

# The role of Learning Progressions in global education monitoring

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Global Education Monitoring (GEM) Centre  
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Australian Government

Department of Foreign Affairs and Trade

# GEM Centre

The GEM Centre drives improvements in learning by ensuring that education policies, practices and investments are influenced by high-quality evidence.



# Education 2030

## SUSTAINABLE DEVELOPMENT GOALS

4 QUALITY EDUCATION



ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL

# SDG 4

## Target 4.1

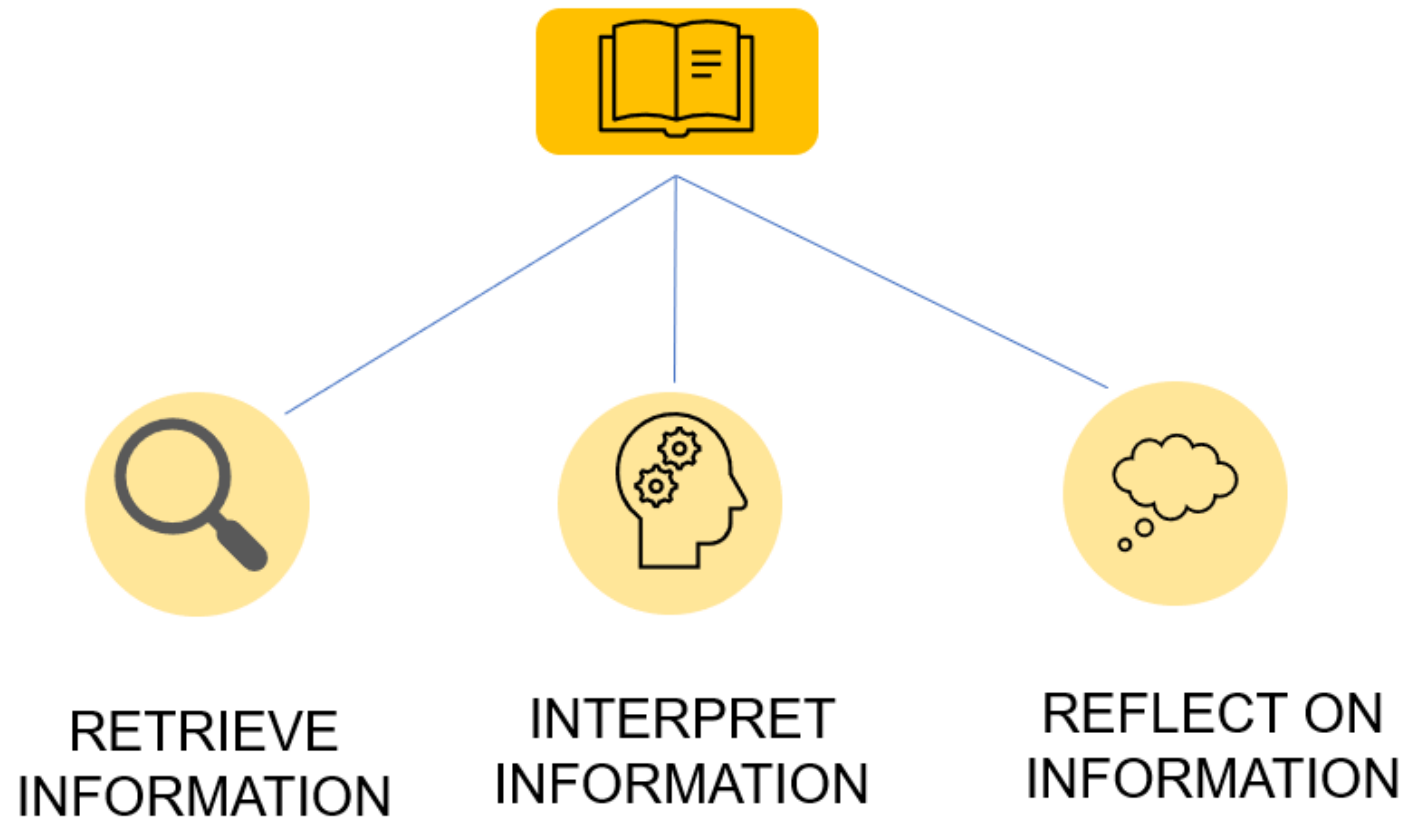
By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to **relevant and effective learning outcomes**

## Indicator 4.1.1

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

Define  
learning:  
Domains

## READING COMPREHENSION



Aligned with the [Global Proficiency Frameworks](#)

# Define learning: Minimum Proficiency Levels

## READING PROFICIENCY

### SDG 4.1.1c End of lower secondary

Students retrieve 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 in a variety of text types, and establish connections between main ideas in a text and their personal experiences.

### SDG 4.1.1b End of primary

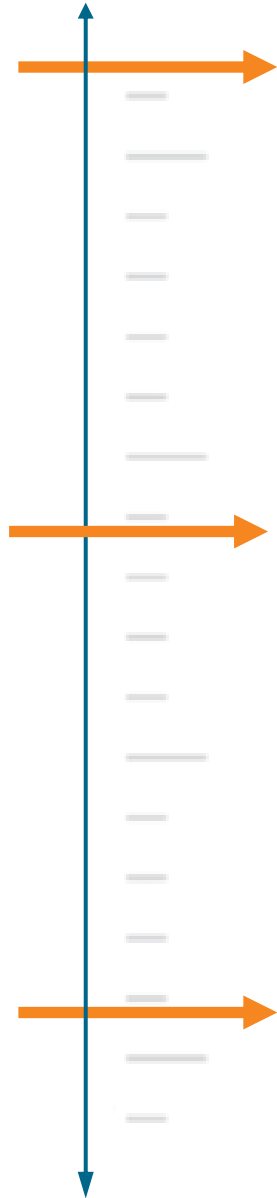
Students independently and fluently read simple, short narrative and expository texts. They retrieve explicitly stated information. They interpret and give some explanation about the main and secondary ideas in different types of texts, and establish connections between main ideas in a text and their personal experiences.

### SDG 4.1.1a End of lower primary

Students accurately read aloud and understand written words from familiar contexts. They retrieve explicit information from very short texts. When listening to slightly longer texts, they make simple inferences.

# Measure learning

READING PROFICIENCY



## SDG 4.1.1c End of lower secondary

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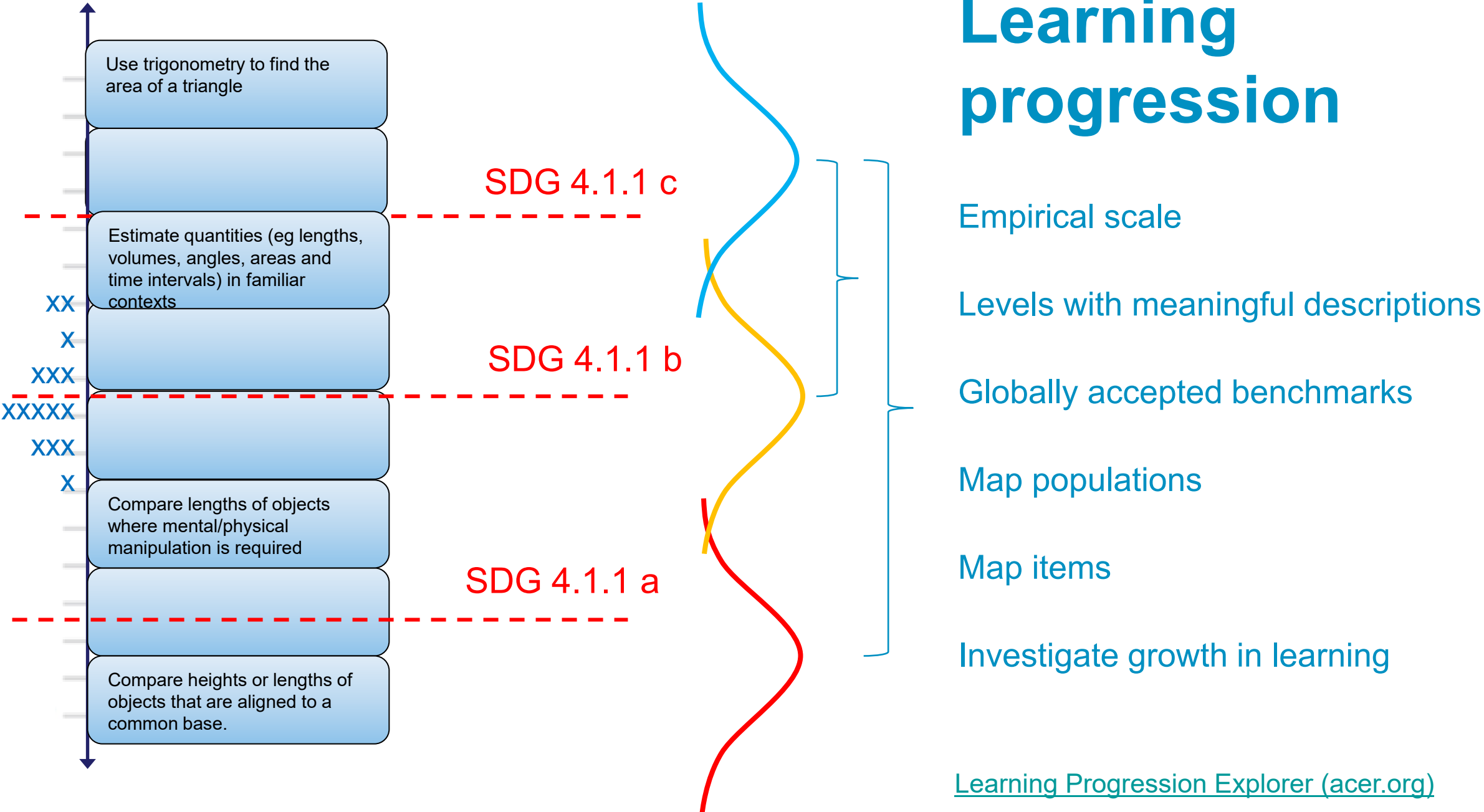
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# Learning progression





# Understand learning

- Learning Progressions provide **substantive information** about children's **learning levels and progress**. This evidence is crucial for developing strategies to improve learning.
- Benchmarked against international standards, the Learning Progression Scales **are a powerful tool for countries** to use their own national or regional assessments to **investigate growth** in learning, and to **monitor progress** towards achieving SDG 4.

# SDG 4 monitoring based on Learning Progressions

## Pairwise Comparison Method

To align assessments to the Learning Progression Scales by expert judgement and establish MPL benchmarks using standard Item Response Theory statistical linking processes

[WG\\_GAML\\_12\\_Pairwise-Comparison-Method\\_ACER.pdf \(unesco.org\)](#)

## Assessments for Minimum Proficiency Levels (AMPL)

Toolkit, comprising:

- AMPL tools: SDG 4.1.1 a, b, c
- Assessment blueprint
- Contextual framework
- Administration guide

[Assessments for MPLs - MILO: Monitoring Impacts on Learning Outcomes \(unesco.org\)](#)  
[ampl.pdf \(unesco.org\)](#)

# Next steps for the GEM Centre

- Develop a toolkit to enable the consistent implementation of the Pairwise Comparison Method
- Pilot the linking of items in another language than English to the Learning Progression Scales with a bilingual panel
- **Looking for interested in-country partners to implement**

# Contact

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