



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

GAML 7: PROGRESS ON POLICY LINKING FOR MEASURING GLOBAL LEARNING OUTCOMES

October 2020



Section 1

Methodology Overview

SUSTAINABLE DEVELOPMENT GOAL 4.1.1



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

Indicator 4.1.1

4.1.1 Proportion of children and young people: (a) in grades 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

CHALLENGES OF REPORTING TO SDG 4.1.1

Assessments are not comparable because...

- Differences in content / language
- Differences in assessment difficulty
- Lack of benchmarks
- Lack of low-cost methodologies to express results on the same scale

What is needed to address these challenges?

- Definition of a ***common knowledge and/or skills to measure***
- Definition of ***common expectations for proficiency (performance standards)***
- Definition of a ***methodology for harmonizing*** data from different contexts on the same scale



This Photo by Unknown Author is licensed under CC BY-SA-NC

WHAT IS POLICY LINKING?

Low-cost, practical method that relies on panelists' judgments to link assessments to the Global Proficiency Framework (GPF) for reporting on SDG 4.1.1

LINKING TO THE GLOBAL PROFICIENCY FRAMEWORK

GRADE 2. GLOBAL PROFICIENCY DESCRIPTORS

Partially Meets Global Minimum Proficiency	Meets Global Minimum Proficiency	Exceeds Global Minimum Proficiency
---	-------------------------------------	---------------------------------------

N: NUMBER KNOWLEDGE

NI: WHOLE NUMBERS

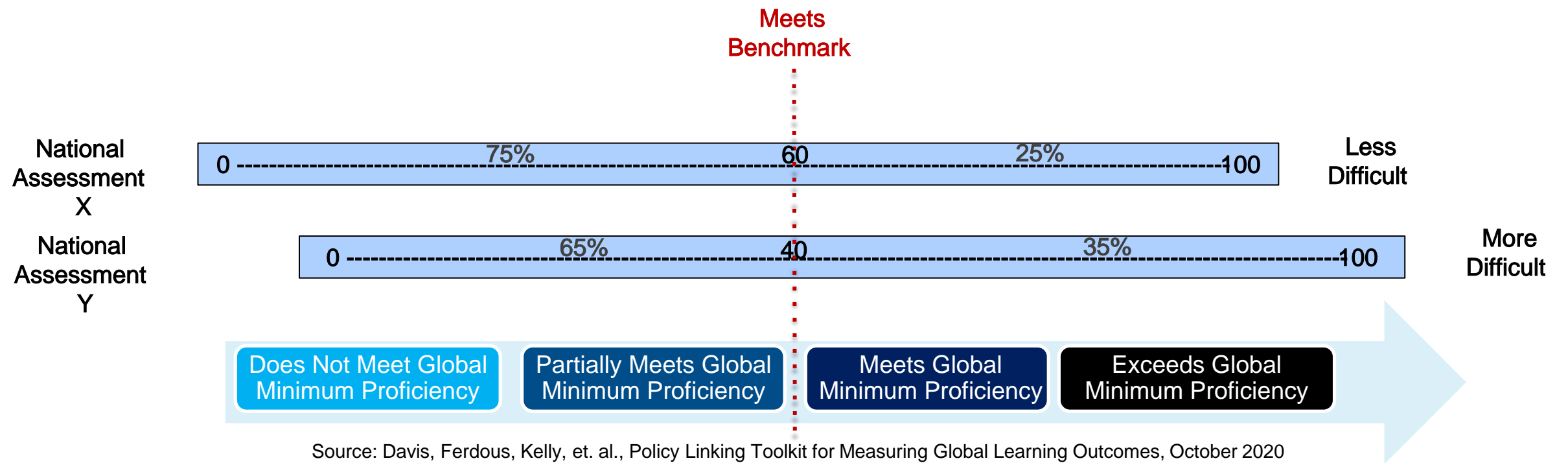
NI.1: Identify and count in whole numbers, and identify relative magnitude

NI.1.1_P	Count in whole numbers up to 30.	NI.1.1_P	Count in whole numbers up to 100.	NI.1.1_E	Count backwards from 20.
NI.1.2_P	Read and write whole numbers up to 30 in words and in numerals.	NI.1.2_P	Read and write whole numbers up to 100 in words and in numerals.	NI.1.2_E	N/A
NI.1.3_P	Compare and order whole numbers up to 30.	NI.1.3_P	Compare and order whole numbers up to 100.	NI.1.3_E	N/A
NI.1.4_P	N/A	NI.1.4_P	Skip count forwards by twos or tens.	NI.1.4_E	Skip count backwards by tens.

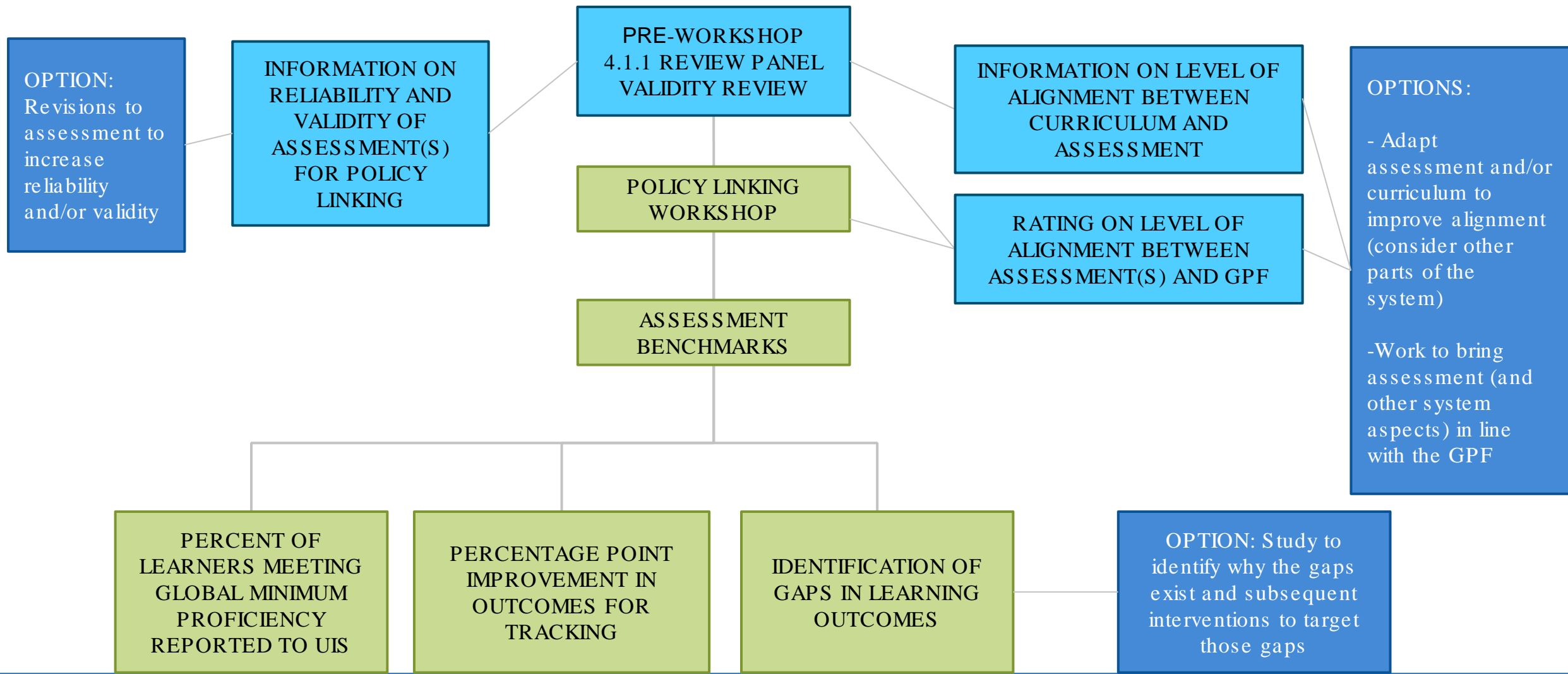
NI.2: Represent whole numbers in equivalent ways

NI.2.1_P	Identify and represent the equivalence between whole quantities up to 10 represented as objects, pictures, and numerals (e.g., when given a picture of ten objects and other pictures of various numbers of objects, select the picture that has the same number of objects; or associate a numeral with the appropriate number of objects).	NI.2.1_M	Identify and represent the equivalence between whole quantities up to 30 represented as objects, pictures, and numerals (e.g., when given a picture of 30 flowers, identify the picture that has the number of butterflies that would be needed for each flower to have a butterfly; or given a picture of 19 shapes, draw 19 more shapes).	NI.2.1_E	Use place-value concepts for tens and ones (e.g., compose or decompose a two-digit whole number using a number sentence such as $35 = 3 \text{ tens and } 5 \text{ ones}$, $35 = 30 + 5$ or using number bonds, determine the value of a digit in the tens and ones place).
----------	--	----------	---	----------	--

SETTING BENCHMARKS FOR MULTIPLE ASSESSMENTS



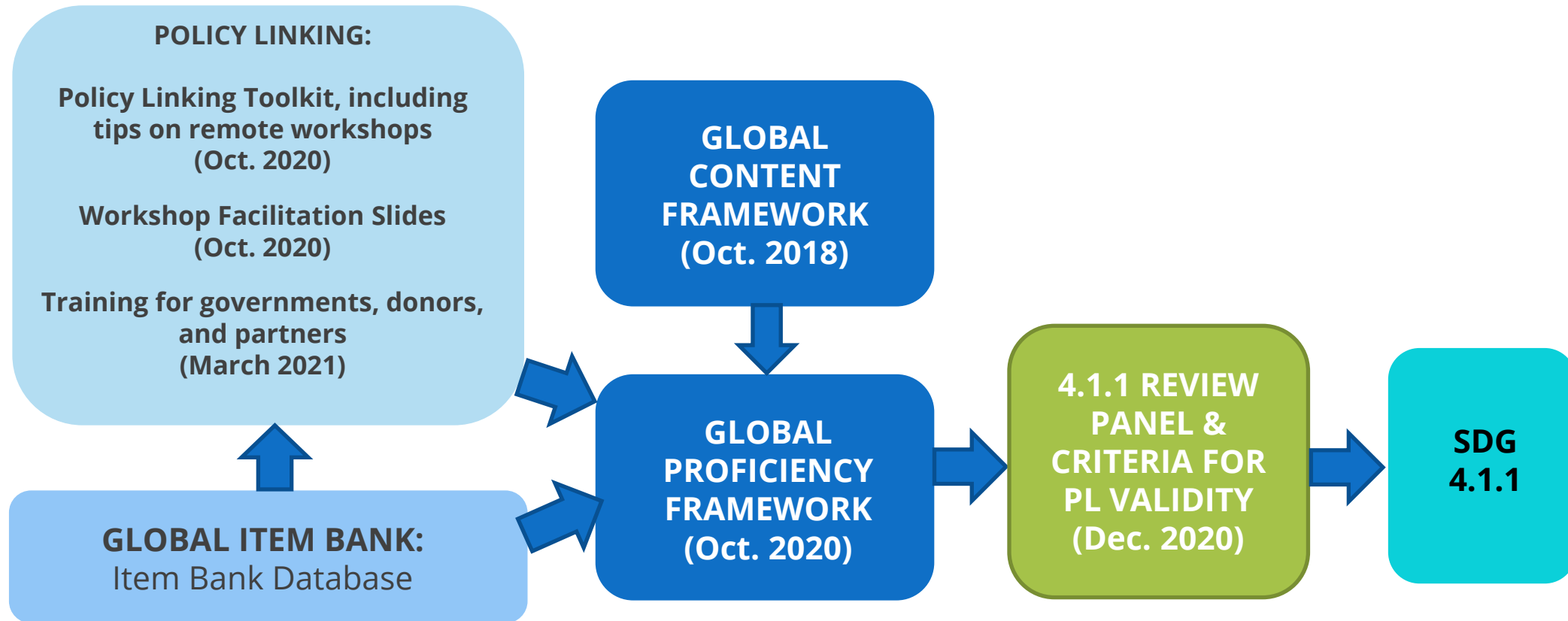
BENEFITS OF POLICY LINKING FOR SYSTEM IMPROVEMENT



Section 2

Progress

TOOLS CREATED AND AVAILABLE TO COUNTRIES



QUESTIONS?



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



Questions or Feedback

Melissa Chiappetta –
mchiappetta44@gmail.com

Learn more <http://uis.unesco.org/>

 @UNESCOstat