

## 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**

**4.1.6 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education**

#### Definition

Whether a national or cross-national learning assessment was conducted in the last 5 years in (a) reading, writing or language and (b) mathematics at the relevant stages of education.

A learning assessment is a test or examination which measures the achievement in selected subjects of students at a particular age or grade.

#### Purpose

The capacity of countries to assess learning via large-scale assessments is key to monitoring quality and equity of learning. The administration of national learning assessments is essential to supply information on the performance of education systems at least every five years.

#### Calculation method

The indicator is expressed as a simple 'yes' or 'no' for each subject area and each stage of education.

$LA_{n,s}^t = 1$ , **yes** if there exists a national, regional or international learning assessment in any year between **t-5** and **t**

= **0, no** otherwise

where:

$LA_{n,s}^t$  = existence of a national, regional or international learning assessment at stage of education **n**, in subject **s** in any year (**t-i**) where  $0 \leq i \leq 5$

#### **4.1.6 Administration of a nationally representative learning assessment (a) in Grade 2 or 3; (b) at the end of primary education; and (c) at the end of lower secondary education**



##### **Interpretation**

'Yes' values indicate that the country is monitoring learning outcomes regularly at the given stage of education and in the given subject areas. This will enable the country to review and adapt as necessary its national policies on education and learning to ensure that all children and young people have the opportunity to acquire basic skills at each education level and in each subject area.

##### **Type of data source**

Learning assessments

##### **Disaggregation**

By stage or level of education and subject

##### **Data required**

Information on the implementation of learning assessments in each subject and at each stage of education in each country.

##### **Data sources**

Data on the administration of a large-scale assessment from a national representative sample from national learning assessment offices, ministries of education or other bodies responsible for learning assessments, including regional or international organizations running learning assessments (e.g. CONFEMEN, EQAP, IEA, OECD, SACMEQ and TERCE).

##### **Limitations and comments**

In calculating this indicator, language or writing assessments are also considered as types of reading assessments. The indicator does not measure the skills of children but only the existence of assessments in a country.