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Minimum Proficiency Levels used to report for 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

Minimum Proficiency Levels for Mathematics

Grade/age	Descriptor	Assessment name	Assessment Proficiency Level Descriptor (PLD) aligned to SDG[1] MPL[2] descriptor	MPLs in the assessment program
Grade 2	Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.	PASEC 2014-2019	**2**	2
Grade 3	Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.	ERCE 2013-2019	**2**	2
Grades 4-6	Students demonstrate skills in number sense, computation, real world problems, basic measurement, 2D shape recognition, and reading and interpreting simple data displays	ERCE 2013-2019	**3**	3
		PASEC 2014-2019	**3**	2
		PILNA 2018-2021	**6**	5
		SACMEQ 2006-2013	**5**	3
		SEA- PLM 2019	**6**	6
		TIMSS 1995-2019	**Intermediate Benchmark**	Intermediate Benchmark
Grades 7-10 Age 15	Students demonstrate skills in computation, solving problems in measurement and geometry, interpreting and constructing a variety of data displays, and making use of algebraic representations.	PISA 2000-2022	**2**	2
		TIMSS 1995-2019	**Intermediate Benchmark**	Intermediate Benchmark

Note: Alignment for the Math component of some assessment is pending upon analysis of items and test.

Unpacking of the general descriptors

- Number sense: skills such as reading, writing, comparing, and ordering numbers.
- Computation: math problems presented without context, in arithmetic form.
- Spatial orientation: position and direction on a diagram, map, or graph, often described by words such as “above”, “below”, “left”, “right”, “inside”, “outside”, etc.
- Application problems: also known as “word problems” or “story problems”, these are problems that are presented in context, without explicitly telling students which mathematical operation(s) to use.
- Algebraic representations: examples include expressions, equations, and inequalities, all of which contain one or more variables.

[1] *Sustainable Development Goals*

[2] *Minimum Proficiency Level*

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Minimum Proficiency Levels for Reading

Grade/age	Descriptor	Assessment name	Assessment Proficiency Level Descriptor (PLD) aligned to SDG[3] MPL[4] descriptor	MPLs in the assessment program
Grade 2	Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simpleinferences when longer texts are read aloud to them.	PASEC 2014-2019	**3**	3
Grade 3	Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simple inferences when longer texts are read aloud to them.	ERCE 2013-2019	**2**	2
Grades 4-6	Students independently and fluently read simple, short narrative and expository texts. They locate explicitly-stated information. They interpret and give some explanations about the key ideas in these texts. They provide simple, personal opinions or judgements about the information, events and characters in a text.	ERCE 2013-2019	**3**	3
		PASEC 2014-2019	**4**	3
		PIRLS 2001-2021	**Low Benchmark**	Low Benchmark
		PILNA 2018-2021	**5**	4 (grade 4) and 5 (grade 6)
		SACMEQ 2006-2013	**5**	3
		SEA- PLM 2019	**6**	6
Grades 7-10 Age 15	Students locate and connect multiple pieces of related information across sections of textsto understand key ideas. They make straightforward inferences when there is some competing information. They reflect and draw conclusions based on evidence, in a variety of text types.	PISA 2000-2022	**2**	2

Note: MICS 6: Proficient level is pending and subject to harmonization

[3] *Sustainable Development Goals*
[4] *Minimum Proficiency Level*

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Unpacking of the general descriptors

- Familiar words: words that are part of the students' vocabulary and that have been read before more than once.
- Explicit information: information that is presented in the text.
- Accuracy/Precision (in decoding): Correct recognition of the phonological form of a word based on its orthographic form.
- Fluency (in decoding): Presupposes accuracy and speed in word recognition. It can also include qualities such as volume (reading at a volume that is adequate to the instructions given or the audience), pace (adjusting the pace to the instructions, to improve precision or comprehension), expressiveness and tone (adjusting it to the audience' characteristics, to the content and the characters).
- Short texts: texts that are between 60-80 words in length.
- Overall meaning of a text or sentence: refers to the most relevant information of the text.
- Topic of text: an identified theme or subject.
- Interpret: Extract and recognize implicit and explicit information from a written sentence or text to relate it with other information or apply it to new situations or problem solving.
- Text types: narrative, descriptive, expository, procedural, verbal interaction, that report a central paragraph and complementary information and reference texts.
- General knowledge: previous knowledge that the student has in reference to everyday life and world affairs.
- Author´s intentions: may include the author´s choices (literary resources, title, words, etc.); the author´s feelings or motivations when/for writing, the author´s aim when writing, the author´s intentions when sharing a text in social media or publishing online.
- Reflect: Critically analyze and give an opinion about the information presented in a written sentence or text and the consequences the information may have.
- Draw conclusions: Generate conclusions from a text; generate conclusions about a topic considering different sources of information; generate conclusions about a character´s motivations or intentions.

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Appendix A. Assessment Programs whose PLDs were analyzed

	Program Name	Type of Assessment	Grade/ Age
PASEC	The Analysis Program of the CONFEMEN Education Systems	Regional	Grades 2
TERCE	Third regional Comparative and Exploratory Study	Regional	Grades 3
SERCE	Second regional Comparative and Exploratory Study	Regional	Grades 3
ERCE	Regional Comparative and Explanatory Study	Regional	Grades 3
PASEC	The Analysis Program of the CONFEMEN Education Systems	Regional	Grades 6
PILNA	Pacific Islands Literacy and Numeracy Assessment	Regional	Grades 4-6
PIRLS	Progress in International Reading Literacy Study	International	Grades 4-6
SACMEQ	Southern and Eastern African Consortium for Monitoring Educational Quality	Regional	Grades 4-6
PILNA	Pacific Islands Literacy and Numeracy Assessment	Regional	Grades 4-6
PIRLS	Progress in International Reading Literacy Study	International	Grades 4-6
TERCE	Third regional Comparative and Exploratory Study	Regional	Grades 4-6
SERCE	Second regional Comparative and Exploratory Study	Regional	Grades 4-6
ERCE	Regional Comparative and Explanatory Study	Regional	Grades 4-6
SEA-PLM	Southeast Asia Primary Learning Metrics	Regional	Grades 4-6
TIMSS	Trends in International Mathematics and Science Study	International	Grades 4-6
PISA	Programme for International Student Assessment	International	Age 15 years old
TIMSS	Trends in International Mathematics and Science Study	International	Grades 8-9