



United Nations
Educational, Scientific and
Cultural Organization



UNESCO
INSTITUTE
FOR
STATISTICS



SUSTAINABLE
DEVELOPMENT
GOALS

Reporting Indicator 4.1.1

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Indicator 4.1.1.



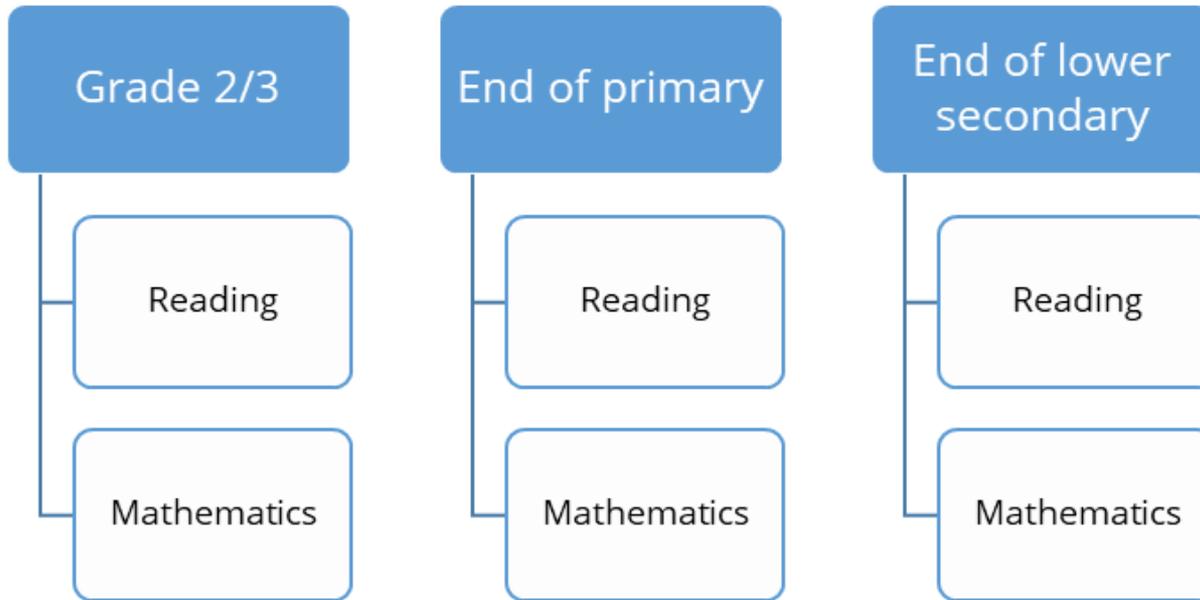
Target 4.1

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

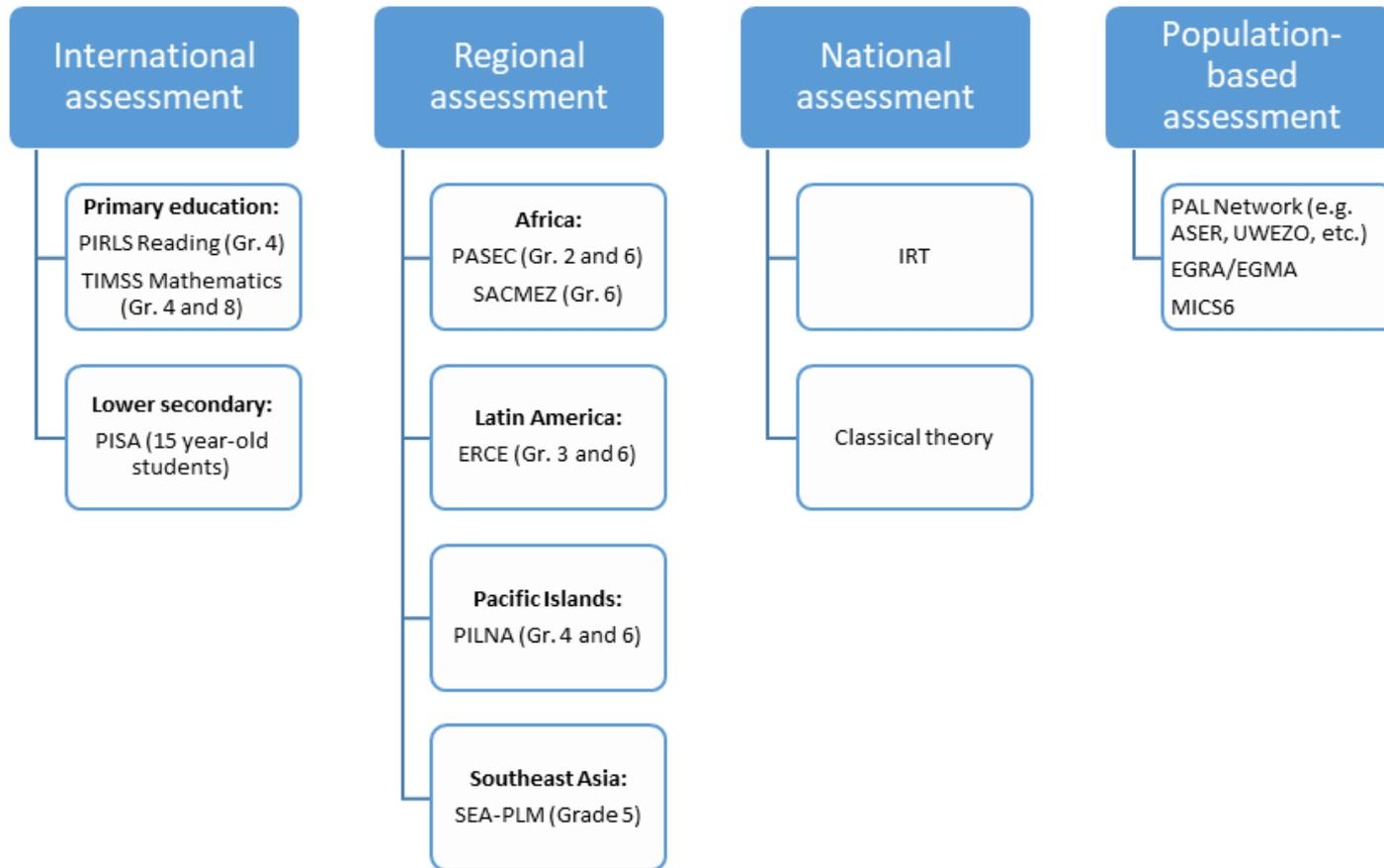
Indicator 4.1.1

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



<https://unesco-geo.acasus.com/>

Indicator 4.1.1

Minimum proficiency levels for mathematics

Grade 2 or 3

Students demonstrate skills in number sense and computation, shape recognition and spatial orientation.

 2014 Level 2
TERCER ESTUDIO REGIONAL COMPARATIVO Y EXPLICATIVO

 2014 Level 2

Grade 4 & 6

Students demonstrate skills in number sense and computation, basic measurement, reading, interpreting, and constructing graphs, spatial orientation, and number patterns.

 2007 Level 5

 2014 Level 3

 2015 Level 5
Pacific Community
Communauté du Pacifique

 2014 Level 3
TERCER ESTUDIO REGIONAL COMPARATIVO Y EXPLICATIVO

 2015 Intermediate international

Grade 8 & 9

Students demonstrate skills in computation, application problems, matching tables and graphs, and making use of algebraic representations.

 2015 Level 2

 2015
Intermediate international

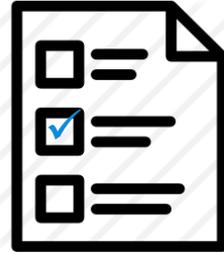
Alternative solutions to produce comparable data when we do not have comparable data

Test-based linking



Regional
assessment
teree
TERCER ESTUDIO REGIONAL COMPARATIVO Y EXPLICATIVO

Item-based linking



The *item (or a set of them)* is the point for linking

Pedagogical calibration



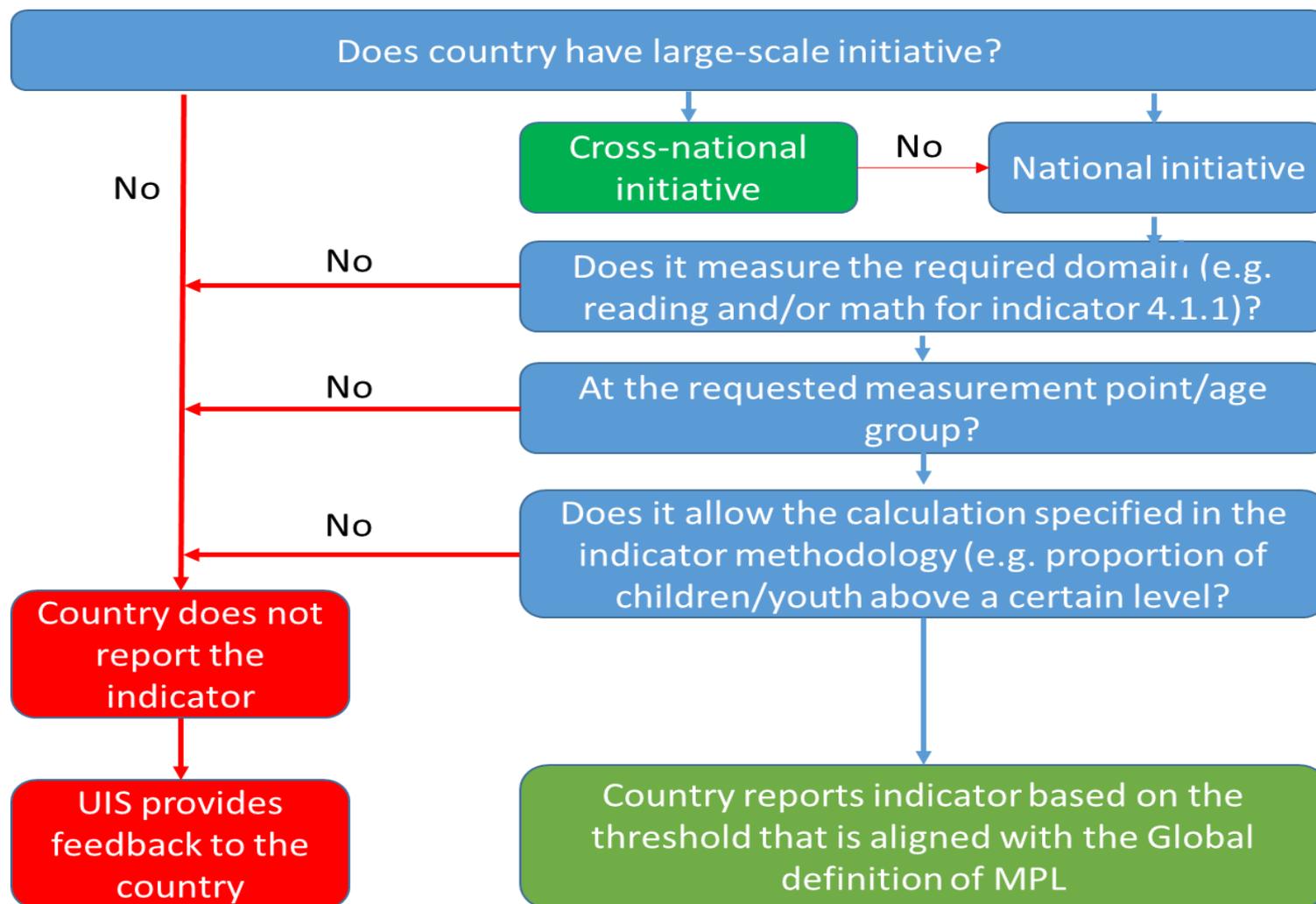
Experts from the coordinators and countries are the “linking” agree on policy descriptors and item difficulty

Summary of Linking Options

Level	Less psychometric calibration	Psychometric Calibration	
		Test Based Calibration	Items based linking
Early Grades (2/3)	Yes	Unlikely	Less Feasible
End of Primary	Yes	Yes	Feasible
End of lower secondary	Yes	Feasible	Feasible

	<i>Pedagogical calibration</i>	<i>Test-based</i>	<i>Item-based</i>
Minimum Proficiency Level			
<i>Accomplished thus far</i>	<ul style="list-style-type: none"> • Agreement on definition of Minimum Proficiency Level (MPL) • Alignment of international assessments and population based • Unpacking of tasks and completion of proficiency frameworks • Compilation of items aligned with the MPL 		
Linking Methodologies			
<i>Accomplished thus far</i>	Piloting toolkit under development	<ul style="list-style-type: none"> ▪ Countries identified ▪ Regional organization identified ▪ Instruments finalized ▪ Pilot Finished in LAC 	Compilation of items underway
Remaining steps			
	<ul style="list-style-type: none"> ▪ Second half 2019 ▪ 4 countries (USAID, IS) 	<ul style="list-style-type: none"> ▪ Main field ▪ Concordance tables 	Bank of items and exchange platform
• When?	2019-Early 2020	2019-2021	2019-
	Finalization of the Toolkit to administer globally	Concordance Table - First semester of 2021	2019-

And how do a country report in 2019/2020 ?

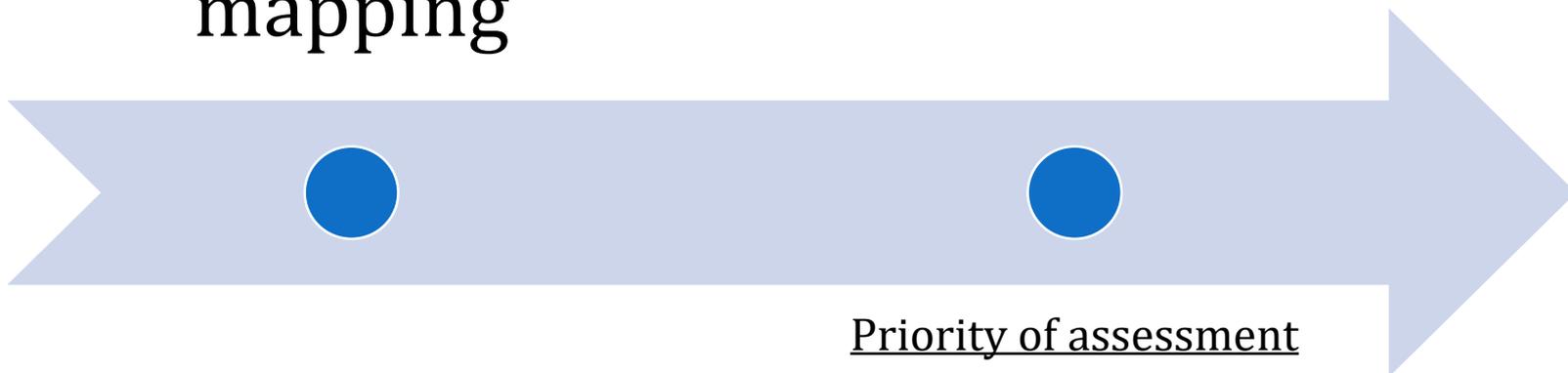


Decision tree for sources of data

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

Priority of grade

mapping



Priority of assessment

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

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]

Outline of Consultation

Indicator	Issue to Consult
Indicator 4.1.1	Consultation about understanding of reporting Participation of countries in Policy Linking
Indicator 4.7.4 and 4.7.5	Endorsement of <ul style="list-style-type: none"> ▪ Global Framework ▪ Reporting options splitting cognitive and non cognate D ▪ Definition of threshold
Breadth of Skills	Endorsement of Work Plan
Indicator 4.6.1	Revised Work Plan ?
Indicator 4.4.2	

<https://www.research.net/r/GAML6> Consultation



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Thank you

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