationally; and

b) the Economics test, which has been endorsed by domain and national experts, suggests that it is feasible to develop valid discipline assessments to international standards, noting that further evaluation is required during implementation to confirm that the Economics test is pitched 'above content'.

ENGINEERING

Overview

39. The progress report for the Engineering strand of AHELO lists activities since the March 2011 written report submitted for the GNE 6th meeting. It complements the verbal update provided in July 2011 for the 7th GNE meeting, and via the July 2011 AHELO Interim Feasibility Report. It highlights work done to review and revise assessment tasks, scoring rubrics, the AHELO Engineering Mapping Report, the AHELO Engineering Development Report, and the AHELO Engineering Assessment Framework.

40. Work in the Engineering strand of AHELO is led by ACER in collaboration with the National Institute for Educational Policy Research (NIER) in Japan and the University of Florence in Italy.

41. Eight countries are participating in the Engineering strand: Australia, Canada, Colombia, Egypt, Japan, Mexico, Russia and the Slovak Republic. Canada and Russia have joined very recently.

Instrument validation

42. Translation of the AHELO Engineering test was commenced as countries joined the AHELO Feasibility Study and appointed NPMs. Translations and adaptations have been completed in Australia, Colombia, Japan, Mexico and the Slovak Republic. Translations and adaptations have been delayed in Egypt due to political instability. Translations and adaptations are underway in Canada and Russia, both of which joined the AHELO Engineering strand in August/September 2011.

43. Following translation and adaptation, focus groups were conducted at around ten institutions in each of Australia, Colombia, Japan and Mexico. Qualitative testing is yet to take place in Slovak Republic as translation has only been completed recently. Focus group details are being confirmed in Canada, Egypt and Russia. Approximately ten students from each institution undertook 60 minutes of testing, completed a questionnaire about their experience of the test and then engaged in a discussion with a moderator about the test. Faculty and Institution Coordinators were involved in the process. All student responses were scored, data collected entered by country teams, and then reported to the AHELO Consortium for psychometric, quantitative and qualitative analysis. In total, 303 students participated in focus groups for the Engineering strand.

44. Psychometric analysis of student performance data collected from Engineering focus groups provided insights into the way in which individual Engineering test items functioned across different groups of students. Quantitative and qualitative analysis of student feedback collected from the Engineering focus groups provided rich data on student perceptions of Engineering test items.

Summary and delivery

45. In summary, validation and consultation on the Engineering Assessment has involved:

a) 303 students;

b) Engineering Expert Group;

c) conferences with national teams in Australia and Japan;

d) 8 NPMs;

e) OECD;

f) 8 national adaptation/translation teams;

g) 8 international verifiers;

h) 34 Institution Coordinators;

i) 27 faculty;

j) 8 Lead Scorers;

k) professional associations in Europe, Asia, United States and Australia; and

l) ACER, CAPSTAN, NIER and University of Florence.

46. Since March 2011 in this strand, the following has been delivered to OECD on time and on budget:

a) Engineering Framework;

b) Engineering Development Report;

c) Engineering Mapping Document;

d) Engineering test (student and master versions) translated/adapted/verified for use in Australia, Colombia, Japan, Mexico, Slovakia, with translation/adaptation/verification being concluded in Canada, Egypt and Russia.

47. In terms of an interim feasibility evaluation:

a) international development and validation of the Engineering Assessment Framework has affirmed that it is possible to define discipline-specific learning outcomes internationally; and

b) the Engineering test, which has been endorsed by domain and national experts, suggests that it is feasible to develop valid discipline assessments to international standards.

APPENDIX 1: COUNTRY STATUS (NOVEMBER 2011)

Country	Strand	Start of activities	Framework review	Provision of country items		Consultation on items		Adaptation of items		Translation 1 of items		Translation 2 of items	
				CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ
Colombia	GS	Oct-10	Underway	N/A	N/A	Underway	Done	Yet to begin	Underway	Yet to begin	Done	Yet to begin	N/A
Egypt	GS	Oct-10	Underway	N/A	N/A	Done	Done	Underway	Underway	Underway	Done	Underway	N/A
Finland	GS	Jan-10	Underway	N/A	N/A	Done	Done	Done	Underway	Done	Done	Done	N/A
Korea	GS	Jan-10	Underway	N/A	N/A	Done	Done	Underway	Underway	Underway	Done	Underway	N/A
Kuwait	GS	Jan-10	Underway	N/A	N/A	Done	Done	Done	Underway	Done	Done	Done	N/A
Mexico	GS	Jan-10	Underway	N/A	N/A	Done	Done	Done	Underway	Done	Done	Done	N/A
Norway	GS	Jan-10	Underway	N/A	N/A	Done	Done	Done	Underway	Done	Done	Done	N/A
Slovakia	GS	Mar-11	Underway	N/A	N/A	Done	Done	Underway	Underway	Underway	Done	Yet to begin	N/A
United States	GS	Jan-10	Underway	N/A	N/A	Done	Done	Yet to begin	17-Nov-11	N/A	N/A	N/A	N/A
Belgium	ECO	Jun-11	Done	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Egypt	ECO	Oct-10	Done	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Italy	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Mexico	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Netherlands	ECO	Mar-11	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Russia	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Slovakia	ECO	Mar-11	Done	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Australia	ENG	Feb-11	Done	Done	Done	Done	Done	Done	Done	N/A	N/A	N/A	N/A
Canada	ENG	Aug-11	Done	N/A	N/A	Done	Done	Underway	Underway	N/A	N/A	N/A	N/A
Colombia	ENG	Mar-11	Done	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Egypt	ENG	Oct-10	Done	Done	Done	Done	Done	Underway	Underway	Underway	Underway	Underway	Underway
Japan	ENG	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Mexico	ENG	Oct-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Russia	ENG	Sep-11	Done	N/A	N/A	Done	Done	Underway	Underway	Underway	Underway	Underway	Underway
Slovakia	ENG	Mar-11	Done	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Australia	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A	N/A	N/A
Belgium	CONT	Jun-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Canada	CONT	Aug-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A	N/A	N/A
Colombia	CONT	Mar-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Egypt	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Finland	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Italy	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Japan	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Korea	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Kuwait	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Mexico	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Netherlands	CONT	Mar-11	Done	N/A	Done	N/A	Done	N/A	Underway	N/A	Done	N/A	N/A
Norway	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Russia	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
Slovakia	CONT	Mar-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A
United States	CONT	Feb-11	Done	N/A	Done	N/A	Done	N/A	Done	N/A	N/A	N/A	N/A

Country	Strand	Start of activities	Translation reconciliation		Independent verification		Confirmation Phase 1 source		Phase 1 focus groups		Provision Phase 1 data	
			CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ
Colombia	GS	Oct-10	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A
Egypt	GS	Oct-10	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A
Finland	GS	Jan-10	Done	N/A	Yet to begin	30-Nov-11	Done	N/A	Done	N/A	Yet to begin	N/A
Korea	GS	Jan-10	Underway	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Done	N/A	Yet to begin	N/A
Kuwait	GS	Jan-10	Underway	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Done	N/A	Yet to begin	N/A
Mexico	GS	Jan-10	Done	N/A	Yet to begin	30-Nov-11	Done	N/A	Done	N/A	Yet to begin	N/A
Norway	GS	Jan-10	Done	N/A	Yet to begin	30-Nov-11	Done	N/A	Done	N/A	Yet to begin	N/A
Slovakia	GS	Mar-11	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A
United States	GS	Jan-10	N/A	N/A	Yet to begin	30-Nov-11	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A
Belgium	ECO	Jun-11	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Egypt	ECO	Oct-10	Done	Done	Underway	Underway	N/A	N/A	N/A	N/A	N/A	N/A
Italy	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Mexico	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Netherlands	ECO	Mar-11	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Russia	ECO	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Slovakia	ECO	Mar-11	Done	Done	Done	Done	Done	Done	N/A	N/A	N/A	N/A
Australia	ENG	Feb-11	N/A	N/A	Done	Done	Done	Done	Done	Done	Done	Done
Canada	ENG	Aug-11	N/A	N/A	Yet to begin	Yet to begin	Yet to begin	Yet to begin	N/A	N/A	N/A	N/A
Colombia	ENG	Mar-11	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Egypt	ENG	Oct-10	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin
Japan	ENG	Jul-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Mexico	ENG	Oct-10	Done	Done	Done	Done	Done	Done	Done	Done	Done	Done
Russia	ENG	Sep-11	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin	Yet to begin
Slovakia	ENG	Mar-11	Done	Done	Done	Done	Done	Done	10-Nov-11	10-Nov-11	Yet to begin	Yet to begin
Australia	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Belgium	CONT	Jun-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Canada	CONT	Aug-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Colombia	CONT	Mar-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Egypt	CONT	Feb-11	N/A	N/A	N/A	Underway	N/A	N/A	N/A	N/A	N/A	N/A
Finland	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Italy	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Japan	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Korea	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Kuwait	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Mexico	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Netherlands	CONT	Mar-11	N/A	N/A	N/A	Yet to begin	N/A	N/A	N/A	N/A	N/A	N/A
Norway	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Russia	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
Slovakia	CONT	Mar-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A
United States	CONT	Feb-11	N/A	N/A	N/A	Done	N/A	N/A	N/A	N/A	N/A	N/A

Country	Strand	Start of activities	Phase 2 revisions		Phase 2 translation revision		Phase 2 verification		Confirmation Phase 2 source		Ready in test system	
			CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ	CRT	MCQ
Colombia	GS	Oct-10	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
Egypt	GS	Oct-10	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
Finland	GS	Jan-10	Done	N/A	Done	N/A	Done	N/A	Done	30-Nov-11	Done	Underway
Korea	GS	Jan-10	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
Kuwait	GS	Jan-10	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
Mexico	GS	Jan-10	Done	N/A	Done	N/A	Done	N/A	Done	30-Nov-11	Done	Underway
Norway	GS	Jan-10	Done	N/A	Done	N/A	Done	N/A	Done	30-Nov-11	Done	Underway
Slovakia	GS	Mar-11	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
United States	GS	Jan-10	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	N/A	Yet to begin	30-Nov-11	Yet to begin	Underway
Belgium	ECO	Jun-11	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Egypt	ECO	Oct-10	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	11-Nov-11	11-Nov-11
Italy	ECO	Jul-10	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Mexico	ECO	Jul-10	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Netherlands	ECO	Mar-11	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Russia	ECO	Jul-10	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Slovakia	ECO	Mar-11	Done	Done	08-Nov-11	08-Nov-11	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Australia	ENG	Feb-11	Done	Done	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Canada	ENG	Aug-11	Done	Done	Yet to begin	Yet to begin	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Yet to begin	Yet to begin
Colombia	ENG	Mar-11	Done	Done	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Egypt	ENG	Oct-10	Done	Done	Yet to begin	Yet to begin	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Yet to begin	Yet to begin
Japan	ENG	Jul-10	Done	Done	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Mexico	ENG	Oct-10	Done	Done	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Russia	ENG	Sep-11	Done	Done	Yet to begin	Yet to begin	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Yet to begin	Yet to begin
Slovakia	ENG	Mar-11	Done	Done	08-Nov-11	08-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	30-Nov-11	Done	Done
Australia	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Belgium	CONT	Jun-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Canada	CONT	Aug-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Colombia	CONT	Mar-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Egypt	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yet to begin	N/A	Yet to begin
Finland	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Italy	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Japan	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Underway
Korea	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Underway	N/A	Yet to begin
Kuwait	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Mexico	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
Netherlands	CONT	Mar-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Yet to begin	N/A	Yet to begin
Norway	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Underway	N/A	Yet to begin
Russia	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Underway	N/A	Yet to begin
Slovakia	CONT	Mar-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Done	N/A	Done
United States	CONT	Feb-11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	Underway	N/A	Done

Heading	Definition
Start of activities	National staff are appointed and actively begin AHELO participation
Framework review	National staff read draft version of framework and provide comments to AHELO Consortium to inform revisions
Provision of country items	Test items are provided by countries for possible inclusion in test
Consultation on items	National staff are provided with draft items and are asked to provide comments to AHELO Consortium to inform revisions
Adaptation of items	National staff review items and adapt to ensure good fit with national context
Translation 1 of items	First translator translates all items into national language
Translation 2 of items	Second translator independently translates all items into national language
Translation reconciliation	National teams, experts and third translators review the two independent translations and use the strengths of both to arrive at a superior translation
Independent verification	Verification agency contracts independent verifiers (linguist and domain expert) to review reconciled translation/adaptation and suggest improvements.
Confirmation Phase 1 source	National teams review verifier comments and either accept or reject these to arrive at a final source version in agreement with verification agency
Phase 1 focus groups	Small groups of students at an average of 10 institutions do test, give feedback via questionnaires, and discuss experiences and observations
Provision Phase 1 data	National teams score and record student performance in test and summarise feedback
Phase 2 revisions	Test developers use feedback from countries, students, psychometrics, verifiers and expert observations to inform revisions of test materials
Phase 2 translation revision	Translation agency revises translation to echo changes to source version
Phase 2 verification	International verification checks revision to translation/adaptation against revised source version and corrects errors
Confirmation Phase 2 source	National teams review revised and verified translations and provide feedback to verifiers and system developers to ensure contents is accurate.
Ready in test system	Once any recommended changes are made to translated test in test system, countries confirm that it is ready for deployment
Test deployment	Approximate period of time when AHELO instruments will be deployed to students
System pre-test	Approximate dates for institutions to carry out technical test of system
Training attendees	Approximate numbers of national team members who will attend training in November 2011
Lead scorer	Name of confirmed Lead Scorer
Holidays	National holidays

ANNEXES

48. The following documents are provided as annex to this progress report:

EDU/IMHE/AHELO/GNE(2011)19/ANN1	Draft Generic Skills Assessment Framework
EDU/IMHE/AHELO/GNE(2011)19/ANN2	Draft Generic Skills MCQ Development Report
EDU/IMHE/AHELO/GNE(2011)19/ANN3	Economics Assessment Framework
EDU/IMHE/AHELO/GNE(2011)19/ANN4	Economics Development Report
EDU/IMHE/AHELO/GNE(2011)19/ANN5	Engineering Assessment Framework
EDU/IMHE/AHELO/GNE(2011)19/ANN6	Engineering Development Report