



# **A comprehensive national SDG 4 monitoring system - strengthening EMIS**

**Definition of Minimum Proficiency Level  
and options for reporting SDG 4.1**

## Target 4.1 and its indicators

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

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

**High-quality  
learning data is  
needed**

**Reporting on SDG 4.1.1 requires setting global common definitions** on national and cross-national assessments to allow countries :

- **report on proportion** of learners meeting a minimum level;
- **identify the best way to support students** achieving “*meaningful learning outcomes*”;
- track **outcomes over time** to identify progress and the lack of it;
- **share and learn from each other** in terms of education and social policies and teaching and learning strategies.

**The challenges  
of comparison  
when children in  
different  
countries sit for  
a variety of  
different  
assessments**

### Comparing reading scores

**Country A:** child scores 40 out of 80 in regional test X

**Country B:** child scores 40 out of 50 in regional test Y

**Country C:** child scores 40 out of 65 in global test Z

**Country D:** child scores 40 out of 70 in national test W

Are all children **equally proficient** in reading?

Does **any/all** children meet the MPL in terms of the reading they should be able to do for their schooling level?

**Methodological  
challenges:**

**Building the  
foundational  
blocks  
2016-2019**

- **Solving definitional issues**

- What contents?
- What proficiency levels ?
- What is the minimum proficiency level (MPL)

- **Harmonizing data sources**

- Different frameworks
- Different tools (items/ scales for reporting)
- Different proficiency levels descriptors
- Different student population, different languages

**The indicator  
needs the  
following inputs**

- **Domain:** reading and mathematics. Reading and mathematics are measured at the national level in numerous ways;
- **Minimum proficiency level (MPL):** is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) at a given age/grade;
- **Linking to the MPL:** methodologies to harmonize various data sources to a common definition of the MPL;
- **Sample:** the sample needs to be representative of the relevant population

# Minimum proficiency levels for reading and mathematics

Education level/ Grade	Mathematics	Reading
Grades 2/3	Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.	Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simple inferences when longer texts are read aloud to them.
End of Primary	Students demonstrate skills in number sense, computation, real world problems, basic measurement, 2D shape recognition, and reading and interpreting simple data displays	Students independently and fluently read simple, short narrative and expository texts. They locate explicitly-stated information, interpret and give some explanations about the key ideas in these texts. They provide simple, personal opinions or judgements about the information, events and characters in a text.
End of Lower secondary	Students demonstrate skills in computation, solving problems in measurement and geometry, interpreting, and constructing a variety of data displays, and making use of algebraic representations.	Students locate and connect multiple pieces of related information across sections of texts to understand key ideas. They make straightforward inferences when there is some competing information. They reflect and draw conclusions based on evidence, in a variety of text types.

MPL = **benchmark of basic knowledge in a domain**  
(mathematics, reading)

## Reading

Educational Level	Descriptor	Assessment level aligned
End of primary (Grades 4 & 6)	<ul style="list-style-type: none"><li>• Read and understand a text</li><li>• Interpret &amp; explain ideas in text</li></ul>	<ul style="list-style-type: none"><li>• PASEC 2014 – Level 4</li><li>• TERCE 2014 – Level 3</li><li>• PIRLS 2011 &amp; 2016 - Low</li></ul>

## Mathematics

Educational Level	Descriptor	Assessment level aligned
End of primary (Grades 4 - 6)	<ul style="list-style-type: none"><li>• Number sense and computation</li><li>• Basic measurement</li><li>• Number patterns</li></ul>	<ul style="list-style-type: none"><li>• PASEC 2014/19 – Level 3</li><li>• ERCE 2014/19 – Level 3</li><li>• TIMSS 2015/ 2019 – Intermediate</li></ul>

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

Australian Council for Educational Research (ACER) (2019). [\*Minimum Proficiency Levels Described, Unpacked and Illustrated\*](#)

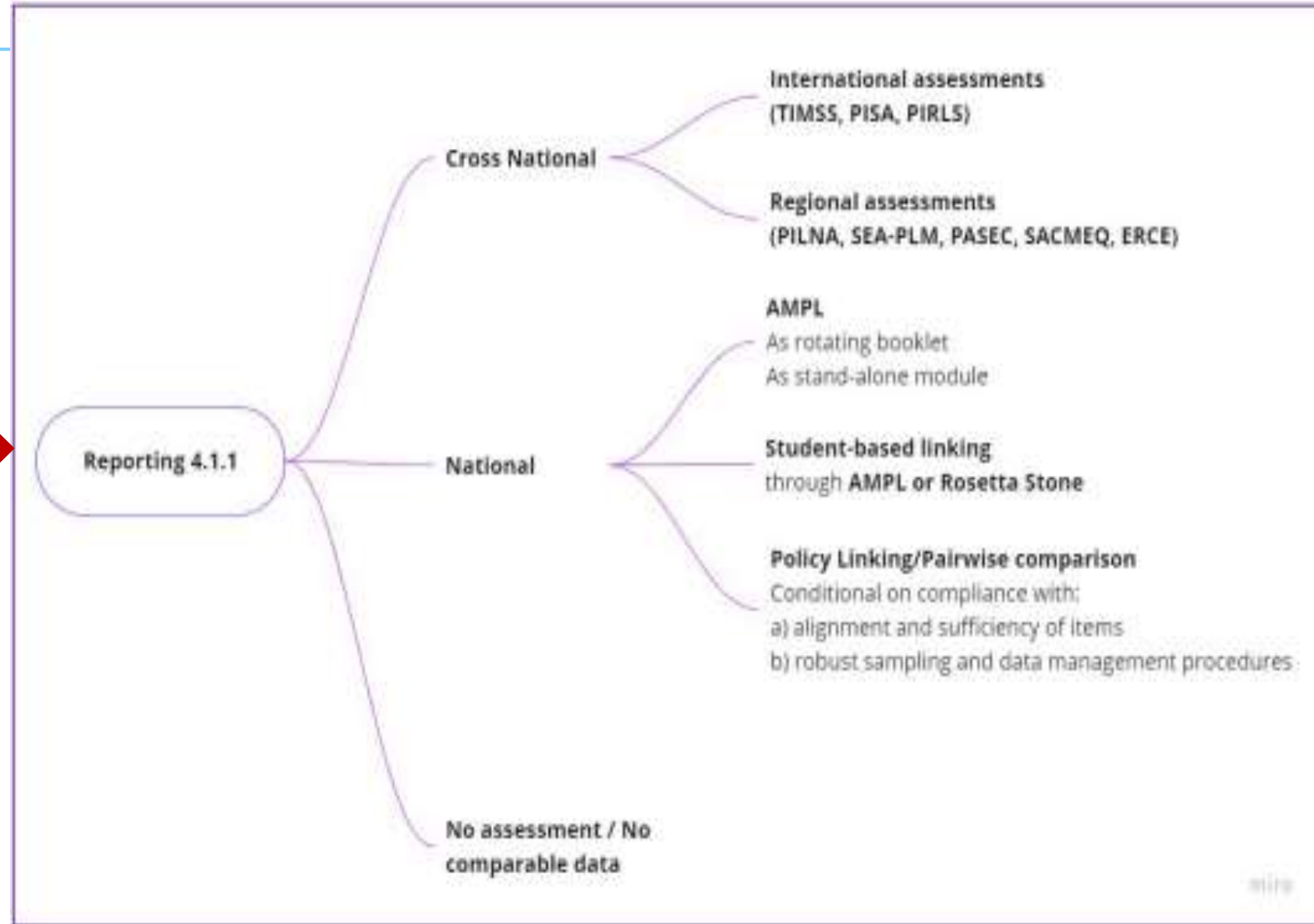
**The Minimum Proficiency Level (MPL)**



**Assessments  
currently use  
by UIS for  
reporting by  
level of  
education**

Assessments	Grade 2/3	End of primary	End of lower secondary
ERCE/UNESCO	X	X	
PASEC	X	X	
PILNA	X	X	
PIRLS	X	X	
PISA/ PISA-D			X
SACMEQ IV		X	
SEA-PLM		X	
TIMSS 4th grade - Math	X	X	
TIMSS 8th grade- Math			X
National assessment	<b>Subject to statistical linking</b>		
<b>Modules that measure only one Proficiency Level</b>			
AMPL-b (MILO testlet)		X	

# Reporting indicator 4.1.1 UIS workflow



Details of protocol of reporting is available in <https://gaml.uis.unesco.org/4-1-1/>

**Global  
Proficiency  
Framework  
(GPF)  
what contents  
and what  
proficiency**

- Proposes **performance standards in reading and mathematics for grades 1-9**
  - What children should be able to do for each domain in each grade
- Contains **proficiency levels** and their **descriptors**
  - Grades 1 through 9
  - Reading and mathematics
- Developed based on **developmental progressions and national assessment frameworks:**
  - translated to [Spanish](#); specific parts in Khemer, Nepali and Hindi and other 20 regional language of India.
  - upcoming French, Arabic

ACER and UIS, “Learning Progression Explorer”

<https://www.acer.org/gb/gem/learning-progression-explorer>



**Teachers-in-country** give pedagogical interpretation to learning assessment results, by **linking proficiency levels to the MPL.**

**Policy linking  
has been piloted  
for allowing  
linking of  
national  
assessments**

## **Implemented to align National Assessments**

(4.1.1 all levels)

### **UIS**

- **India**, grades 3 and 5 (2019); grade 8 (2021)
- **Bangladesh** grades 3 and 5 (2019); **Cambodia** (grade 6); **Lesotho** (grade 6), **Zambia** (grade 6) and **Nepal** (grade 5)

### **USAID:**

- **Nigeria** (2020), **Morocco**, **Kenya** and **Djibouti**; forthcoming **Senegal**.

### **WBG:**

- **Ghana**, **Gambia**

### **USAID/FCDO/UIS:**

- **ICAN/PAL Network**



## Students-in-country sit for two assessments programs and serve as the “link” which allows the correspondence of results from **between the two assessment**

### **IEA/UIS Rosetta Stone Concordance Table (End of Primary - 4.1.1 b)**

IEA’s PIRLS and TIMSS is linked to  
PASEC (**Burundi, Senegal and  
Guinea**)  
and  
ERCE (**Chile, Guatemala,  
Colombia**)

### **Monitoring the impact on Learning Outcomes (MILO) Module aligned to MPL (end of Primary -4.1.1 b)**

A testlet (AMPL-B) aligned to the Global MPL administered in 6 countries reporting for PASEC (**Burkina Faso, Senegal, Burundi, Ivory Coast**) and NASMLA (**Kenya**) and NPA (**Zambia**)

**Common  
Student  
Linking**

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**Thank You!**

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