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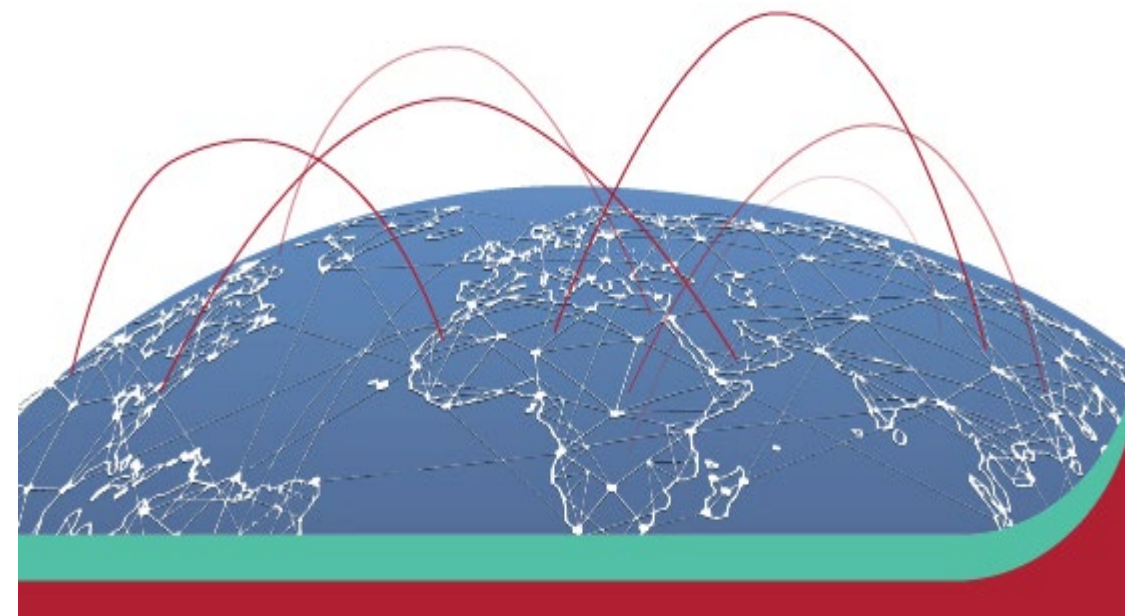
Developments
SDG Indicator 4.1.1

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SDG Target 4.1: Indicator 4.1.1

▶ **Target 4.1** aims to "ensure that all girls and boys **complete** free, equitable and quality primary and secondary education **leading to relevant and effective learning outcomes**" by 2030

▶ **Global indicator 4.1.1** refers to the "**proportion** of children and young people (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education achieving at least **a minimum proficiency level** in (i) **reading** and (ii) **mathematics**, by sex

https://tcg.uis.unesco.org/wp-content/uploads/sites/4/2020/09/Metadata-4.1.1.pdf

High-quality reliable learning data facilitates a conversation towards building solutions and guides policy-making

▷ Support Curricula

▷ Scope and sequence -- syllabus

▷ Identify and develop relevant instructional resources

▷ Monitor Student Progression

▷ Identify areas for intervention

▷ Prioritise resourcing strategies

▷ Set and monitor progress against policy targets

3a   The roads to reporting SDG 4.1.1

▶ **Scenario 1 → Rely on country assessments (national assessments)**
▷ Data available from many countries
▷ Respectful of national authority and autonomy
▷ The (potential) issues: Concerns about quality/relevance of what is measured
▷ **Needs countries' willingness to locate themselves on the progression**

▶ **Scenario 2 → Adopt a Product**
▷ International (IEA's/TIMSS, PIRLS); OECD's (PISA)
▷ Regional assessments (PILNA, SEA-PLM, ERCE, SACMEQ, PASEC)

Provides (partial) solutions :
▷ Accessible data/ trend analysis/ quality assurance but
   ▷   With some definitional issues (alignment with national curriculum/difficulty of test)
   ▷   Low coverage/Regional coverage/Cycle of 5-6 years for primary

A hybrid approach to reporting

▶ What if **scenario 1 (rely on country outputs)** is adopted?

▶ What if **scenario 2** (adopt a built product) is adopted?

▶ What if **scenario 3 is** a combination of tools

▷ Work with countries ... **in depth localized system strengthening** ... to assist in developing sustainable, high quality learning assessment systems that inform policy development with

▷ **Tools and solutions** (global and regional public goods)

▷ **Links to the learning progression** built into their assessment systems, using a variety of suitable and locally acceptable methodologies

▶ The number of tools and possibilities is expanding

▷ Global assessment initiatives "on-demand"

▷ Special modules

▶ New regional assessments (SEA-PLM)

▶ Community-based assessment (ASER/PAL NETWORK)

▶ Foundational learning (EGRA/EGMA)

▶ Household survey based-measurement (UNICEF)

▶ AMPL (Assessment in Minimum Proficiency Levels)

▶ PISA module (OECD)

▶ LaNA (IEA)

4a   Unblocking the roads to reporting: using the same "language"

▶ **Identify and measure what matters**

Sub-skills / Contents

▶ **Build a sequence of skills or learning progression that spans from**the very beginnings all the way up to relatively advanced ones

▶ **Global Proficiency Framework (GPF)** to give expert advice on measuring what matters (skills in reading and mathematics)
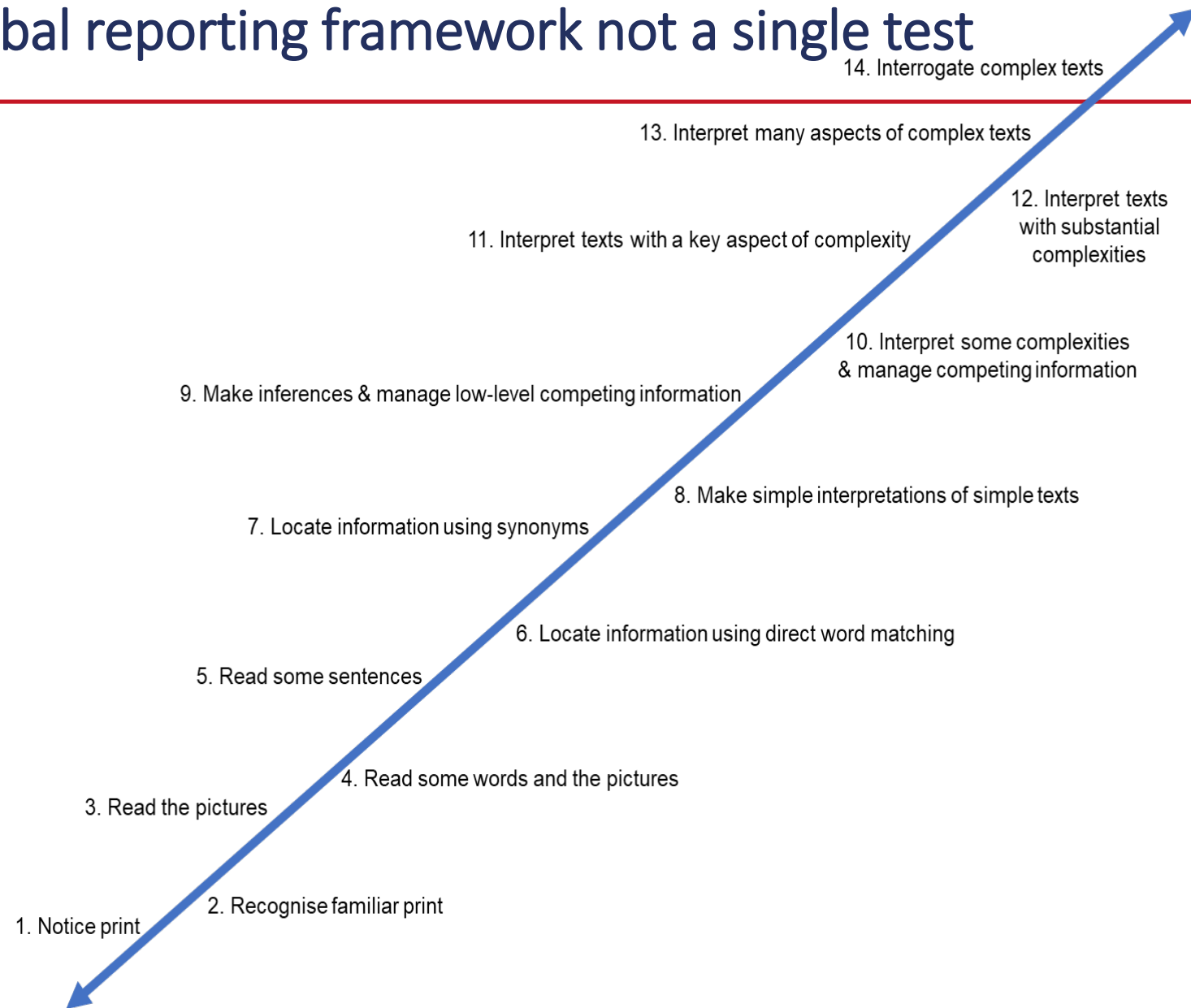
▶ **Identification of the Minimum Proficiency Levels (MPL)** to relate to an agreed definition of the minimum level of age-appropriate mastery of a domain (e.g read and understand a simple text at the end of primary)

▶ Generate examples of items from a variety of assessments grouped according to a learning progression (International item library)

Unblocking roads: a global reporting framework not a single test

▶ The progressions allow countries to *use their own assessments* to *report against* a common interpretative framework

▶ Facilitate a conversation about Reading and Mathematics as valued educational outcomes

14. Interrogate complex texts

13. Interpret many aspects of complex texts

12. Interpret texts with substantial complexities

11. Interpret texts with a key aspect of complexity

10. Interpret some complexities & manage competing information

9. Make inferences & manage low-level competing information

8. Make simple interpretations of simple texts

7. Locate information using synonyms

6. Locate information using direct word matching

5. Read some sentences

4. Read some words and the pictures

3. Read the pictures

2. Recognise familiar print

1. Notice print

Unblocking roads: a global reporting framework not a single test

▶ The learning progression is in the assessment framework of regional, international and survey based assessment frameworks

▶ The basis on the agreement in September 2018 about the Minimum Proficiency Level to be used to report Global Indicator 4.1.1
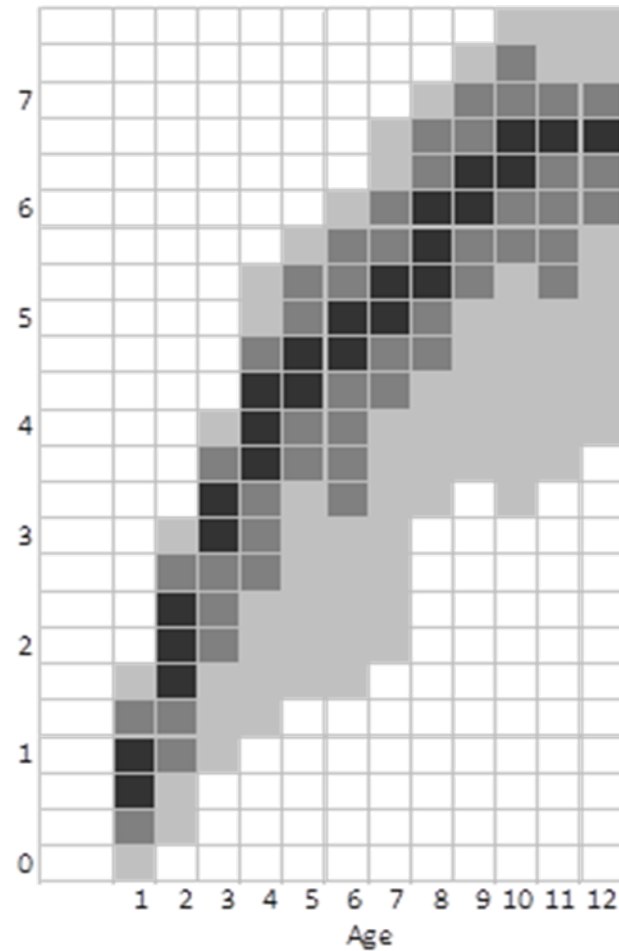

UIS SDG 4 DATA DIGEST (2018): Data to nurture learning

Unblocking roads: a global reporting framework not a single test

▶ So that all population mapped in the common reference framework

Linking to a common definition: the Minimum Proficiency Level

▶ Methods could be grouped according to 2 criteria

▷ How much they **rely on psychometrics**

▷ If a **new data collection is needed**

▶ Psychometrics Statistical

▷ **Ex-ante** (**allows design fit for purpose**): Common students, Common items

　　▷ Rosetta Stone

　　▷ AMPL in MILO

▷ **Ex-pos**t (Altinok, 2018, '[The anchoring method for indicator 4.1.1 reporting](#)')

▶ Non-Statistical

▷ Ex-post **(work with available data with the constraints)**: expert opinion on the difficulty of the questions and skills abased

AMPL-b

As a standalone assessment:

Integrated into national assessment:

AMPL

As a whole booklet form

Rotated through national forms

Sierra Leone
Pakistan
(forthcoming)
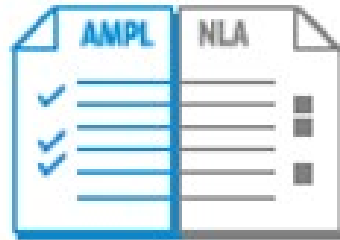
PASEC (Burkina Faso, Senegal, Burundi, Ivory Coast)
NASMLA (Kenya); NPA (Zambia)
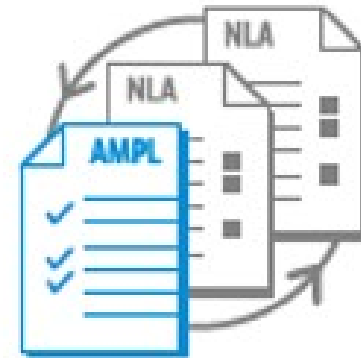
▶ **Modules under development**
▷ AMPL-a: at end of lower primary (early grades)

▶ **Teachers** in a country give pedagogical interpretation to learning assessment results, classify items, and their **alignment** to the global framework and serve to report under some minimum quality conditions

Education level
■ Grade 2/3
■ End of primary
■ End of lower secondary

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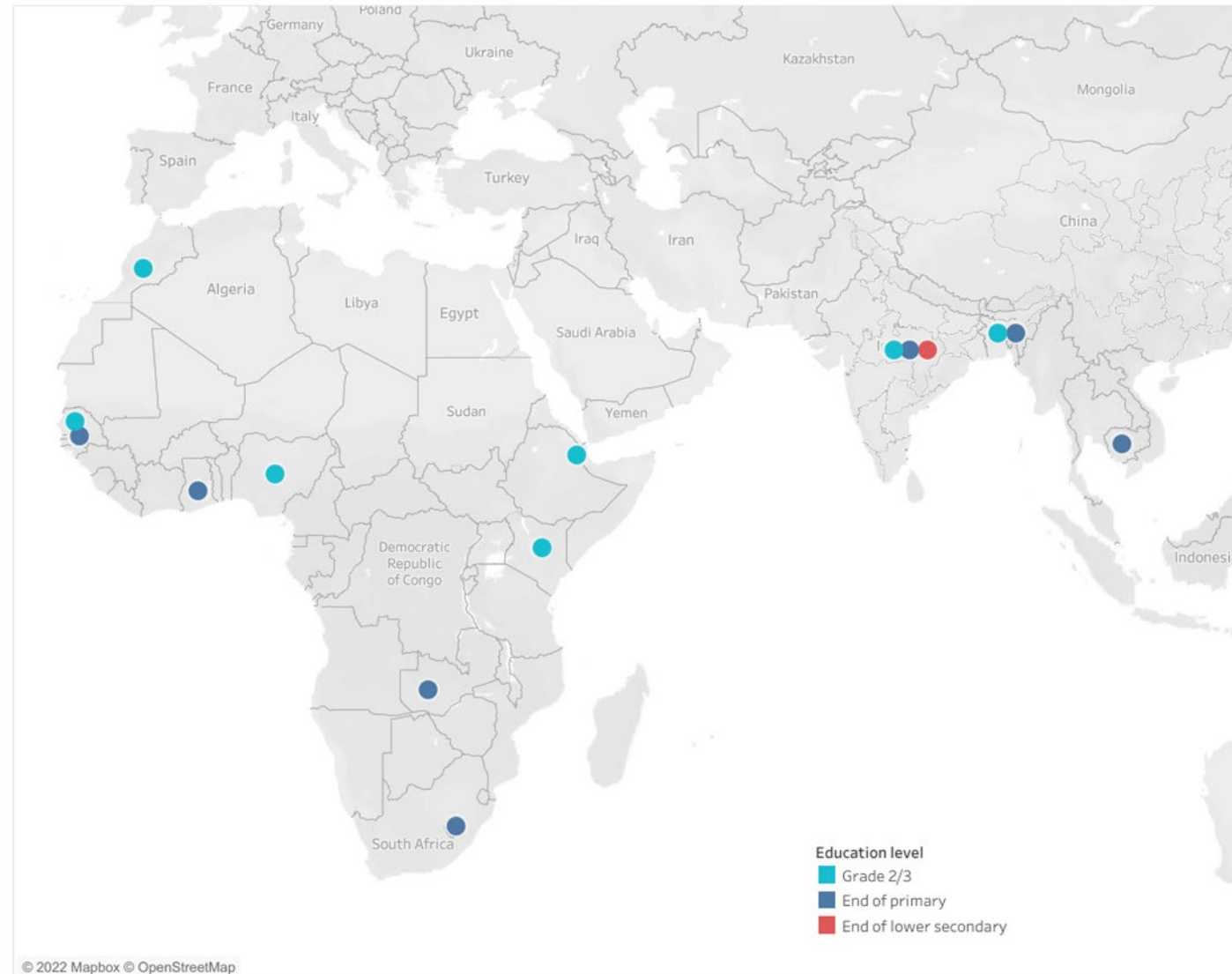
What are country's options: towards a system of reporting

▶ **Respect ownership and meet national needs: support the effective use of assessment data**

    ▷ guiding instruction

    ▷ developing and evaluating policy

    ▷ improving curriculum

▶ **A quality assurance process that ensures the data are collected in a timely fashion, a resource efficient fashion, are valid and are fit for the purpose of SDG reporting**

▶ **Able to monitor SDG trends (needs for regional averages)**

Thank you

Questions or Feedback:

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