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SDG 4 Reporting: UIS Global Framework contents for reference

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GAML4/2





The UNESCO Institute for Statistics (UIS), through its Global Alliance to Monitor Learning (GAML), is working on an approach to monitoring learning outcomes for Indicator 4.1.1 of the UN's Sustainable Development Goal 4 (SDG 4): Quality Education:

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. (Inter-Agency and Expert Group on SDG Indicators, 2016)

Monitoring progress against Indicator 4.1.1 will require the reporting of student outcomes at several different stages of learning in a broadly consistent way across education systems, to enable meaningful international dialogue about learning progress and how it may be supported.

Learning and what is measured about learning varies widely across local contexts. Agreeing on common contents and competencies of reference is a first step. Education systems make independent interpretations and decisions about what learning means, how it is described in curriculum, and how it is assessed and reported.

The Global Framework for reference: Content standards

A process is needed to define what students are required to learn in each level, domain and point of measurement, in this case, more specifically, what students are expected to learn in reading and mathematics at the three levels of education defined in Indicator 4.1.1 – grades 2/3, end of primary, and end of lower secondary.

In order to develop standalone reporting scales for grades 3, 6 and 9 reading and mathematics, the first step is to define the content standards for each domain and for each grade span of K–3, 4–6, and 7–9 separately. The common content standards are predefined knowledge and skills that students are expected to **learn** in reading and mathematics by the end of grades 3, 6 and 9 across countries.

1.a. Define a reference list and coding scheme

The initial reference list is developed based on the mathematics learning cognitive model and constructed from a representative sample of curriculums in different languages. The list was first developed for mathematics and as of 4 November 2017 is under development for reading. From this initial reference list, a coding scheme was developed to systematically grant comparability and serve to assess the alignment of various national and cross-national assessment frameworks into the common learning framework.

1.b. Mapping cross-national assessment frameworks

The mapping of cross-national assessment frameworks informs the debate about the possibilities and limitations of developing a global assessment method of Indicator 4.1.1. It considers both the technical and political dimensions of cross-national assessments by

comparing different international and regional assessments of literacy and numeracy, providing the criteria to make comparison across assessments, addressing the comparability of all assessments analyzed, and identifying commonalities across assessments to explore the possibilities of linking assessments to measuring Indicator 4.1.1.

1.c. Mapping National Assessment Frameworks and curriculums

The International Bureau of Education (UNESCO-IBE) has already made significant progress in describing content standards for each domain and grade. It has already reviewed and analyzed over 140 national and cross-national assessments to identify the content standards of various grades being assessed. The next task is to map content standards using the reference list and coding scheme differences and commonalities along five levels of analysis: (i) among all National Assessment Frameworks; (ii) between regions of the world; (iii) between income classification levels; (iv) between the three points of measurement of Target 4.1 (grades 2/3, end of primary, and lower secondary); and (v) between language roots (English, French and Spanish).

1.d. Propose a draft framework of reference

The following components should be considered during the finalization of the global framework of reference for content and competency, among others:

- Structure of global framework of reference for content and competency.
- Indication of progressive categorization of items into education levels, based on the three points of measurement of Target 4.1 (grades 2/3, end of primary and lower secondary education).
- Approximate percentage of items that should be present within each domain and subdomain to produce a reliable link to the reporting scale.
- Examples of items for clarification and to facilitate future users of the global framework of reference for content and competency.