SDG 4 Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

METADATA

Target 4.1 By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes

4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Definition
Percentage of children and young people achieving at least a minimum proficiency level (MPL) in (i) reading and (ii) mathematics during primary education (Grade 2 or 3), at the end of primary education, and at the end of lower secondary education.

Purpose
The indicator aims to measure the percentage of children and young people who have achieved the minimum learning outcomes in reading and mathematics during or at the end of the relevant stages of education.

Calculation method
The number of children and/or young people at the relevant stage of education \( n \) in year \( t \) achieving or exceeding the pre-defined proficiency level in subject \( s \) expressed as a percentage of the number of children and/or young people at stage of education \( n \), in year \( t \), in any proficiency level in subject \( s \).

\[
\text{MPL}_{t,n,s} = \frac{\text{MP}_{t,n,s}}{\text{P}_{t,n}}
\]

where:

- \( \text{MP}_{t,n,s} = \) the number of children and young people at stage of education \( n \), in year \( t \), who have achieved or exceeded the minimum proficiency level in subject \( s \).
- \( \text{P}_{t,n} = \) the total number of children and young people at stage of education \( n \), in year \( t \).
- \( n = \) the stage of education that was assessed
- \( s = \) the subject that was assessed (reading or mathematics).
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

**Interpretation**
The higher the value of the indicator, the higher the proportion of children or young adults who have acquired the minimum level of meaningful competencies.

**Type of data source**
The sources of data are:

i. Cross national assessments including:
   - International assessments data (TIMSS, PISA, PIRLS)
   - Regional assessments data (PILNA, SEA-PLM, PASEC, SACMEQ, ERCE)

ii. National assessments: Data are collected through the Catalogue of Learning Assessments (CLA) and/or available in national reports

iii. Assessments for Minimum Proficiency Levels (AMPL): Data are collected through modules that can be administered as a standalone assessment or be integrated into national assessments as a whole booklet or as a rotating booklet.

When the results are not nationally representative, a footnote should be added to the data point.

**Disaggregation**

Indicator is published disaggregated by sex

Other disaggregation such as location, socio-economic status, immigrant status, ethnicity and language of the test at home are based on data produced by international organizations administering cross learning assessment. Parity indexes are estimated in the reporting of Indicator 4.5.1. Information on the disaggregation of variable for Indicator 4.1.1 are presented in the tables in Annex I.

For the first time, the UNESCO Institute for Statistics is publishing regional averages for all learning outcomes indicators for all levels and domains from 2000 to 2022 in the September 2022 data release,
As indicated in the metadata of SDG indicator 4.1.2, the completion rate can be used in combination with SDG indicator 4.1.1 to provide information on the percentage of children or young people in a cohort who achieve a minimum level of proficiency (MPL), and not only on the percentage of children in school who achieve minimum proficiency. Therefore, to reflect the percentage of all children and/or young people who have achieved the minimum level of proficiency and comply with the commitment to leave no one behind, Indicator 4.1.1 can also be disaggregated by the status of completion. However, the information on the percentage of children and/or young people who have reached minimum proficiency does not tend to be available, even though they have left school before reaching the end of primary and lower secondary education, respectively.

Considering that the emphasis of Target 4.1 is to ensure that all boys and girls ‘complete ... education leading to relevant and effective learning outcomes,’ it can be assumed that no children and/or young people who have left school before completing primary or lower secondary education have reached the minimum proficiency level expected at that level of education. As a result, the disaggregation by completion status takes the following form:

**Indicator 4.1.1 disaggregated by completion t, n, s =**

\[
\text{Indicator 4.1.2} \times \text{Indicator 4.1.1}
\]

where:

- **Indicator 4.1.2 t,n** = percentage of a cohort of children or young people aged 3-5 years above the intended age for the last grade of each level of education \(n\) who have completed that grade, in year \(t\), and achieved or exceeded the minimum proficiency level in subject \(s\).
- **Indicator 4.1.1 t,n,s** = proportion of children and young people at stage of education \(n\), in year \(t\), achieving at least a minimum proficiency level in subject \(s\).

**Methodological challenges**

The indicator faces the following methodological challenges:

i. Define a minimum proficiency level (MPL)

ii. Harmonize various data sources, including non-official data sources

iii. Define how to include non-completers to assess their level of proficiency

i. **Definition of the Minimum Proficiency Levels**

A minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) measured through learning assessments. The **minimum proficiency level** is measured through the definition agreed in 2018 and was refined in 2020.
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

To ensure comparability across learning assessments, a verbal definition of MPL for each domain and levels between cross-national assessments (CNAs) was established by conducting an analysis of the performance level descriptors (PLDs) of cross-national, regional, and community-led tests in reading and mathematics. The analysis was led and completed by the UIS and a consensus among experts on the proposed methodology was deemed adequate and pragmatic.

The global MPL definitions for the domains of reading and mathematics are presented in the document ‘Minimum Proficiency Level used to report for indicator 4.1.1’ along with assessment names and the assessment PLDs aligned to the SDG MPL descriptor.

ii. Harmonization of data sources
To address the challenges posed by the limited capacity of some countries to implement cross-national, regional, and national assessments, actions have been taken by the UIS and its partners. The UIS has proposed some options to link assessments together; one of these strategies is the Rosetta Stone, a subject-based psychometric linking approach (new data collection). The second one is the Policy linking approach, which consists on setting benchmarks, or cut scores, on learning assignments to align them with other assessments across countries or contexts (alignment with existing data). While it is an old standard-setting methodology, the UIS and its partners have now extended its use to help countries set benchmarks using the Global Proficiency Framework (GPF) for reading and mathematics, a framework developed by multilateral donors and partners based on current national content and assessment frameworks across more than 100 countries.

An ideal program for reporting on SDG 4.1.1 will have gone through three steps: Conceptual Framework, Methodological Framework, and a Reporting Framework. Each of these contains several complex sub-steps. For various levels and types of assessment, UIS had completed most of this work before accepting the responsibility of being custodian of reporting on SDG 4.1.1. The Protocol for reporting on SDG global indicator 4.1.1 explains each of the activities and outputs and helps to build the tools to generate a minimum level of consistency of education systems’ reporting against Indicator 4.1.1, while retaining sufficient flexibility for education systems to pursue assessment programs appropriate to their context and needs.

iii. Completion status
Combining completion rates with learning outcomes improves our understanding of progress towards Target 4.1. Almost all information regarding learning is school-based and does not consider the completion of the level. The inclusion of completion in the global list offers an opportunity to report according to the completion status. The greatest differences between the SDG 4.1.1 on learning before completion and the disaggregation by completion are found in regions or countries with lower completion and enrolment rates (or children completing and learning) because the adjusted indicator is based on a quality-adjusted
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

completion rate. This also explains why the largest differences occur at the lower secondary level. Globally, 47% of lower secondary students achieve minimum proficiency in reading according to the original SDG 4.1.1 Indicator, but the value for the adjusted indicator would fall to 34% of adolescents completing lower secondary and achieving minimum proficiency in mathematics. See references here.

Protocol for reporting Indicator 4.1.1
In reporting on Indicator 4.1.1, questions may arise in relation to:
- Which content should be measured and what is the percentage of coverage to be covered by a given assessment to be comparable to other assessments?
- What procedures are good enough to ensure quality of the data collected?
- A proficiency scale where all assessments could be informed (and its conversion function or the linking procedure), and a definition of the minimum level for each domain that would allow the estimation of the percentage of students achieving the minimum proficiency level.

The Protocol for reporting on SDG global indicator 4.1.1 intends to provide answers to these questions.

Limitations and comments
Learning outcomes from cross-national learning assessments are directly comparable for all countries which participated in the same cross-national learning assessment. However, these outcomes are not comparable across different cross-national learning assessments or with national learning assessments. A level of comparability of learning outcomes across assessments could be achieved by using different methodologies, each with varying standard errors. The period of 2020-2021 will shed light on the standard errors’ size for these methodologies.

The comparability of learning outcomes over time has additional complications, which require, ideally, to design and implement a set of comparable items as anchors in advance. Methodological developments are underway to address comparability of assessments outcomes over time.

For more information, please refer to the paper ‘Reporting learning outcomes in basic education: country's options for indicator 4.1.1’.
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ANNEX I

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Definition</th>
<th>Metrics</th>
<th>Categories</th>
<th>Item and component description</th>
<th>Parity index (API)</th>
<th>Relevant link</th>
</tr>
</thead>
<tbody>
<tr>
<td>PISA</td>
<td>Sex of students</td>
<td>Nominal</td>
<td>2</td>
<td>Are you female or male?</td>
<td>Female Male</td>
<td><a href="https://www.oecd.org/pisa/data/CY6_QST_MS_STQ_CB_A_Final.pdf">https://www.oecd.org/pisa/data/CY6_QST_MS_STQ_CB_A_Final.pdf</a></td>
</tr>
<tr>
<td>PIRLS TIMSS</td>
<td>Sex of students</td>
<td>Nominal</td>
<td>2</td>
<td>Are you a girl or a boy?</td>
<td>Girls Boys</td>
<td><a href="https://timssandpirls.bc.edu/timss2015/questionnaires/downloads/T15_StuQ_4.pdf">https://timssandpirls.bc.edu/timss2015/questionnaires/downloads/T15_StuQ_4.pdf</a></td>
</tr>
<tr>
<td>LLECE</td>
<td>Sex of students</td>
<td>Nominal</td>
<td>2</td>
<td>¿Usted es niño o niña?</td>
<td>Niña Niño</td>
<td><a href="https://unesdoc.unesco.org/ark:/48223/pf0000243533">https://unesdoc.unesco.org/ark:/48223/pf0000243533</a></td>
</tr>
<tr>
<td>PILNA MILO SEA-PLM EGRA EGMA, MICS</td>
<td>Sex of students</td>
<td>Nominal</td>
<td>2</td>
<td>Are you a girl or a boy?</td>
<td>Girls Boys</td>
<td></td>
</tr>
</tbody>
</table>
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

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</tr>
</thead>
<tbody>
<tr>
<td>PILRS</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>5</td>
<td></td>
<td>Which best describes the immediate area in which your school is located? Urban-Densely populated, Suburban-on fringe or outskirts of urban area, medium size city or large town, small town or village, remote rural</td>
<td>Remote rural Urban Densely populated</td>
<td><a href="https://timssandpirls.bc.edu/pirls2016/quotonnaires/downloads/P16_SchQ.pdf">https://timssandpirls.bc.edu/pirls2016/quotonnaires/downloads/P16_SchQ.pdf</a> <a href="https://timssandpirls.bc.edu/timss2015/quotonnaires/downloads/T15_SchQ_4.pdf">https://timssandpirls.bc.edu/timss2015/quotonnaires/downloads/T15_SchQ_4.pdf</a></td>
</tr>
<tr>
<td>TIMSS</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>5</td>
<td></td>
<td>Which of the following definitions best describes the community in which your school is located? A village, hamlet or rural area (fewer than 3,000 people), A small town (3,000 to about 15,000 people), A town (15,000 to about 100,000 people); A city (100,000 to about 1,000,000 people); A large city (over 1,000,000 people)</td>
<td>Rural area City</td>
<td><a href="https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_SCQ_NoNotes_final.pdf">https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_SCQ_NoNotes_final.pdf</a></td>
</tr>
<tr>
<td>PISA</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>5</td>
<td></td>
<td>Votre école est située dans.? Une ville, Une banlieue de grande ville, Un grand village (plusieurs centaines de concessions), Un petit village (plusieurs dizaines de concessions)</td>
<td>Un petit village Une ville</td>
<td><a href="http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONS_VF.pdf">http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONS_VF.pdf</a></td>
</tr>
<tr>
<td>PASEC</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
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<tr>
<th>Location</th>
<th>School location declared by the principal</th>
<th>Nominal</th>
<th>5</th>
<th>Su escuela se encuentra en una localidad de: 2.000 habitantes o menos, Entre 2.001 y 5.000 habitantes, entre 5.001 y 10.000 habitantes, entre 10.001 y 100.000 habitantes, más de 100.000 habitantes</th>
<th>Rural/urban</th>
<th><a href="https://unesdoc.unesco.org/ark:/48223/pf0000243533">https://unesdoc.unesco.org/ark:/48223/pf0000243533</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>LLECE</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>5</td>
<td>Which of the following best describes the location of your school? Isolated, Rural, In or near a small town, in or near a large town or city</td>
<td>Rural/Urban (city)</td>
<td><a href="http://www.sacmeq.org/sites/default/files/sacmeq/training-modules/sacmeq-training-module-8.pdf">http://www.sacmeq.org/sites/default/files/sacmeq/training-modules/sacmeq-training-module-8.pdf</a>; <a href="http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/working-documents/wd01_sacmeq_iii_results_pupil_achievement.pdf">http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/working-documents/wd01_sacmeq_iii_results_pupil_achievement.pdf</a></td>
</tr>
<tr>
<td>SACMEQ</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>5</td>
<td>Is this considered an urban or a rural school? Urban, Rural</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EGMA</td>
<td>School location declared by the principal</td>
<td>Nominal</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EGRA</td>
<td>School location declared by the principal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Updated September 2022*
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

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<tr>
<td>Assessment</td>
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<td>PISA</td>
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<tr>
<td><strong>LLECE</strong></td>
</tr>
<tr>
<td>Indice de nivel socioeconómico de los estudiantes</td>
</tr>
<tr>
<td>INSE is constructed from the information of the complementary questionnaires of parents or guardians. INSE is composed of the variables related to the mother's educational and work history, household income, housing goods and services, and the number of books available.</td>
</tr>
<tr>
<td><strong>Quartiles</strong></td>
</tr>
<tr>
<td>Low quarter, Second quarter, Third quarter, High quarter</td>
</tr>
<tr>
<td>¿Cuál es el nivel educativo más alto que la madre del estudiante ha completado? Si la madre trabaja, señale aquella labor que más se parezca al trabajo que generalmente realiza; En un mes normal, ¿en cuál de los siguientes rangos se encuentra actualmente el ingreso total líquido del hogar donde vive el niño? ¿De qué material es la mayor parte de los pisos de su vivienda? ¿Cuenta con alguno de los siguientes servicios en su hogar? ¿Cuántos de los siguientes bienes tiene en su hogar? ¿Cuántos libros hay en la casa del niño? Considere todos los tipos de libro: poesía, novelas, diccionarios, libros de estudio, etc.</td>
</tr>
<tr>
<td>Informe de resultados TERCE: Factores asociados. See: <a href="https://unesdoc.unesco.org/ark:/48223/pf0000243533">https://unesdoc.unesco.org/ark:/48223/pf0000243533</a></td>
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</thead>
</table>
| PASEC                 | Capital socioéconomique et culturel des familles  
L’Indice Capital socioéconomique et culturel des familles est construit à partir des réponses du questionnaire complémentaire détenu aux étudiants (résultats non disponibles) | Quintiles | 1 quintile  
2 quintile  
3 quintile  
4 quintile  
| SAQMEC               | Index of the Socioeconomic Status (SES) of pupils  
The SACMEQ Index of the socioeconomic status (SES) of pupils is derived from five elements that define the pupils' family environment | Quartiles | Low SES (25%)  
High SES (75%) | Components: - the level of education of the father and mother, - the number of books in the home, - the presence of eleven items in the home (a newspaper, a magazine, a radio, a television, a VCR, an audio cassette player, a telephone, a refrigerator, a car, running water and a table), - the structural quality of the house (floor, outside walls and roof), - the main source of light, determining whether or not pupils can read. | Bottom quarter  
Top quarter | See:  
http://www.sacmeq.org/sites/default/files/sacmeq/reports/sacmeq-iii/working-documents/wd01_sacmeq_iii_results_pupil_achievement.pdf;  
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</thead>
<tbody>
<tr>
<td>PIRLS TIMSS</td>
<td>Status declared by Students</td>
<td>Nominal</td>
<td>Country specific</td>
<td>1. Were you born (country)? 2. Was your child born in (country of test)? If, No, how old was your child when he/she came to (country of test) Younger than 3 years old, 3 to 5 years old, 6 to 7 years old, 8 years old or older.</td>
<td>No Yes (native born)</td>
<td><a href="http://timssandpirls.bc.edu/timss2015/questionnaires/downloads/T15_StuQ_IntSc_8.pdf">http://timssandpirls.bc.edu/timss2015/questionnaires/downloads/T15_StuQ_IntSc_8.pdf</a></td>
</tr>
<tr>
<td>PISA</td>
<td>Status declared by Students</td>
<td>Nominal</td>
<td>Country specific</td>
<td>In what country were you and your parents born? You, Mother and Father</td>
<td>Immigrant Non-immigrant</td>
<td><a href="https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_STQ_NoNotes_final.pdf">https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_STQ_NoNotes_final.pdf</a></td>
</tr>
<tr>
<td>ERCE</td>
<td>Status declared by Students</td>
<td>Nominal</td>
<td>Country specific</td>
<td>¿Naciste en este país? Si no naciste en este país ¿qué edad tenías cuando llegaste?</td>
<td>Migrante No migrante</td>
<td><a href="https://unesdoc.unesco.org/ark:/48223/pf000243533">https://unesdoc.unesco.org/ark:/48223/pf000243533</a></td>
</tr>
<tr>
<td>PIACC</td>
<td>Status declared by respondents</td>
<td>Nominal</td>
<td>Country specific</td>
<td>Were you born in (country) in what country were you born? At what age or in which year did you first immigrant to (country)?</td>
<td>Foreign-born/Native-born</td>
<td><a href="https://www.oecd.org/skills/piaac/publications/PIAAC_Technical_Report_2019.pdf">https://www.oecd.org/skills/piaac/publications/PIAAC_Technical_Report_2019.pdf</a></td>
</tr>
<tr>
<td>PASEC</td>
<td>Le statut est directement reporté par les élèves avec l'appui de l'enquêteur</td>
<td>Nominal</td>
<td>Country specific</td>
<td>Were you born in (country) in what country were you born?</td>
<td>No Yes (native born)</td>
<td><a href="http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONNAIRE_VF.pdf">http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONNAIRE_VF.pdf</a></td>
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</table>
### Language of test at home

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</thead>
<tbody>
<tr>
<td>EGMA EGRA</td>
<td>The main language is declared by the student</td>
<td>Nominal</td>
<td>Country specific</td>
<td>Do you speak the same language at home as you speak at school?</td>
<td></td>
<td><a href="http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONNAIRE_VF.pdf">http://www.pasec.confemen.org/wp-content/uploads/2016/03/PASEC_2014_CADRE_REFERENCE_QUESTIONNAIRE_VF.pdf</a></td>
</tr>
<tr>
<td>PASEC</td>
<td>The main language is declared by the student</td>
<td>Nominal</td>
<td>Country specific</td>
<td>Quelle langue parles-tu chez toi?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>PISA</td>
<td>The main language is declared by the student</td>
<td>Nominal</td>
<td>Country specific</td>
<td>What language do you speak at home of the time? Students who speak mainly another language at home / Students who speak mainly the test language at home</td>
<td></td>
<td><a href="https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_STQ_NoNotes_final.pdf">https://www.oecd.org/pisa/data/2018database/CY7_201710_QST_MS_STQ_NoNotes_final.pdf</a></td>
</tr>
<tr>
<td>SACMEQ</td>
<td>The main language is declared by the student</td>
<td>Nominal</td>
<td>Country specific</td>
<td>Do you speak English outside school? Yes/No</td>
<td></td>
<td><a href="http://www.sacmeq.org/sites/default/files/sacmeq/training-modules/sacmeq-training-module-8.pdf">http://www.sacmeq.org/sites/default/files/sacmeq/training-modules/sacmeq-training-module-8.pdf</a></td>
</tr>
<tr>
<td>LLECE</td>
<td>The main language is declared by the student</td>
<td>Nominal</td>
<td>Country specific</td>
<td>En tu casa ¿qué idioma hablan la mayor parte del tiempo? Castellano o portugués, lengua extranjera, lengua indígena, otra lengua Habla lengua de la evaluación No habla lengua de la evaluación</td>
<td></td>
<td><a href="https://unesdoc.unesco.org/ark:/48223/pf0000243533">https://unesdoc.unesco.org/ark:/48223/pf0000243533</a></td>
</tr>
</tbody>
</table>
4.1.1 Proportion of children and young people (a) in Grade 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

ANNEX II

Acronyms

CAT  Content Alignment Tool
CLA  Catalogue of Learning Assessments
CNA  Cross-national assessments
GAML Global Alliance to Monitoring Learning
GCF  Global Content Framework
GPF  Global Proficiency Framework
IRT  Item response theory
ISCED International Standard Classification of Education
MPL Minimum proficiency level
PAT  Procedural Alignment Tool
PLD  Performance level descriptors
SDG  Sustainable Development Goal
TCG  Technical Cooperation Group

Assessments

AMPL  Assessment for Minimum Proficiency Level
ASER Annual Status of Education Report
EGRA Early Grade Reading Assessment
EGMA Early Grade Mathematics Assessment
ERCE Regional Comparative and Explanatory Study
LLECE El Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación
MICS Multiple Indicator Cluster Surveys
MILO Monitoring Impacts on Learning Outcomes
PAL Network People’s Action for Learning Network
PASEC Programme d’analyse des systèmes éducatifs de la Confemen
PIACC Programme for the International Assessment of Adult Competencies
PILNA Pacific Islands Literacy and Numeracy Assessment
PIRLS Progress in International Reading Literacy Study
PISA Programme for International Student Assessment
PISA-D Programme for International Student Assessment for Development
SACMEQ Southern and Eastern Africa Consortium for Monitoring Education Quality
SEA-MPL Southeast Asia Primary Learning Metrics (SEA-PLM)
SEAMEO Southeast Asian Ministers of Education Organization
TIMSS Trends in International Mathematics and Science Study
UWEZO (not an acronym)

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