Upgrade SDG indicator 4.1.1(a)

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Outline

1. Background and rationale
2. Methodology and governing body
3. Development and testing of the methodology
4. Results of pilot studies and consultations
5. Next steps
Background and rationale

Target 4.1

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

Indicator 4.1.1

4.1.1 Proportion of children and young people: (a) in grades 2/3; (b) at the end of primary; and (c) at the end of lower secondary achieving at least a minimum proficiency level in (i) reading and (ii) mathematics, by sex

Indicator 4.1.1(a) in tier III…

1. Results from cross-national assessments are not on the same scale; and

2. National learning assessments’ tools and metrics are not comparable.
Methodology: steps to define the indicator

• The reporting format communicates:
  1. The percentage of students meeting minimum proficiency standard for the relevant domains (mathematics and reading) for grades 2/3; and
  2. When different programs can be considered comparable to the percentage reported from another country.

• Required inputs:
  a. *Definition of common content and abilities;* what contents should be measured and what is the percentage of coverage to be covered by a given assessment to be comparable to other programs;
  b. *Definition of common procedures that ensure comparability between programs:* what procedures are good enough quality of the data collected; and
  c. *Reporting;* based on the:
     a. definition of the minimum level (MPL) for each domain that would allow the estimation of the percentage of students above that level; and
     b. a linking or alignment procedure (or conversion factor) between assessments.
Governing body: reporting to Ed 2030

Steering Committee

Member States, international partners, cross-national learning assessments, donors, and civil society organizations are part of GAML and TCG.

- Methodologies for SDG 4 global and thematic indicators ensuring consultation and representation;
- Standards and guidelines; and
- Tools to support implementation and reporting
- Countries represent all regions reproducing schemes at UNESCO and the IAEG-SDGs
Methodology

• Pedagogical calibration / policy linking:
  • Linking based on:
    - Verbal definition of the learning level / abilities children should develop at a certain point in time

• Involves experts from the Custodian Agency and expert from countries

• Based on the definition and the unpacking of the various tasks that they imply is possible to use assessments that:
  • Have questions that are not identical
  • Use different languages
  • Are administered in a different way
  • To report
  • To help guide countries the UIS is compiling questions (items) from existing assessments
Methodology

• Advantages of the proposed methodology:
  • Alignment is discussed with countries
  • Does not need a new global assessment
  • Make use of existing data
  • Allows different languages and way of administering
  • Respective of countries’ curriculum and assessment practices
  • Safeguard and benefit from country investment in national assessments

Country’s ownership
Development and testing of the methodology

• Summary of cross-national initiatives:

<table>
<thead>
<tr>
<th>Grades/age</th>
<th>Assessments</th>
<th>Number of Countries participating</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd</td>
<td>EGMA, EGRA, PASEC</td>
<td>76</td>
</tr>
<tr>
<td>3rd</td>
<td>EGMA, EGRA, LLECE</td>
<td>73</td>
</tr>
<tr>
<td>4th</td>
<td>PILNA, PIRLS, TIMSS</td>
<td>94</td>
</tr>
</tbody>
</table>

• Minimum proficiency level definitions:

<table>
<thead>
<tr>
<th>Education Level</th>
<th>General Descriptor - Reading</th>
<th>General Descriptor - Mathematics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 2</td>
<td>Students read and comprehend most of written words in an instrument given to them, particularly familiar ones, and extract explicit information from sentences.</td>
<td>Students demonstrate skills in number sense and computation, shape recognition and spatial orientation, with an increase in proficiency between Grades 2 and 3.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Students read aloud written words accurately and fluently. They understand the overall meaning of sentences and short texts. Students identify the texts’ topic.</td>
<td></td>
</tr>
</tbody>
</table>
Results of pilot studies and consultations

• Consensus building meeting on definition of the Minimum Proficiency level and the alignment of current cross-national initiatives (Paris, France – September 2018)

• Representatives from international, regional, house-hold survey based and citizen-led assessments.

• Minimum proficiency in relation to results on existing international, regional, and citizen-led tests:

<table>
<thead>
<tr>
<th>Assessment Proficiency Level Descriptors that align with the descriptor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
</tr>
<tr>
<td>Uwezo – Std. 2 (Story with meaning)</td>
</tr>
<tr>
<td>PASEC 2014 (Gr. 2) – Level 4</td>
</tr>
<tr>
<td>TERCE (Gr. 3) – Level 1</td>
</tr>
<tr>
<td>UNICEF MICS 6 – Foundational Reading Skills</td>
</tr>
<tr>
<td>EGRA – Level 9</td>
</tr>
<tr>
<td>ASER – Std. 2 (story)</td>
</tr>
<tr>
<td>PASEC (Gr. 2) – Level 3</td>
</tr>
</tbody>
</table>
Roadmap to consensus and implementation

- **Roadmap to consensus and implementation**

  - **GAML 1**
    - May 2016
    - Consensus on minimum proficiency levels

  - **TCG 1**
    - May 2016
    - Linking and comparability of cross-national assessments

  - **GAML 2**
    - High level measurement consultation

  - **TCG 2**
    - Pilot in countries

  - **TCG 3**
    - June 2017
    - Consensus on minimum proficiency levels

  - **TCG 4**
    - Sept. 2017
    - High level measurement consultation

  - **GAML 5**
    - Aug. 2018
    - Pilot in countries

  - **GAML 3**
    - May 2017
    - GAML 4

  - **GAML 4**
    - June 2017
    - GAML 5

  - **GAML 5**
    - Nov. 2018
    - TCG 5

  - **GAML 6**
    - Oct. 2018
    - TCG 6
Data coverage

• Data on indicator 4.1.1(a) published on UIS.Stat:
  • Range 2000 to 2015;
  • Data released from cross-national assessments, and more recently, national assessments;
  • +1/-1 grade → maximize reporting;
  • Data aggregated but not internationally comparable

• As of September 2018, 100 countries report data for grade 2/3 (including grades 2, 3, and 4), of which:
  a) 43 countries report data for grade 2/3 (including c.)
  b) 68 countries have chosen to report data for grade 4 to inform the indicator (including c.)
  c) 11 countries report data for grade 2/3 and grade 4 (in different years – e.g. grade 2/3 in 2015 and grade 4 in 2017)
Data coverage

Availability of data by grade

Population coverage where data are available

- grade 2, 3, and 4
- grade 2/3
- grade 4
Next steps…

- Extend alignment to national assessments; standard setting methodology
- Production of toolkit (concept note, training guide, presentation slides, rating forms, spreadsheets, and reporting forms)
Thank you!

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