

<b>SDG Goal</b>	<b>4</b>	<b>Quality education</b>
<b>SDG Target</b>	<b>4.1</b>	<b>By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes</b>
<b>SDG Indicator</b>	<b>4.1.1</b>	<b>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</b>

1. Name of data series	
<b>b) (i) Children and youths at the end of primary education with a minimum reading proficiency</b>	
Compliant with SDG metadata: yes, sub-indicator	<a href="#">SDG Metadata</a>
2. Definition of indicator	
The indicator evaluates the proportion of children who have at least a minimum level of reading skills at the end of primary education. For that, the results of the Progress in International Reading Literacy Study (PIRLS) by the International Association for the Evaluation of Educational Achievement (IEA) are incorporated. A minimum level is set at competence level II of the test.	
3. Comparison with SDG metadata (as of 17/07/2017 04.03.20)	
The indicator is compliant with the SDG metadata. However, it describes only the sub-indicator (b)(i) of 4.1.1.	
4. Data description	
PIRLS is a quinquennial cross-national survey of childrens' reading comprehension abilities at the fourth grade. It has been introduced in 2001 and has covered 50 countries in its last round in 2016.	
5. Calculation method	
$\text{Share of children with minimum proficiency} = \frac{\text{Children at the end of primary achieving PIRLS literacy level II and above [number]}}{\text{Total children at the end of lower primary [number]}} \cdot 100$	
6. Unit of measure	%
7. Timeliness	8. Frequency
t + 12 months	quinquennial
9. Last regular revision	10. Revised period
Not applicable	Not available

#### 11. Accessibility of source data

PIRLS Results:

<https://timssandpirls.bc.edu/pirls-landing.html>

or

PIRLS Results for Germany (only available in German):

<https://www.kmk.org/themen/qualitaetssicherung-in-schulen/bildungsmonitoring/internationale-schulleistungsvergleiche/pirlsiglu.html>

#### 12. Metadata on source data

PIRLS Assessment framework:

<https://timssandpirls.bc.edu/pirls2016/framework.html>

#### 13. Related SDG data series

##### 4.1.1 Children and youths at the end of primary education with a minimum mathematics proficiency

For more information please contact: <https://www.destatis.de/EN/Service/Contact/Contact.html>

## SDG Goal 4 Quality education

**SDG 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

**SDG 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

1. Name of data series
<b>b) (ii) Children and youths at the end of primary education with a minimum mathematical proficiency</b>
Compliant with SDG metadata: yes, sub-indicator <a href="#">SDG Metadata</a>

2. Definition of indicator
The indicator evaluates the proportion of children who have at least a minimum level of mathematics skills at the end of primary education. For that, the results of the Trends in International Mathematics and Science Study (TIMSS) by the International Association for the Evaluation of Educational Achievement (IEA) are incorporated. A minimum level is set at competence level II of the test.
3. Comparison with SDG metadata (as of 17/07/201704.03.20)
The indicator is compliant with the SDG metadata. However, it describes only the sub-indicator (b)(ii) of 4.1.1.

4. Data description
TIMSS is a quadrennial cross-national survey of childrens' reading comprehension abilities at the fourth grade. It has been introduced in 1995 and has covered 47 countries in its last round in 2015.
5. Calculation method
$\text{Share of children with minimum proficiency} = \frac{\text{Children at the end of primary achieving TIMMS mathematic level II and above [number]}}{\text{Total children at the end of lower primary [number]}} \cdot 100$
6. Unit of measure
%

7. Timeliness	8. Frequency
t + 12 months	quinquennial
9. Last regular revision	10. Revised period
Not applicable	Not available

11. Accessibility of source data
<p>TIMSS Results:  <a href="https://timssandpirls.bc.edu/timss-landing.html">https://timssandpirls.bc.edu/timss-landing.html</a>  or  TIMSS Results for Germany (only available in German):  <a href="https://www.kmk.org/de/themen/qualitaetssicherung-in-schulen/bildungsmonitoring/internationale-schulleistungsvergleiche/timss.html">https://www.kmk.org/de/themen/qualitaetssicherung-in-schulen/bildungsmonitoring/internationale-schulleistungsvergleiche/timss.html</a></p>
12. Metadata on source data
<p>TIMSS Assessment framework:  <a href="https://timssandpirls.bc.edu/timss2015/frameworks.html">https://timssandpirls.bc.edu/timss2015/frameworks.html</a></p>
13. Related SDG data series
4.1.1 Children and youths at the end of primary education with a minimum reading proficiency
For more information please contact: <a href="https://www.destatis.de/EN/Service/Contact/Contact.html">https://www.destatis.de/EN/Service/Contact/Contact.html</a>

## SDG Goal 4 Quality education

**SDG 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

**SDG 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

1. Name of data series
<b>c) (i) Children and youths at the end of lower secondary education with a minimum reading proficiency</b>
Compliant with SDG metadata: yes, sub-indicator <a href="#">SDG Metadata</a>

2. Definition of indicator
The indicator evaluates the proportion of children who have at least a minimum level of reading skills at the end of lower secondary school. For that, the results of the Programme for International Student Assessment (PISA) by the OECD are incorporated. Above minimum is the percentage of students who have achieved the minimum standards which is Level 2 in case of PISA.
3. Comparison with SDG metadata (as of 17/07/2017 18.03.20)
The indicator is compliant with the SDG metadata. However, it describes only the sub-indicator (c)(i) of 4.1.1.

4. Data description
PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in 72 countries around the globe in a two-hour test in science, mathematics, reading, collaborative problem solving and financial literacy. The data used for the indicator is taken from the reading part of the test.
5. Calculation method
$\text{Share of children with minimum proficiency} = \frac{\text{Children at the end of lower secondary achieving PISA reading level II and over [number]}}{\text{Total children at the end of lower secondary [number]}} \cdot 100$
6. Unit of measure
%

7. Timeliness	8. Frequency
t + 12 months	Triennial
9. Last regular revision	10. Revised period
Not available	Not available

11. Accessibility of source data
PISA Results (Volume I) – Annex B1 <a href="https://www.oecd-ilibrary.org/education/pisa_19963777">https://www.oecd-ilibrary.org/education/pisa_19963777</a>
12. Metadata on source data
Technical Report: <a href="https://www.oecd.org/pisa/publications/">https://www.oecd.org/pisa/publications/</a>
13. Related SDG data series
4.1.1 Children and youths at the end of lower secondary education with a minimum mathematics proficiency

For more information please contact: <https://www.destatis.de/EN/Service/Contact/Contact.html>

## SDG Goal 4 Quality education

**SDG 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

**SDG 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

1. Name of data series	
<b>c) (ii) Children and youths at the end of lower secondary education with a minimum mathematics proficiency</b>	
Compliant with SDG metadata: yes, sub-indicator	<a href="#">SDG Metadata</a>

2. Definition of indicator
The indicator evaluates the proportion of children who have at least a minimum level of mathematics skills at the end of lower secondary school. For that, the results of the Programme for International Student Assessment (PISA) by the OECD are incorporated. Above minimum is the percentage of students who have achieved the minimum standards which is Level 2 in case of PISA.
3. Comparison with SDG metadata (as of 17/07/2017 18.03.20)
The indicator is compliant with the SDG metadata. However, it describes only the sub-indicator (c)(ii) to 4.1.1.

4. Data description	
PISA is a triennial international survey which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students in 72 countries around the globe in a two-hour test in science, mathematics, reading, collaborative problem solving and financial literacy. The data used for the indicator is taken from the mathematics part of the test.	
5. Calculation method	
$\text{Share of children with minimum proficiency} = \frac{\text{Children at the end of lower secondary achieving PISA maths level II and above [number]}}{\text{Total children at the end of lower secondary [number]}} \cdot 100$	
6. Unit of measure	%

7. Timeliness	8. Frequency
t + 12 months	Triennial
9. Last regular revision	10. Revised period
Not available	Not available

11. Accessibility of source data
PISA Results (Volume I) – Annex B1 <a href="https://www.oecd-ilibrary.org/education/pisa_19963777">https://www.oecd-ilibrary.org/education/pisa_19963777</a>
12. Metadata on source data
Technical Report: <a href="https://www.oecd.org/pisa/publications/">https://www.oecd.org/pisa/publications/</a>

13. Related SDG data series
4.1.1 Children and youths at the end of lower secondary education with a minimum reading proficiency

For more information please contact: <https://www.destatis.de/EN/Service/Contact/Contact.html>