

# The ALIGN Kit

Resources for developing strategies to improve learner performance in reading & math

ALIGN = ALIGNING LEARNING INPUTS TO GLOBAL NORMS

The **ALIGN For Minimum Proficiency process** focuses on four pedagogical components that lie within the jurisdiction of Ministries of Education:

1. Curriculum and standards
2. Teaching and learning resources
3. Teacher training
4. Assessment

**ALIGN is an evidence-based, gap analysis process.**

This data-driven process utilizes the Global Proficiency Framework\* as a reference to identify whether the pedagogical supports offered to learners will ensure they meet global norms in reading and math.

## Benefits of Completing an ALIGN Process

The ALIGN process can identify:

- Whether current pedagogical supports are sufficient for learners to develop minimal knowledge and skills in both disciplines.
- Areas of misalignment that may be compromising learner performance.
- Data-informed opportunities to improve learner performance, including through leveraging existing resources, transforming existing supports, strategies, or policies, or adding new ones.
- More realistic short- and medium-term learning targets in reading and math, as well as measures to reduce learning inequality.

## Links to Key Resources

[USAID Informational Sheet](#)

[Sample Slide deck for introducing ALIGN to stakeholders](#)

[ALIGN for Minimum Proficiency Guidance](#)

[Links to Global Proficiency Framework Micromodule](#)



### \*Global Proficiency Framework (GPF)

The Global Proficiency Framework, or GPF, describes the specific knowledge and skills that students in grades one to nine should be able to demonstrate in [reading](#) and [mathematics](#) at their respective grade levels.

To learn more, please visit USAID's [Global Proficiency Framework for Reading & Math Toolkit](#)

The ALIGN for Minimum Proficiency guidance provides advice on preparing for and leading inquiry across the following four pedagogical components. Key questions are provided to guide the process with potential actions depending on the answers obtained or suggested data collection activities.

### **CURRICULUM**

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Do curriculum standards and the curriculum itself address critical knowledge and skills learners need to become autonomous readers and mathematical problem solvers?

Does the proposed progression of learning align with the global evidence base on how reading and mathematics learning develops over time?

### **TEACHING & LEARNING MATERIALS**

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Are the proposed activities sufficient to ensure learners develop critical reading and math knowledge and skills?

Does the sequencing of activities align with research on reading and math learning progressions?

### **TEACHER TRAINING**

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Are pre-service, in-service, and school-based continuous professional development programs introducing teachers to the knowledge and skills they need?

### **ASSESSMENT**

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Are classroom-based, sub-national and national assessments measuring learner performance on critical knowledge and skills?

## **Appropriate for Complex Country Contexts**

An ALIGN inquiry can focus on the formal education system, non-formal education system, stable or crisis-affected context.

