United Nations
Educational, Scientific and
Cultural Organization

UNESCO INSTITUTE FOR STATISTICS

GLOBAL ALLIANCE TO MONITOR LEARNING

SUSTAINABLE DEVELOPMENT GOALS

Content Alignment Tool

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Hamburg, Germany

Contents

Introduction: Content Alignment Tool

The UNESCO Institute for Statistics (UIS) has developed several self-report questionnaires that countries will complete when they submit their locally developed national learning assessment results to UIS to use as part of a country's documentation demonstrating progress in attaining Sustainable Development Goal 4 (SDG4). Currently, UIS has two questionnaires related to content alignment that a country's representatives will complete using UIS's DART data collection system: Alignment of the Assessed Mathematics Content to the UIS Global Mathematics Framework and Alignment of the Assessed Reading Content to the UIS Global Reading Framework[1]. A country's responses to these questionnaires will help UIS to determine its eligibility to use its locally developed national assessments to support its progress for achieving SDG4. The questionnaires are designed in such a way that respondents can complete them in a short time without a lot of writing.

The UIS Global Mathematics Framework defines specific constructs that are important for students to learn in order to function well in their community and on the job. The full framework describes specific constructs, skills, and abilities in these six broad mathematics domains:

- *Mathematics Proficiency.* Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks.
- *Number Knowledge.* Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions).
- *Measurement*. Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities
- *Statistics and Probability.* Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations, and using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability.
- *Geometry.* Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points).
- *Algebra.* Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent).

[1] Another possibility would be to match the test question(s) of the national framework to the Global Content Framework constructs. For more information see Annex I - Item Alignment Questionnaires.

The UIS Global Reading Framework also specifies constructs that are important for students to learn to function well in their community and on the job. The full framework describes specific constructs, skills, and abilities in these three broad reading domains:

- *Reading Competency.* Ability to decode and understand words and written texts.
- *Linguistic Competency*. Ability to integrate the content, for and use of, oral language with the aim of developing abilities to understand and produce oral and written texts.
- *Metalinguistic Competency*. Ability to deliberately control and manipulate the phonological structures of the language, based on a conscious knowledge of them.

Of course, not all parts of the mathematics or reading domains are taught at every grade level. These domains represent content taught during the course of the first nine years of schooling. UIS has defined each domain further by specifying specific constructs, skills, and abilities that are part of each domain. UIS engaged content consultants to identify which skills, abilities, and constructs are typically taught in grades 2-3, end of primary, and end of lower secondary. Questionnaires were developed for each of these three educational levels that allow a county representative to determine which of the skills, abilities, and constructs align to their particular national assessment of mathematics and reading learning. UIS does not expect every country's national assessment to align completely with its Global Content Framework, since what a country teaches and assesses is a local decision.

The results from these UIS questionnaires not only provide information to UIS about the appropriateness of a county's national assessment for supporting achievement of SDG4, but they provide feedback to each country about its national assessment. The feedback from UIS will include information about which areas of content a country should focus to improve the quality of its local national assessment.

Grade Level Specific Content Alignment Questionnaire – Mathematics

Part 1. General Information

1. Does your country conduct a national learning assessment?	__ Yes	If "YES" then go to Question 2.
	__ No	If "NO" then you should not complete this questionnaire. Thank you.

2. If "yes" to Question 1, at what educational level is the national learning assessment you are submitting for approval? (Mark only one)

___ Grades 2-3……	Go to PAGE 2
___ End of primary……..	Go to PAGE 10
___ End of lower secondary……..	Go to PAGE 18

Questionnaire for Gathering information about Alignment of a National Assessment to the UIS Global Framework in Mathematics GRADES 2-3

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the mathematics content that is on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

(a) You need to be very familiar with the questions asked on this national assessment of learning outcomes. Before you begin this questionnaire you need to have with you a copy of the national assessment of learning assessment for which you are asking UIS to use to measure your country's progress in achieving Sustainable Development Goal 4.

(b) If you are not a mathematics educator, you may need a mathematics educator to help you answer the questions. Identify the mathematics educators/expert(s) who could help you answer the questions. Prepare a list and contact information for the key persons you can call to obtain or to verify information so you can answer each question.

(c) Identify the mathematics person(s) who could help you answer the questions. Prepare a list and contact information for the key persons you can call to obtain or to verify information so you can answer each question.

(d) Become familiar with the layout of the questionnaire. The questionnaire asks you questions related to the mathematics construct on which your national assessment is actually evaluating students. The questions are organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

(e) Identify the educational level for which your county is submitting its national assessment of learning outcomes to support Sustainable Development Goals 4. For which level is the national assessment measuring: grades 2-3, end of primary, or end of lower secondary?

(f) Identify the official name and educational level of the national assessment about which you are answering the questions. You should be answering questions about only this national assessment, even though your country my have several assessment programs.

(g) The format of every question asks you to respond "yes" or "no". Read each question and decide whether your country's national assessment contains the construct. Answer the question "YES" if your national assessment program contains the construct. Answer the question "NO" if your program does not contain the construct. Note that not every mathematics construct may be assessed by your national assessment test.

(h) The terms used in the questionnaire are defined in the questionnaire. Please use the definitions given when answering yes or no.

(i) Be sure to answer every question. If you do not know the answer, please make a sincere effort to find the answer. If you cannot find the answer, please respond "NO" to the question.

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

Domain name	Description of domain	
Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	__ Yes __ No
Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	__ Yes __ No
Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	__ Yes __ No
Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	__ Yes __ No
Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	__ Yes __ No
Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	__ Yes __ No

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each mathematics construct below:	
1 Mathematics Proficiency				
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	___ Yes	___ No
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	___ Yes	___ No
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	___ Yes	___ No
2 Number Knowledge				
2.1 Pre-Number Ideas	2.1.1 Number sense	Counting concrete objects, number words, number games, rhymes	___ Yes	___ No
	2.1.2 Operations with objects	Grouping and taking away concrete objects from a collection of objects	___ Yes	___ No
2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	___ Yes	___ No

	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	___ Yes	___ No
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	___ Yes	___ No
3 Measurement				
3.1 Non-Standard Units	3.1.1 Shapes and objects	Measuring quantities in the world using locally derived units (e.g., book-lengths, spoon volumes, stone-weights)	___ Yes	___ No
	3.1.2 Daily Living	Measuring quantities in your daily life using locally derived units (e.g., estimating time duration)	___ Yes	___ No
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	___ Yes	___ No
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	___ Yes	___ No
4 Statistics and Probability				
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	___ Yes	___ No
5 Geometry				

5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	___ Yes	___ No
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	___ Yes	___ No
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	___ Yes	___ No
5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	___ Yes	___ No
	6 Algebra			
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	___ Yes	___ No

STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR GRADES 2-3.

Questionnaire for Gathering information about Alignment of a National Assessment to the UIS Global Framework in Mathematics END OF PRIMARY

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the mathematics content that is on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

(a) You need to be very familiar with the questions asked on this national assessment of learning outcomes. Before you begin this questionnaire you need to have with you a copy of the national assessment of learning assessment for which you are asking UIS to use to measure your country's progress in achieving Sustainable Development Goal 4.

(b) If you are not a mathematics educator, you may need a mathematics educator to help you answer the questions. Identify the mathematics educators/expert(s) who could help you answer the questions. Prepare a list and contact information for the key persons you can call to obtain or to verify information so you can answer each question.

(c) Identify the mathematics person(s) who could help you answer the questions. Prepare a list and contact information for the key persons you can call to obtain or to verify information so you can answer each question.

(d) Become familiar with the layout of the questionnaire. The questionnaire asks you questions related to the mathematics construct on which your national assessment is actually evaluating students. The questions are organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

(e) Identify the educational level for which your county is submitting its national assessment of learning outcomes to support Sustainable Development Goals 4. For which level is the national assessment measuring: grades 2-3, end of primary, or end of lower secondary?

(f) Identify the official name and educational level of the national assessment about which you are answering the questions. You should be answering questions about only this national assessment, even though your country my have several assessment programs.

(g) The format of every question asks you to respond "yes" or "no". Read each question and decide whether your country's national assessment contains the construct. Answer the question "YES" if your national assessment program contains the construct. Answer the question "NO" if your program does not contain the construct. Note that not every mathematics construct may be assessed by your national assessment test.

(h) The terms used in the questionnaire are defined in the questionnaire. Please use the definitions given when answering yes or no.

(i) Be sure to answer every question. If you do not know the answer, please make a sincere effort to find the answer. If you cannot find the answer, please respond "NO" to the question.

Country information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

	Domain name	Description of domain	
3. If "yes" to Question 1, identify which mathematics domains your country's national assessment evaluates:	Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	___ Yes ___ No
	Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	___ Yes ___ No
	Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	___ Yes ___ No
	Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	___ Yes ___ No
	Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	___ Yes ___ No
	Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	___ Yes ___ No

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each mathematics construct below:
1 Mathematics Proficiency			
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	___ Yes ___ No
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	___ Yes ___ No
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	___ Yes ___ No
2 Number Knowledge			
2.1 Pre-Number Ideas	2.1.2 Operations with objects	Grouping and taking away concrete objects from a collection of objects	___ Yes ___ No
2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	___ Yes ___ No
	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	___ Yes ___ No
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	___ Yes ___ No

3 Measurement				
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	___ Yes	___ No
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	___ Yes	___ No
4 Statistics and Probability				
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	___ Yes	___ No
5 Geometry				
5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	___ Yes	___ No
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	___ Yes	___ No
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	___ Yes	___ No
5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	___ Yes	___ No
6 Algebra				
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	___ Yes	___ No

6.3 Functions	6.3.1 Linear functions	Recognize and use appropriate algebraic notion, properties of linear functions, linear equations, simultaneous equations	___ Yes	___ No
6.5 Variation	6.5.0 Variation	Recognize and use ratio, percentage and proportion to solve mathematical problems	___ Yes	___ No

STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR END OF PRIMARY.

Questionnaire for Gathering information about Alignment of a National Assessment to the UIS Global Framework in Mathematics END OF LOWER SECONDARY

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the mathematics content that is on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

(a) You need to be very familiar with the questions asked on this national assessment of learning outcomes. Before you begin this questionnaire you need to have with you a copy of the national assessment of learning assessment for which you are asking UIS to use to measure your country's progress in achieving Sustainable Development Goal 4.

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(d) Become familiar with the layout of the questionnaire. The questionnaire asks you questions related to the mathematics construct on which your national assessment is actually evaluating students. The questions are organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

(e) Identify the educational level for which your county is submitting its national assessment of learning outcomes to support Sustainable Development Goals 4. For which level is the national assessment measuring: grades 2-3, end of primary, or end of lower secondary?

(f) Identify the official name and educational level of the national assessment about which you are answering the questions. You should be answering questions about only this national assessment, even though your country my have several assessment programs.

(g) The format of every question asks you to respond "yes" or "no". Read each question and decide whether your country's national assessment contains the construct. Answer the question "YES" if your national assessment program contains the construct. Answer the question "NO" if your program does not contain the construct. Note that not every mathematics construct may be assessed by your national assessment test.

(h) The terms used in the questionnaire are defined in the questionnaire. Please use the definitions given when answering yes or no.

(i) Be sure to answer every question. If you do not know the answer, please make a sincere effort to find the answer. If you cannot find the answer, please respond "NO" to the question.

Country information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

	Domain name	Description of domain	
3. If "yes" to Question 1, identify which mathematics domains your country's national assessment evaluates:	Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	___ Yes ___ No
	Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	___ Yes ___ No
	Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	___ Yes ___ No
	Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	___ Yes ___ No
	Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	___ Yes ___ No
	Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	___ Yes ___ No

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct	Description		
1 Mathematics Proficiency				
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	___ Yes	___ No
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	___ Yes	___ No
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	___ Yes	___ No
2 Number Knowledge				
2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	___ Yes	___ No
	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	___ Yes	___ No
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	___ Yes	___ No
	2.2.4 Integers	Counting and operations with negative and positive real numbers (i.e., ... -2, -1, 0, 1, 2, …)	___ Yes	___ No

	2.2.6 Exponents	Operations with numbers where a quantity (the base) is raised to the power of another quantity (the exponent)	___ Yes	___ No
3 Measurement				
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	___ Yes	___ No
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	___ Yes	___ No
4 Statistics and Probability				
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	___ Yes	___ No
4.2 Chance and Probability Experiments	4.2.0 Chance and Probability Experiments	Recognizing and using principles of chance to make predictions, principles of probability and simple probability experiments (e.g., coin tosses)	___ Yes	___ No
5 Geometry				
5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	___ Yes	___ No
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	___ Yes	___ No
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	___ Yes	___ No
5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	___ Yes	___ No

	6 Algebra			
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	___ Yes	___ No
6.3 Functions	6.3.1 Linear functions	Recognize and use appropriate algebraic notion, properties of linear functions, linear equations, simultaneous equations	___ Yes	___ No
	6.3.2 Non-linear functions	Recognize and use appropriate algebraic notion, properties of non-linear functions and solve non-linear simultaneous systems	___ Yes	___ No
6.5 Variation	6.5.0 Variation	Recognize and use ratio, percentage and proportion to solve mathematical problems	___ Yes	___ No

STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR END OF LOWER SECONDARY.

Grade Level Specific Content Alignment Questionnaires – Reading

PART 1. General Information

1. Does your country conduct a national learning assessment?	___ Yes ___ No
If "NO" then you should not complete this questionnaire. Thank you.	
If “YES” then please continue below.	

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country’s your national learning assessment. This questionnaire asks about the reading content that is on your country’s national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country’s national assessment of student learning outcomes can be used to measure your country’s progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

(a) You need to be very familiar with the questions asked on this national assessment of learning outcomes. Before you begin this questionnaire you need to have with you a copy of the national assessment of learning assessment for which you are asking UIS to use to measure your country's progress in achieving Sustainable Development Goal 4.

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(c) Identify the mathematics person(s) who could help you answer the questions. Prepare a list and contact information for the key persons you can call to obtain or to verify information so you can answer each question.

(d) Become familiar with the layout of the questionnaire. The questionnaire asks you questions related to the mathematics construct on which your national assessment is actually evaluating students. The questions are organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

(e) Identify the educational level for which your county is submitting its national assessment of learning outcomes to support Sustainable Development Goals 4. For which level is the national assessment measuring: grades 2-3, end of primary, or end of lower secondary?

(f) Identify the official name and educational level of the national assessment about which you are answering the questions. You should be answering questions about only this national assessment, even though your country my have several assessment programs.

(g) The format of every question asks you to respond "yes" or "no". Read each question and decide whether your country's national assessment contains the construct. Answer the question "YES" if your national assessment program contains the construct. Answer the question "NO" if your program does not contain the construct. Note that not every mathematics construct may be assessed by your national assessment test.

(h) The terms used in the questionnaire are defined in the questionnaire. Please use the definitions given when answering yes or no.

(i) Be sure to answer every question. If you do not know the answer, please make a sincere effort to find the answer. If you cannot find the answer, please respond "NO" to the question.

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

	Sub-domain name	Description of sub-domain	Identify whether your country's national assessment evaluates each reading sub-domain below
2. If "yes" to Question 1, identify which reading sub-domains your country's national learning assessment evaluates:	Decoding	Ability to associate the orthographic form of a word with its phonological form, where the orthographic form is given by the sequence of the graphemes.	___ Yes ___ No
	Reading comprehension	Process by which information is retrieved from a written text, interpreted and reflected upon.	___ Yes ___ No
	Listening	Process of understanding and drawing meaning from speech, including the meaning of words, phrases, and sentences, alone and in context.	___ Yes ___ No
	Speaking	Process of intentional production in the use of language.	___ Yes ___ No
	Vocabulary	A set of words and other terms (including phrases or idioms that have a single meaning) that are activated in productive and comprehensive processes.	___ Yes ___ No
	Phonological awareness	Ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes and onset.	___ Yes ___ No

2. If "yes" to Question 1, at what educational level is the national learning assessment you are submitting for approval? (Mark only one)

___ Grades 2 3……	Go to PAGE 6
___ End of primary……..	Go to PAGE 7
___ End of lower secondary……..	Go to PAGE 9

CONTINUE ON TO THE NEXT PAGE

PART 2. Alignment of Constructs – Grades 2-3

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each reading construct below:	
1. Reading competency				
1.1 Decoding	1.1.3 Fluency	Presupposes precision and speed in word recognition, as well as, qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels.	___ Yes	___ No
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	___ Yes	___ No
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	___ Yes	___ No
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	___ Yes	___ No

YOU HAVE COMPLETED THE GRADE 2-3 LEVEL QUESTIONNAIRE. THANK YOU.

PART 2. Alignment of Constructs – End of primary

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each reading construct below:	
	1. Reading competency			
1.1 Decoding	1.1.3 Fluency	Presupposes precision and speed in word recognition, as well as, qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels.	___ Yes	___ No
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	___ Yes	___ No
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	___ Yes	___ No
	1.2.3 Interpret	Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.	___ Yes	___ No
	1.2.4 Reflect	Critically analyze and give an opinion about the information presented in a written sentence or text, as well as, regarding the author´s intentions and the consequences the information may have.	___ Yes	___ No
	1.2.5 Metacognition	Recognize different comprehension strategies and choose the one that best fits the type of text and purpose for reading; monitor level of comprehension while reading; evaluates their own performance.	___ Yes	___ No

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each reading construct below:	
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	___ Yes	___ No

YOU HAVE COMPLETED THE END OF PRIMARY LEVEL QUESTIONNAIRE. THANK YOU.

PART 2. Alignment of Constructs – End of lower secondary

DOMAIN/Sub-DOMAIN	Construct	Description	Identify whether your country's national assessment evaluates each reading construct below:	
	1. Reading competency			
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	___ Yes	___ No
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	___ Yes	___ No
	1.2.3 Interpret	Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.	___ Yes	___ No
	1.2.4 Reflect	Critically analyze and give an opinion about the information presented in a written sentence or text, as well as, regarding the author´s intentions and the consequences the information may have.	___ Yes	___ No
	1.2.5 Metacognition	Recognize different comprehension strategies and choose the one that best fits the type of text and purpose for reading; monitor level of comprehension while reading; evaluates their own performance.	___ Yes	___ No
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	___ Yes	___ No

YOU HAVE COMPLETED THE LOWER SECONDARY SCHOOL LEVEL QUESTIONNAIRE. THANK YOU

Scoring Rules – Mathematic Content Tool

Sufficient coverage:
50% or greater of the grade-level appropriate constructs in 4 of the 5 content* domains (*see below)
AND
75% or greater of the grade-level appropriate constructs in the 5 content domains

Nearing sufficient coverage:
50% or greater of the grade-level appropriate constructs in 3 of the 5 content domains
AND
50% or greater of the grade-level appropriate constructs in the 5 content domains

Insufficient coverage:
Less than 50% of the grade-level appropriate constructs in 3 or more of the 5 content domains
OR
Less than 50% of the grade-level appropriate constructs in the 5 content domains

*The Global Framework content domains are: Number Knowledge; Measurement; Statistics; Geometry; Algebra. The Global Framework also contains the cognitive domain Math Proficiency, which is *not* a part of determining sufficiency of content coverage.

Scoring Rules – Reading Content Tool

Sufficient coverage:
50% or greater of the appropriate constructs in 2 of the 3 content* domains (*see below)
AND
75% or greater of the appropriate constructs in the 3 content domains

Nearing sufficient coverage:
50% or greater of the appropriate constructs in 2 of the 3 content domains
AND
50% or greater of the appropriate constructs in the 3 content domains

Insufficient coverage:
Less than 50% of the appropriate constructs in 2 or more of the 3 content domains
OR
Less than 50% of the appropriate constructs in the 3 content domains

*The Global Framework content domains are: Reading competency; Linguistic competency; and Metalinguistic competency.

Annex I - Item Alignment Questionnaires

Grade Level Specific National Learning Assessment Item Alignment Questionnaire – Mathematics

Part 1. General Information

1. Does your country conduct a national learning assessment?	__ Yes	If "YES" then go to Question 2.
	__ No	If "NO" then you should not complete this questionnaire. Thank you.

2. If "yes" to Question 1, at what educational level is the national learning assessment you are submitting for approval? (Mark only one)

___ Grades 2-3……	Go to PAGE 2
___ End of primary……..	Go to PAGE 11
___ End of lower secondary……..	Go to PAGE 20

Questionnaire for Gathering information about Alignment of the Questions on a National Learning Assessment to the UIS Global Framework in Mathematics GRADES 2-3

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the specific mathematics questions that are on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

General Instructions

The purpose of this questionnaire is for you to match each NLA mathematics test question a corresponding mathematics construct from the UIS Global Mathematics Framework.

Before completing this questionnaire you should become familiar (a) with this questionnaire because it contains the constructs from UIS Global Mathematics Framework and (b) with the national learning assessment test that you are submitting to UIS for approval. *You must have a copy of the test with you as you complete this questionnaire.*

If you are not a mathematics educator, you will need a mathematics educator to help you answer the questionnaire. Identify the mathematics educators/expert(s) who could help you answer the questionnaire. Prepare a list and contact information for the key person(s) you can call to obtain or to verify information so you can answer the questionnaire.

You will first read through the list of mathematics constructs in this questionnaire and read the test questions for the educational level for which your NLA test applies. Your assignment is to indicate whether you believe each question is a measure of one of the constructs. You would consider the question a measure of the construct if you believe that the question provides a good indication that the student is learning the matching construct.

Write the question number corresponding to the test question next to the matching mathematics construct in the space provided. In some cases you may believe that a test question does not measure any of the constructs listed for your NLA's grade level. In this case, write the question numbers in the space provided at the end of the questionnaire along with the reason why it does not match any construct.

The UIS Global Mathematics Framework is organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

The constructs used in the questionnaire are defined in the questionnaire itself. Please use the definitions given when matching test question to constructs.

Specific Instructions

Here are the specific instructions on how to complete this questionnaire:

1. You must look at the questions in your copy of the appropriate NLA while you are completing this questionnaire.
2. Record the total number of NLA questions in the space provided at the beginning of the questionnaire. Here are some ways to decide on the number of questions:
   - *If a NLA question has "parts" that are scored, match each part separately to a construct using a different ID.* For example, if Question 5 has parts (a), (b), and (c), then treat each part as a separate question with the notation 5a, 5b, and 5c.
   - *Each scored "part" is included in the total as a separate question.* For example, if your NLA has five numbered questions, but Question 5 has parts (a), (b) and (c), then the total number of questions would be 7 (Q1, Q2, Q3, Q4, Q5a, Q5b, Q5c).
   - If none of the questions have "parts", then simply use the question ID number.
3. Read each question on the mathematics NLA and decide what is the main mathematics construct it is measuring.
4. Then match the question to one of the mathematics constructs on the questionnaire.
5. If you are working with another person, discuss the best match for the question with the person. This helps improve your accuracy.
6. Write the ID number of the NLA question in the space provided next to the construct it best measures.
7. If a question seems to match more than one construct, try to determine the main intent of the question. Match only that main intent to one of the constructs.
8. Proceed through each NLA question one-by-one, and match it to one mathematics construct before moving on to a new question.
9. It is possible that different questions could match the same construct.
10. If you find that a NLA question *matches absolutely no construct*, even a little bit, then record the ID of that question in the space provided at the end of the questionnaire, along with a reason why it does not match any construct.

PLEASE COMPLETE THE FOLLOWING IMPORTANT INFORMATION

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

Domain name	Description of domain	Identify whether this national assessment evaluates each mathematics domain below:
Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	__ Yes __ No
Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	__ Yes __ No
Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	__ Yes __ No
Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	__ Yes __ No
Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	__ Yes __ No
Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	__ Yes __ No

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct	Description	Write the NLA question ID next to the mathematics construct that BEST matched the main thing the question evaluates:
1 Mathematics Proficiency			
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	
2 Number Knowledge			
2.1 Pre-Number Ideas	2.1.1 Number sense	Counting concrete objects, number words, number games, rhymes	
	2.1.2 Operations with objects	Grouping and taking away concrete objects from a collection of objects	
2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	

	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	
3 Measurement			
3.1 Non-Standard Units	3.1.1 Shapes and objects	Measuring quantities in the world using locally derived units (e.g., book-lengths, spoon volumes, stone-weights)	
	3.1.2 Daily Living	Measuring quantities in your daily life using locally derived units (e.g., estimating time duration)	
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	
4 Statistics and Probability			
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	
5 Geometry			

5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	
5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	
	6 Algebra		
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL MATHEMATICS FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL

List the question ID	State why the question does not match any construct

STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR GRADES 2-3.

Questionnaire for Gathering information about Alignment of the Questions on a National Assessment to the UIS Global Framework in Mathematics END OF PRIMARY

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the specific mathematics questions on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

General Instructions

The purpose of this questionnaire is for you to match each NLA mathematics test question a corresponding mathematics construct from the UIS Global Mathematics Framework.

Before completing this questionnaire you should become familiar (a) with this questionnaire because it contains the constructs from UIS Global Mathematics Framework and (b) with the national learning assessment test that you are submitting to UIS for approval. *You must have a copy of the test with you as you complete this questionnaire.*

If you are not a mathematics educator, you will need a mathematics educator to help you answer the questionnaire. Identify the mathematics educators/expert(s) who could help you answer the questionnaire. Prepare a list and contact information for the key person(s) you can call to obtain or to verify information so you can answer the questionnaire.

You will first read through the list of mathematics constructs in this questionnaire and read the test questions for the educational level for which your NLA test applies. Your assignment is to indicate whether you believe each question is a measure of one of the constructs. You would consider the question a measure of the construct if you believe that the question provides a good indication that the student is learning the matching construct.

Write the question number corresponding to the test question next to the matching mathematics construct in the space provided. In some cases you may believe that a test question does not measure any of the constructs listed for your NLA's grade level. In this case, write the question numbers in the space provided at the end of the questionnaire along with the reason why it does not match any construct.

The UIS Global Mathematics Framework is organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

The constructs used in the questionnaire are defined in the questionnaire itself. Please use the definitions given when matching test question to constructs.

Specific Instructions

Here are the specific instructions on how to complete this questionnaire:

1. You must look at the questions in your copy of the appropriate NLA while you are completing this questionnaire.
2. Record the total number of NLA questions in the space provided at the beginning of the questionnaire. Here are some ways to decide on the number of questions:
    a. *If a NLA question has "parts" that are scored, match each part separately to a construct using a different ID.* For example, if Question 5 has parts (a), (b), and (c), then treat each part as a separate question with the notation 5a, 5b, and 5c.
    b. *Each scored "part" is included in the total as a separate question.* For example, if your NLA has five numbered questions, but Question 5 has parts (a), (b) and (c), then the total number of questions would be 7 (Q1, Q2, Q3, Q4, Q5a, Q5b, Q5c).
    c. If none of the questions have "parts", then simply use the question ID number.
3. Read each question on the mathematics NLA and decide what is the main mathematics construct it is measuring.
4. Then match the question to one of the mathematics constructs on the questionnaire.
5. If you are working with another person, discuss the best match for the question with the person. This helps improve your accuracy.
6. Write the ID number of the NLA question in the space provided next to the construct it best measures.
7. If a question seems to match more than one construct, try to determine the main intent of the question. Match only that main intent to one of the constructs.
8. Proceed through each NLA question one-by-one, and match it to one mathematics construct before moving on to a new question.
9. It is possible that different questions could match the same construct.
10. If you find that a NLA question *matches absolutely no construct*, even a little bit, then record the ID of that question in the space provided at the end of the questionnaire, along with a reason why it does not match any construct.

PLEASE COMPLETE THE FOLLOWING IMPORTANT INFORMATION

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

Domain name	Description of domain	Identify whether this national assessment evaluates each mathematics domain below:
Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	__ Yes __ No
Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	__ Yes __ No
Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	__ Yes __ No
Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	__ Yes __ No
Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	__ Yes __ No
Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment), numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	__ Yes __ No

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct	Description	Write the NLA question ID next to the mathematics construct that BEST matched the main thing the question evaluates:
1 Mathematics Proficiency			
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	
2 Number Knowledge			
2.1 Pre-Number Ideas	2.1.2 Operations with objects	Grouping and taking away concrete objects from a collection of objects	
2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	

	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	
3 Measurement			
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	
4 Statistics and Probability			
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	
5 Geometry			
5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	

5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	
	6 Algebra		
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	
6.3 Functions	6.3.1 Linear functions	Recognize and use appropriate algebraic notion, properties of linear functions, linear equations, simultaneous equations	
6.5 Variation	6.5.0 Variation	Recognize and use ratio, percentage and proportion to solve mathematical problems	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL MATHEMATICS FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL

List the question ID	State why the question does not match any construct

STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR END OF PRIMARY.

Questionnaire for Gathering information about Alignment of the Questions on a National Assessment to the UIS Global Framework in Mathematics END OF LOWER SECONDARY

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country's your national learning assessment. This questionnaire asks about the specific mathematics questions on your country's national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

General Instructions

The purpose of this questionnaire is for you to match each NLA mathematics test question a corresponding mathematics construct from the UIS Global Mathematics Framework.

Before completing this questionnaire you should become familiar (a) with this questionnaire because it contains the constructs from UIS Global Mathematics Framework and (b) with the national learning assessment test that you are submitting to UIS for approval. *You must have a copy of the test with you as you complete this questionnaire.*

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You will first read through the list of mathematics constructs in this questionnaire and read the test questions for the educational level for which your NLA test applies. Your assignment is to indicate whether you believe each question is a measure of one of the constructs. You would consider the question a measure of the construct if you believe that the question provides a good indication that the student is learning the matching construct.

Write the question number corresponding to the test question next to the matching mathematics construct in the space provided. In some cases you may believe that a test question does not measure any of the constructs listed for your NLA's grade level. In this case, write the question numbers in the space provided at the end of the questionnaire along with the reason why it does not match any construct.

The UIS Global Mathematics Framework is organized around these mathematics content domains: mathematics proficiency, number knowledge, measurement, statistics and probability, geometry, and algebra. These domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

The constructs used in the questionnaire are defined in the questionnaire itself. Please use the definitions given when matching test question to constructs.

Specific Instructions

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    b. *Each scored "part" is included in the total as a separate question.* For example, if your NLA has five numbered questions, but Question 5 has parts (a), (b) and (c), then the total number of questions would be 7 (Q1, Q2, Q3, Q4, Q5a, Q5b, Q5c).
    c. If none of the questions have "parts", then simply use the question ID number.
3. Read each question on the mathematics NLA and decide what is the main mathematics construct it is measuring.
4. Then match the question to one of the mathematics constructs on the questionnaire.
5. If you are working with another person, discuss the best match for the question with the person. This helps improve your accuracy.
6. Write the ID number of the NLA question in the space provided next to the construct it best measures.
7. If a question seems to match more than one construct, try to determine the main intent of the question. Match only that main intent to one of the constructs.
8. Proceed through each NLA question one-by-one, and match it to one mathematics construct before moving on to a new question.
9. It is possible that different questions could match the same construct.
10. If you find that a NLA question *matches absolutely no construct*, even a little bit, then record the ID of that question in the space provided at the end of the questionnaire, along with a reason why it does not match any construct.

PLEASE COMPLETE THE FOLLOWING IMPORTANT INFORMATION

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 1. Alignment of Domains

	Domain name	Description of domain	Identify whether your country's national assessment evaluates each mathematics domain below
3. If "yes" to Question 1, identify which mathematics domains your country's national assessment evaluates:	Mathematics Proficiency	Understanding and using various approaches to problem solving, reasoning, communicating understanding and results, negotiating solutions to tasks	__ Yes __ No
	Number Knowledge	Understanding and using pre-number ideas (e.g., counting), symbols, and different number systems (e.g., whole numbers, fractions)	__ Yes __ No
	Measurement	Understanding and using non-standard units (e.g., pencil lengths, teacup amounts) and standard units (e.g., inches, grams, litres) to measure various quantities	__ Yes __ No
	Statistics and Probability	Understanding and using good data management procedures (e.g., organizing, representing, interpreting) to conduct investigations; using chance and probability experiments (e.g., coin tosses) to explore mathematics of probability	__ Yes __ No
	Geometry	Understanding and using properties of 2-D shapes (e.g., lines, triangles) and 3-D objects (e.g., cubes, spheres), completing transformations (e.g., rotations, reflections), and working in the Cartesian plane (e.g., plotting points	__ Yes __ No
	Algebra	Understanding and using non-numerical patterns (e.g., patterns observed in the environment),	__ Yes __ No

		numerical patterns (e.g., sequences), functions (linear and non-linear), and properties of variation (i.e., ratio, proportion, percent)	

PLEASE CONTINUE ONTO THE NEXT PAGE

Part 2. Alignment of Constructs

DOMAIN/Sub-DOMAIN	Construct		Write the NLA question ID next to the mathematics construct that BEST matched the main thing the question evaluates:
1 Mathematics Proficiency			
1.1 Problem Solving	1.1.0 Problem Solving	Demonstrate understanding, ability to plan, do and check work during solution of a mathematical problem	
1.2 Reasoning	1.2.0 Reasoning	Recognize various problem elements associated with a task, recognize and use concepts and procedures to assist with solution attempts, justify approaches, concepts and procedures used	
1.3 Communicating	1.3.0 Communicating	Using appropriate mathematical vocabulary, connecting ideas to everyday life, interpreting mathematical statements	
2 Number Knowledge			

2.2 Numbers and Number Systems	2.2.1 Natural numbers	Counting and operations with positive integers including zero (i.e., 0, 1, 2, 3, …)	
	2.2.2 Fractions	Counting and operations with rational numbers expressed as a/b where a is the numerator and b is the denominator; b does not equal 0	
	2.2.3 Decimals	Counting and operations with real numbers expressed in base ten notation	
	2.2.4 Integers	Counting and operations with negative and positive real numbers (i.e., ... -2, -1, 0, 1, 2, …)	
	2.2.6 Exponents	Operations with numbers where a quantity (the base) is raised to the power of another quantity (the exponent)	
3 Measurement			
3.2 Standard Units	3.2.1 Shapes and Objects	Measuring quantities in the world using established measurement units (e.g., inches, cm, km, L, gallons, lbs., kg)	
	3.2.2 Daily Living	Measuring quantities in daily life using established units (e.g., time in months, days, hours, mins; currency; temperature)	
4 Statistics and Probability			
4.1 Data Management	4.1.0 Data Management	Creating surveys and questionnaires, administering them, collecting data, summarizing and representing data, interpreting results	

4.2 Chance and Probability Experiments	4.2.0 Chance and Probability Experiments	Recognizing and using principles of chance to make predictions, principles of probability and simple probability experiments (e.g., coin tosses)	
	5 Geometry		
5.1 Geometric Shapes and Objects	5.1.1 Constructions	Constructing lines, angles, plane figures, 3-D objects; investigating symmetry and congruence	
	5.1.2 Properties	Recognize and use properties of lines and angles, plane figures, 3-D objects, symmetry and congruence and similarity	
5.2 Position and Direction	5.2.0 Position and Direction	Translating, rotating, reflecting and dilatating various geometric shapes and objects	
5.3 Properties of Space	5.3.0 Properties of Space	Locating geometric shapes and objects in the Cartesian plane	
	6 Algebra		
6.2 Numerical Patterns	6.2.1 Relations	Investigate patterns in number sequences, investigate properties of algebraic expressions	
6.3 Functions	6.3.1 Linear functions	Recognize and use appropriate algebraic notion, properties of linear functions, linear equations, simultaneous equations	
	6.3.2 Non-linear functions	Recognize and use appropriate algebraic notion, properties of non-linear functions and solve non-linear simultaneous systems	
6.5 Variation	6.5.0 Variation	Recognize and use ratio, percentage and proportion to solve mathematical problems	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL MATHEMATICS FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL	
List the question ID	State why the question does not match any construct
	STOP. YOU HAVE COMPLETED THE QUESTIONNAIRE FOR END OF LOWER SECONDARY.

Grade Level Specific National Learning Assessment Item Alignment Questionnaire – Reading

PART 1. General Information

1. Does your country conduct a national learning assessment? ___ Yes ___ No

If "NO" then you should not complete this questionnaire. Thank you.

If “YES” then please continue below.

INSTRUCTIONS

Dear Colleagues,

The UNESCO Institute for Statistics (UIS) thanks you for helping us to obtain information about country’s your national learning assessment. This questionnaire asks about the reading content that is on your country’s national assessment of learning outcomes.

Your participation in completing this questionnaire is very important. Your responses will help UIS validate that your country's national assessment of student learning outcomes can be used to measure your country's progress in achieving Sustainable Development Goal 4.

PLEASE CONTINUE ON THE NEXT PAGE

BEFORE STARTING TO ANSWER THE QUESTIONS

The purpose of this questionnaire is for you to match each national learning assessment (NLA) reading test question a corresponding reading construct from the UIS Global Reading Framework.

Before completing this questionnaire you should become familiar (a) with this questionnaire because it contains the constructs from UIS Global Reading Framework and (b) with the NLA test that you are submitting to UIS for approval. *You must have a copy of the test with you as you complete this questionnaire.*

If you are not a reading or language arts educator, you will need a reading or language arts educator to help you answer the questionnaire. Identify the reading educator(s)/expert(s) who could help you answer the questionnaire. Prepare a list and contact information for the key person(s) you can call to obtain or to verify information so you can answer the questionnaire.

You will first read through the list of reading constructs in this questionnaire and read the test questions for the educational level for which your NLA test applies. Your assignment is to indicate whether you believe each question is a measure of <u>one</u> of the constructs. You would consider the question a measure of the construct if you believe that the question provides a good indication that the student is learning the matching construct.

Write the question number corresponding to the test question next to the matching reading construct in the space provided. In some cases you may believe that a test question does not measure any of the constructs listed for your NLA's grade level. In this case, write the question numbers in the space provided at the end of the questionnaire along with the reason why it does not match any construct.

The UIS Global Reading Framework is organized around these reading content sub-domains: decoding, reading comprehension, listening speaking, vocabulary, and phonological awareness

These sub-domains are defined in another section of this questionnaire. Not every domain may be applicable to the national assessment you are asking UIS to accept.

The constructs used in the questionnaire are defined in the questionnaire itself. Please use the definitions given when matching test question to constructs.

Specific Instructions

Here are the specific instructions on how to complete this questionnaire:

11. You must look at the questions in your copy of the appropriate NLA while you are completing this questionnaire.
12. Record the total number of NLA questions in the space provided at the beginning of the questionnaire. Here are some ways to decide on the number of questions:
    - *If a NLA question has "parts" that are scored, match each part separately to a construct using a different ID.* For example, if Question 5 has parts (a), (b), and (c), then treat each part as a separate question with the notation 5a, 5b, and 5c.
    - *Each scored "part" is included in the total as a separate question.* For example, if your NLA has five numbered questions, but Question 5 has parts (a), (b) and (c), then the total number of questions would be 7 (Q1, Q2, Q3, Q4, Q5a, Q5b, Q5c).
    - If none of the questions have "parts", then simply use the question ID number.
13. Read each question on the reading NLA and decide what is the main reading construct it is measuring.
14. Then match the question to one of the reading constructs on the questionnaire.
15. If you are working with another person, discuss the best match for the question with the person. This helps improve your accuracy.
16. Write the ID number of the NLA question in the space provided next to the construct it best measures.
17. If a question seems to match more than one construct, try to determine the main intent of the question. Match only that main intent to one of the constructs.
18. Proceed through each NLA question one-by-one, and match it to one reading construct before moving on to a new question.
19. It is possible that different questions could match the same construct.
20. If you find that a NLA question *matches absolutely no construct*, even a little bit, then record the ID of that question in the space provided at the end of the questionnaire, along with a reason why it does not match any construct.

Country Information

Country for which this questionnaire is being completed:	
Date of questionnaire completion:	
Respondent contact information	
Country:	
Name of respondent:	
Affiliated institution:	
Job title	
E-mail:	
Telephone number:	

Please provide information on all key individuals who contributed to answering this questionnaire. For each individual, please provide (1) name, (2) affiliated institution, (3) job title, and (4) contact information (e-mail and telephone).

Official Name of the national assessment for which you are reporting:	
TOTAL NUMBER OF QUESTIONS ON THIS NATIONAL ASSESSMENT:	_____ (See the instruction above for how to calculate this number)
The educational level for which the above test is intended:	
The grade level of the students who have taken the above test (Circle all grades that took this this test):	1 2 3 4 5 6 7 8 9

PLEASE CONTINUE ONTO THE NEXT PAGE

	Sub-domain name	Description of sub-domain	Identify whether your country's national assessment evaluates each reading sub-domain below	
2. If "yes" to Question 1, identify which reading sub-domains your country's national learning assessment evaluates:	Decoding	Ability to associate the orthographic form of a word with its phonological form, where the orthographic form is given by the sequence of the graphemes.	___ Yes	___ No
	Reading comprehension	Process by which information is retrieved from a written text, interpreted and reflected upon.	___ Yes	___ No
	Listening	Process of understanding and drawing meaning from speech, including the meaning of words, phrases, and sentences, alone and in context.	___ Yes	___ No
	Speaking	Process of intentional production in the use of language.	___ Yes	___ No
	Vocabulary	A set of words and other terms (including phrases or idioms that have a single meaning) that are activated in productive and comprehensive processes.	___ Yes	___ No
	Phonological awareness	Ability to focus on and manipulate units of language, including phonemes and larger spoken units such as syllables and words. Phonological awareness activities can also involve rhymes and onset.	___ Yes	___ No

2. If "yes" to Question 1, at what educational level is the national learning assessment you are submitting for approval? (Mark only one)

___ Grades 2-3……	Go to PAGE 7
___ End of primary……..	Go to PAGE 8
___ End of lower secondary……..	Go to PAGE 10

CONTINUE ON TO THE NEXT PAGE

Part 2. Alignment of Test Items with Constructs – Lower Primary School (Grades 2-3)

DOMAIN/Sub-DOMAIN	Construct	Description	Write the NLA question ID next to the reading construct that BEST matched the main thing the question evaluates:
1. Reading competency			
1.1 Decoding	1.1.3 Fluency	Presupposes precision and speed in word recognition, as well as, qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels.	
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL READIING FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL

List the question ID	State why the question does not match any construct

YOU HAVE COMPLETED THE GRADE 2-3 QUESTIONNAIRE. THANK YOU.

Part 2. Alignment of Test Items with Constructs –End of primary

DOMAIN/Sub-DOMAIN	Construct	Description	Write the NLA question ID next to the reading construct that BEST matched the main thing the question evaluates:
		1. Reading competency	
1.1 Decoding	1.1.3 Fluency	Presupposes precision and speed in word recognition, as well as, qualities such as rhythm, intonation, and phrasing at the phrase, sentence, and text levels.	
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	
	1.2.3 Interpret	Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.	
	1.2.4 Reflect	Critically analyze and give an opinion about the information presented in a written sentence or text, as well as, regarding the author´s intentions and the consequences the information may have.	
	1.2.5 Metacognition	Recognize different comprehension strategies and choose the one that best fits the type of text and purpose for reading; monitor level of comprehension while reading; evaluates their own performance.	
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL READIING FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL

List the question ID	State why the question does not match any construct

YOU HAVE COMPLETED THE QUESTIONNAIRE FOR END OF PRIMARY. THANK YOU.

Part 2. Alignment of Test Items with Constructs –End of lower secondary

DOMAIN/Sub-DOMAIN	Construct	Description	Write the NLA question ID next to the reading construct that BEST matched the main thing the question evaluates:
		1. Reading competency	
1.2 Reading Comprehension	1.2.1 Identify	Recognition of meaning and purpose of written texts. As well as, recognition of the differences between different types of sentences, texts, and the parts that compose them.	
	1.2.2 Retrieve	Extract and explain the meaning and purpose of sentences and written texts. Distinguishing and relating main and secondary ideas, sequence of events, roles and characteristics of the characters and situations.	
	1.2.3 Interpret	Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.	
	1.2.4 Reflect	Critically analyze and give an opinion about the information presented in a written sentence or text, as well as, regarding the author´s intentions and the consequences the information may have.	
	1.2.5 Metacognition	Recognize different comprehension strategies and choose the one that best fits the type of text and purpose for reading; monitor level of comprehension while reading; evaluates their own performance.	
	1.2.6 Motivation and disposition	Set of emotional and cognitive factors that encourages a person to get involved in reading either for pleasure, information needs and/or academic purposes.	

LIST QUESTIONS THAT DO NOT MATCH ANY OF THE UIS GLOBAL READIING FRAMEWORK CONSTRUCTS FOR THIS EDUCATIONAL LEVEL	
List the question ID	State why the question does not match any construct

YOU HAVE COMPLETED THE END OF LOWER SECONDARY QUESTIONNAIRE. THANK YOU.