Reporting Indicator 4.1.1

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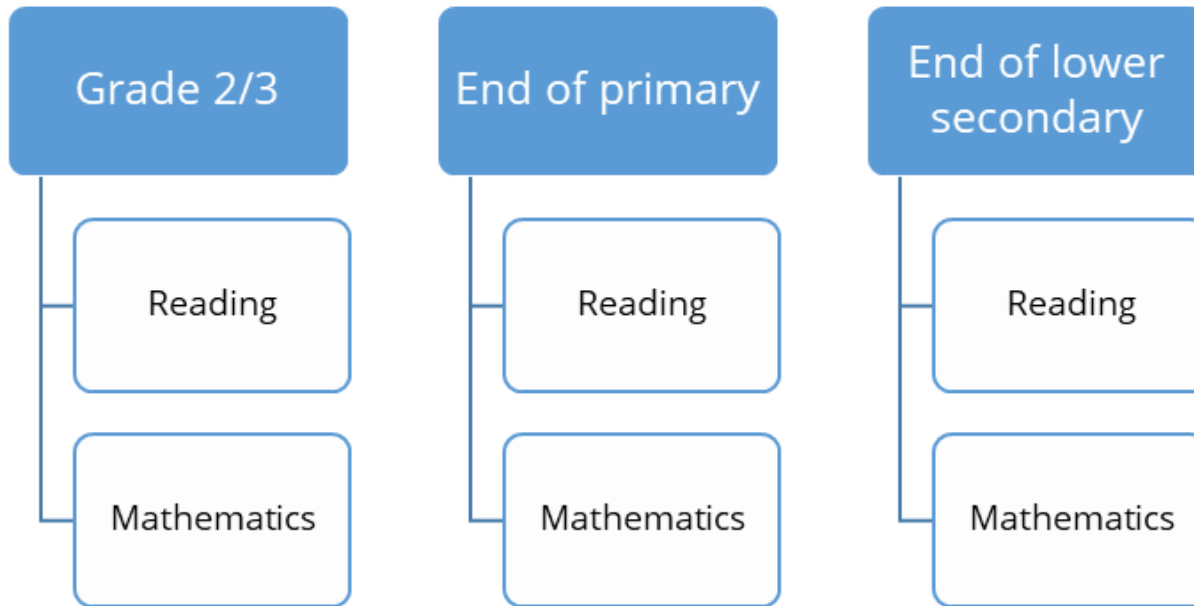Director, UNESCO Institute for Statistics

Indicator 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
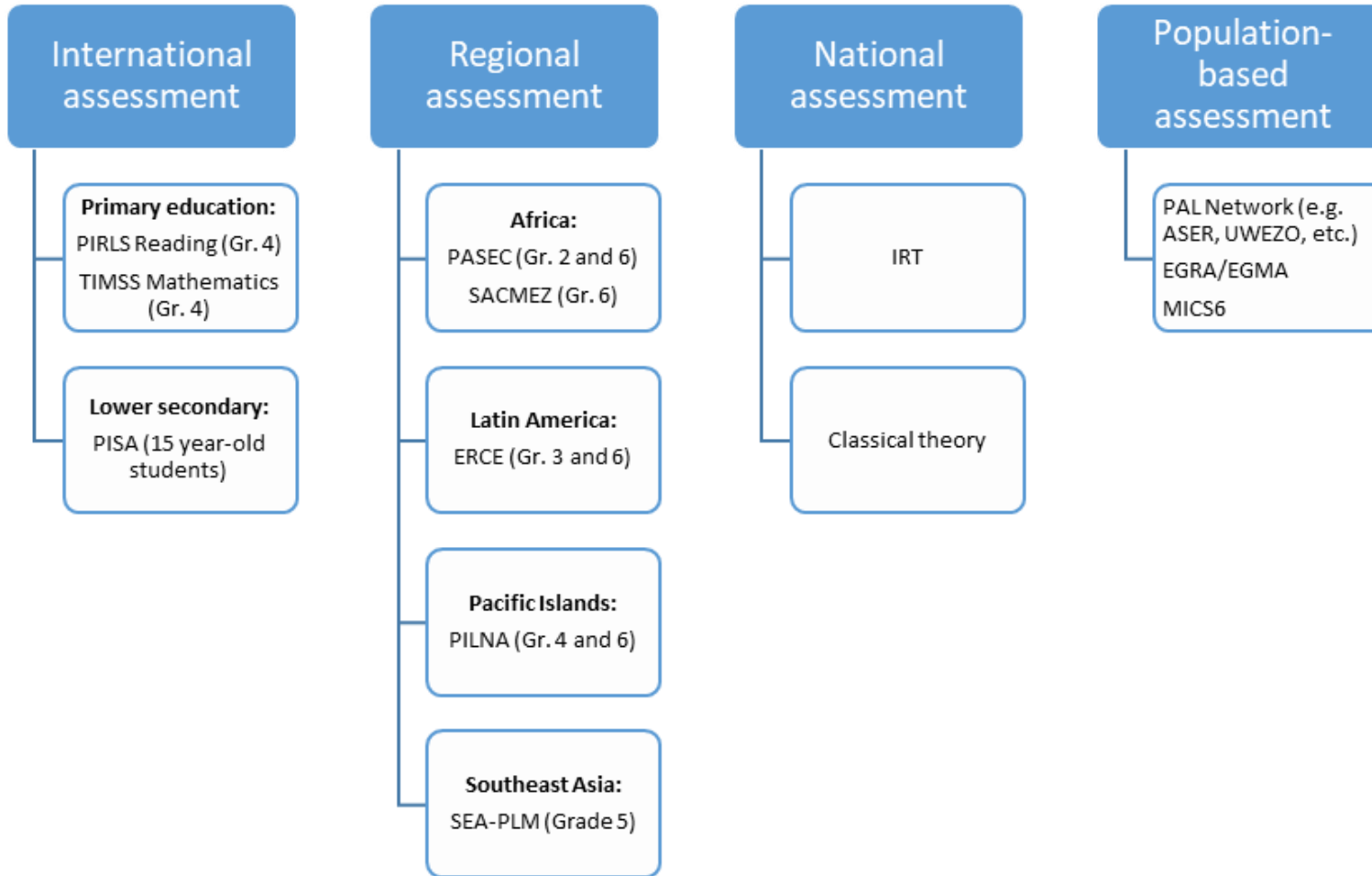
Indicator 4.1.1

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

Indicator 4.1.1

Type of assessments

International assessment

Primary education:
PIRLS Reading (Gr. 4)
TIMSS Mathematics (Gr. 4)

Lower secondary:
PISA (15 year-old students)

Regional assessment

Africa:
PASEC (Gr. 2 and 6)
SACMEZ (Gr. 6)

Latin America:
ERCE (Gr. 3 and 6)

Pacific Islands:
PILNA (Gr. 4 and 6)

Southeast Asia:
SEA-PLM (Grade 5)

National assessment

IRT

Classical theory

Population-based assessment

PAL Network (e.g. ASER, UWEZO, etc.)
EGRA/EGMA
MICS6
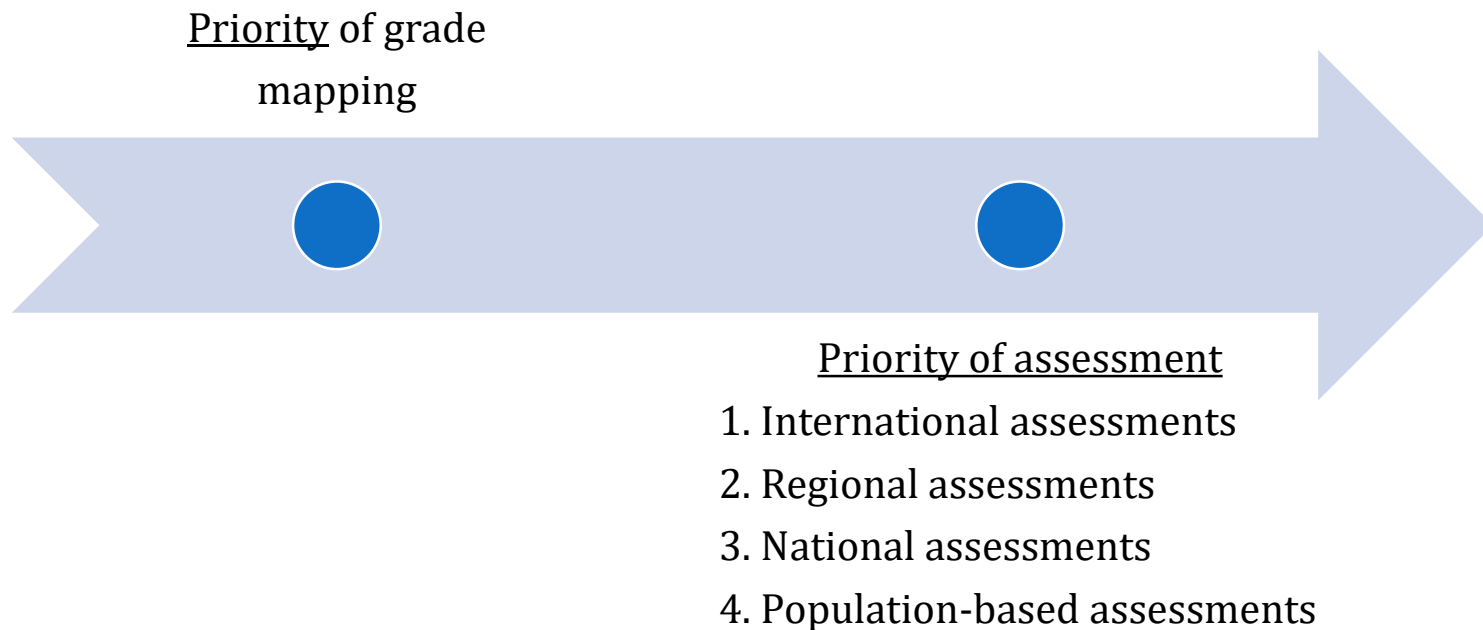
Decision tree for sources of data

For each of the indicators for 4.1.1 for global reporting, the sources of data selected should be prioritized as follows: 1. by grade mapping; 2) by type of assessment

<u>Priority</u> of grade mapping

<u>Priority of assessment</u>

1. International assessments

2. Regional assessments

3. National assessments

4. Population-based assessments

Decision tree for sources of data

Decision tree example:

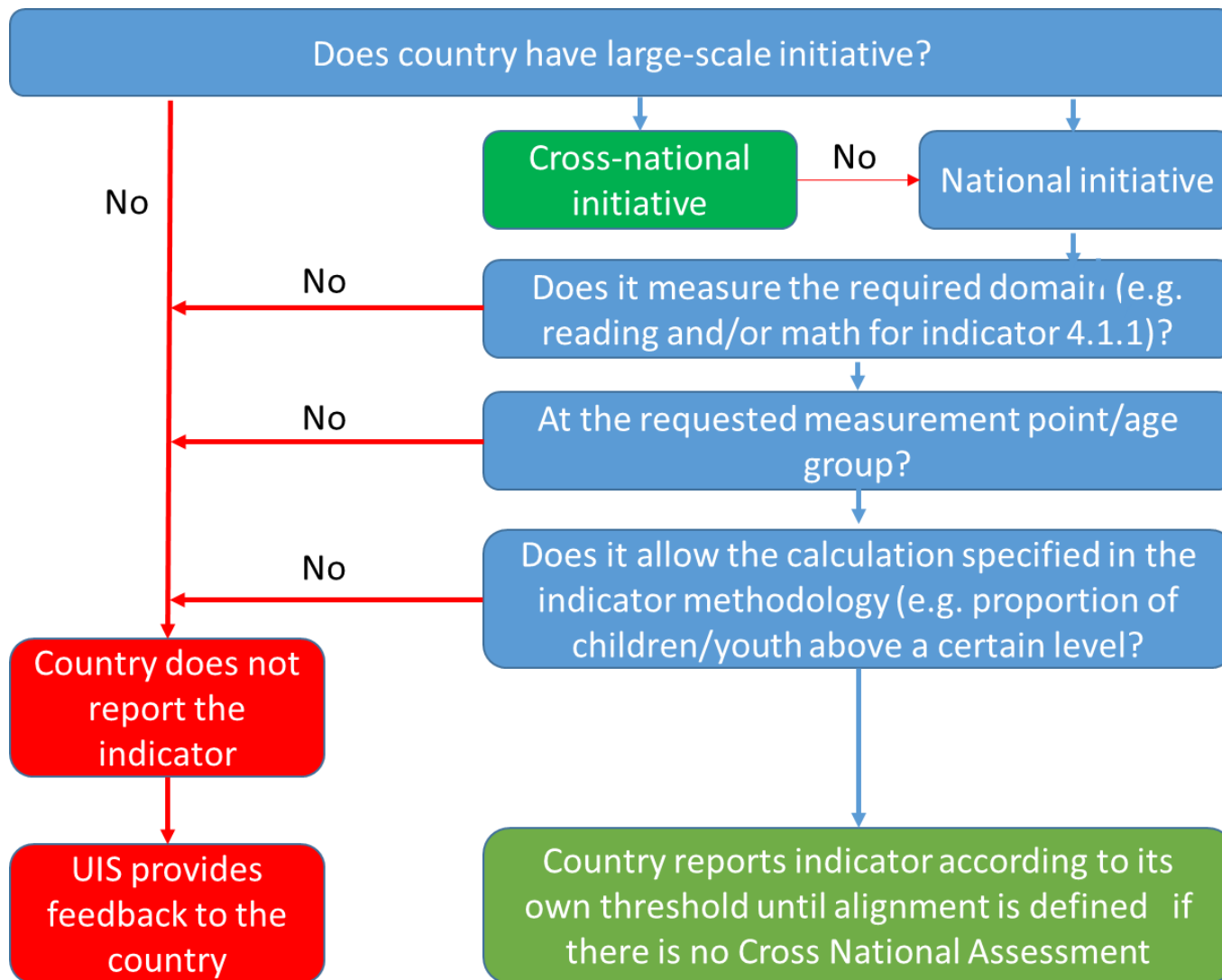| Year	Source of data
2011	PIRLS 2011 (Grade 4)
2013	ERCE 2013 (Grade 3)
2016	National Learning Assessment (NLA) (Grade 3)

1. Grade mapping: ERCE and NLA are exact grade and PIRLS grade 4. Therefore, PIRLS is excluded.

2. Priority of assessments: ERCE has priority over NLA.

Decision: ERCE

Interim reporting in a nutshell

Level	In School-Based		National	Population Based*
	Cross-national		**National**	**Population Based***
2/3 Grade	LLECE TIMSS PASEC PIRLS		Yes	MIC6 EGRA/EGMA PAL Network
End of Primary	LLECE SEAMEO PASEC TIMSS SACMEQ PIRLS PILNA		Yes	PAL Network
End of Lower Secondary	TIMSS PISA4D PISA		Yes	Young Lives
Definition of Minimum Level	The ones defined by each assessment by point of measurement and domain			
Grade for End of Primary	Last grade of Primary according to ISCED as defined Plus one minus one grade by the ISCED level of each country			
Grade for End of Lower Secondary	Last year/grade of Lower Secondary according to ISCED level in your country Plus **two** minus one grade with respect to the last grade of Lower Secondary			

And how do a country report in 2019 ?

Does country have large-scale initiative?

Cross-national initiative

No → National initiative

No ← Does it measure the required domain (e.g. reading and/or math for indicator 4.1.1)?

No ← At the requested measurement point/age group?

No ← Does it allow the calculation specified in the indicator methodology (e.g. proportion of children/youth above a certain level?

No

Country does not report the indicator

UIS provides feedback to the country

Country reports indicator according to its own threshold until alignment is defined   if there is no Cross National Assessment

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SUSTAINABLE DEVELOPMENT GOALS

2019 Indicator 4.1.1 reporting

| Assessment	Sources of data	Alignment to the Global MPL	Priority for reporting by education level	Footnotes
International assessments: PISA, PISA4D, TIMSS/PIRLS	Yes	According to Consensus Meeting	1	[Assessment name and year]
Regional assessments: LLECE, PASEC, SACMEQ, PILNA	Yes	According to Consensus Meeting	2	[Assessment name and year]
National learning assessments (NLA)	Yes	Suggest and validate alignment	3	"National Learning Assessment (NLA):" [assessment name] & "; Grade " [grade number] & "; Minimum proficiency level: " [name or number of the MPL used for reporting]
EGRA/EGMA	Yes	According to Consensus Meeting	4	[Assessment name and year]
MICS	Yes	According to Consensus Meeting	4	[Assessment name and year]
PAL NETWORK (e.g. ASER, UWESO, etc.)	Yes	According to Consensus Meeting	4	[Assessment name and year]

Alternative solutions to produce comparable data

Test-based linking	Item-based linking	Pedagogical calibration

IEA PIRLS

IEA TIMSS

Regional assessment

terce
TERCER ESTUDIO REGIONAL COMPARATIVO Y EXPLICATIVO
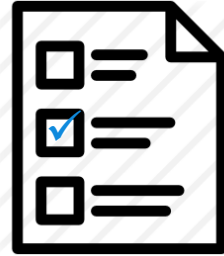
The *item (or a set of them)* is the point for linking

Experts from UIS and countries are the "linking" agree on policy descriptors and item difficulty

Thank you

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