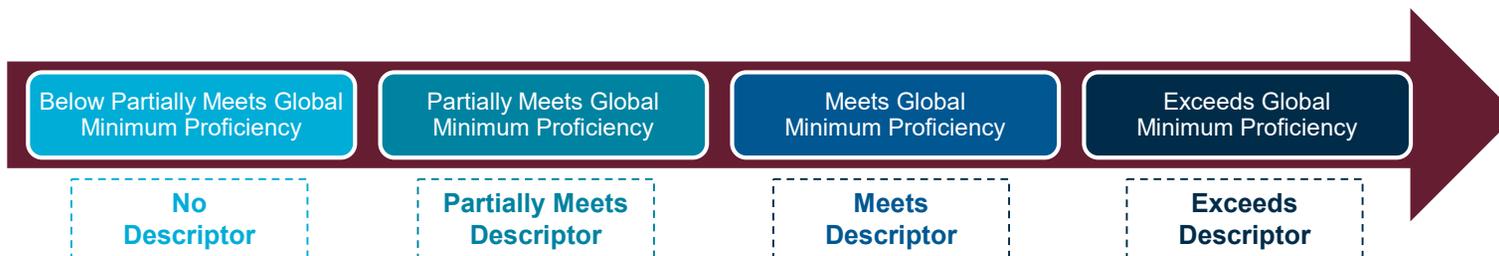


What is the Global Proficiency Framework?

The Global Proficiency Framework (GPF) describes the global minimum proficiency levels expected of students at grades one to nine in reading and mathematics. The four levels in the GPF—Below Partially Meets, Partially Meets, Meets, and Exceeds Global Minimum Proficiency—form a common scale from low to high achievement. These levels were identified, labeled, and defined in general terms by a group of 80 international stakeholders from education ministries, donor agencies, implementing partners, universities, assessment organizations, and research centers at a workshop in 2018.

The specific content for the levels, called the Global Proficiency Descriptors (GPDs or descriptors), was adapted from the International Bureau of Education (IBE-UNESCO) Global Content Framework by a group of 40 international reading and mathematics experts at workshops in 2019 and 2020.

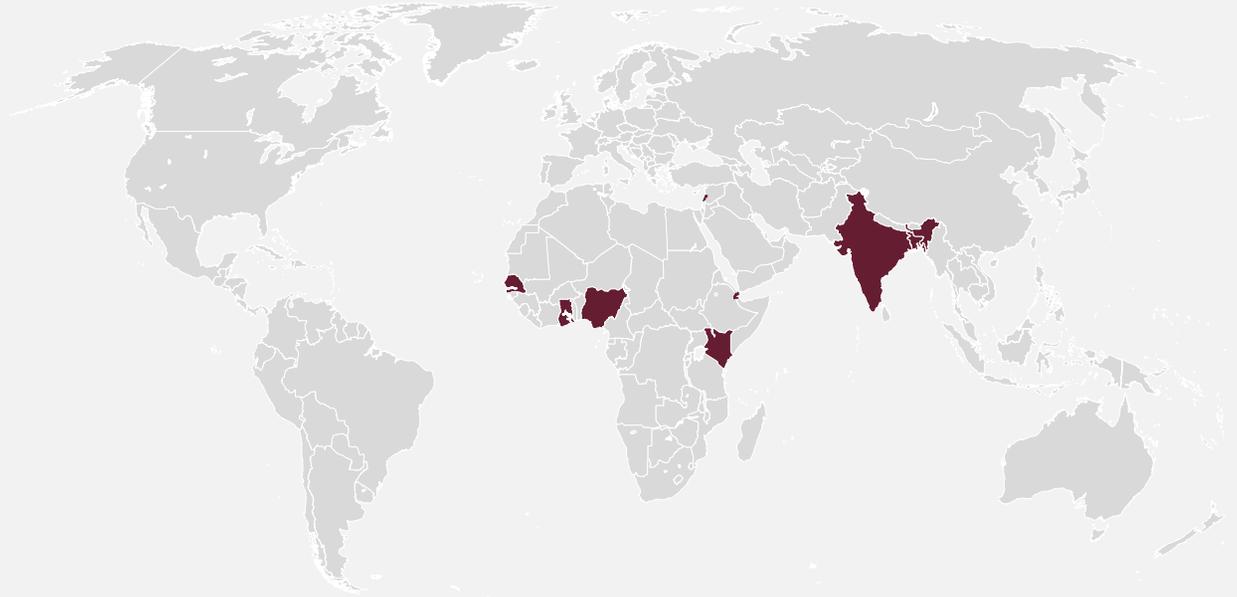
As shown in the following diagram, the reading and mathematics experts wrote the descriptors for three of the levels. The *Below Partially Meets Global Minimum Proficiency* level was designated as lower than partially meets.



The following matrix provides an example of part of the GPF for grade three mathematics. It is organized hierarchically by domains, constructs, subconstructs, and knowledge or skills (also called content standards). Each knowledge or skill indicates “what” students should know and be able to do in the grade and subject. This is followed by descriptors at the three global minimum proficiency levels (also called performance standards). Each descriptor indicates “how much” of the knowledge or skill students should demonstrate for classification of their scores into the level.

Domain	Construct	Subconstruct	Knowledge or Skill (Content Standard)	Global Minimum Proficiency Level and Descriptor (Performance Standard)		
				Partially Meets	Meets	Exceeds
Number knowledge	Whole numbers	Identify, count, and identify the relative magnitude of whole numbers.	Count, read, and write whole numbers.	Count in whole numbers up to 100.	Count in whole numbers up to 1,000.	Count in whole numbers up to 10,000.
				Read and write whole numbers up to 100 in words and numerals.	Read and write whole numbers up to 1,000 in words and numerals.	Read and write whole numbers up to 10,000 in words and numerals.

Donor agencies and implementing partners are collaborating with several countries, including Bangladesh, Djibouti, Ghana, India, Kenya, Lebanon, Nigeria, and Senegal, to introduce and/or pilot the GPF. Other countries have expressed interest in the piloting process. After receiving feedback from the donor agencies and implementing partners, the reading and mathematics experts will continue to revise the GPF to ensure its relevance in as many countries as possible.



How is the Global Proficiency Framework used?

The Global Proficiency Framework is used in two ways.

First, the GPF serves as the common scale for policy linking (see the Policy Linking Overview). Once assessments are linked to the GPF using the policy linking method, assessment results from each country can be compared to each other and aggregated with each other. The Sustainable Development Goal (SDG) Indicator 4.1.1 (a, b, and c) and the USAID Foreign Assistance (“F”) Indicators require comparable data for aggregating assessment results from countries for global reporting. These indicators require data on the percentage of students meeting global minimum proficiency in reading and mathematics at selected grade levels (see the Policy Linking How-To Guide).

Second, the GPF serves as a basis for initiatives such as curriculum reform and student assessment design. For instance, countries have found that the GPF is a useful global reference to:

- **Understand** what students should be able to developmentally achieve on a global basis given proper materials and instruction in the schools and classrooms
- **Detect** gaps/misalignment and provide a global reference for revising standards, curricula, materials, teacher training, delivery, and assessments

At least two countries—Lebanon and Senegal—have started to revise their national assessments to improve alignment with the GPF.