



United Nations  
Educational, Scientific and  
Cultural Organization



UNESCO  
INSTITUTE  
FOR  
STATISTICS

# Consensus Building Meeting on Proficiency Levels

## Agenda

10-11 September 2018

UNESCO Headquarters

7, place de Fontenoy,

75352 PARIS 07 SP, France

### Objectives of the meeting

1. Seek consensus for the Reading and Mathematics proficiency scales.
2. Seek consensus for the alignment of the educational levels (Grades 2-3, Grades 4-6, Grades 8-9) to the respective Reading and Mathematics proficiency scales.
3. Seek consensus for policy level (content free) performance descriptors.
4. Seek consensus for the four levels of each educational level in Reading and Mathematics, respectively.
5. Seek consensus for the placement of the “minimum proficiency level for each educational level in Reading and Mathematics, respectively.



## Glossary of Terms

**Educational Levels:** the three schooling levels for which national assessments of student learning are typically administered for purposes of reporting a country's progress in attaining SDG 4.1.1. UIS uses these three educational levels: Lower primary (Grades 2-3), Upper primary (Grades 4-6, and Lower secondary (Grades 8-9).

**Minimum Proficiency Level:** a description of the lowest knowledge and skills needed for likely success in the next level of schooling.

**Performance Level Description:** the content knowledge, skills, abilities students should demonstrate in reading and mathematics at each education level.

**Policy Descriptions:** what students should demonstrate in each category of proficiency, in generic terms and not by subject area, at each education level.

**Proficiency Scale:** a list of student proficiencies that are ordered from least cognitively complex to most cognitively complex.

**UIS Global Content Frameworks in Reading and In Mathematics:** a comprehensive description of the knowledge, skills, and abilities that comprise student learning outcomes in the domains of reading and mathematics that was developed by UIS to help a country to describe their progress in achieving SDG 4.1.1.


**Day 1: Monday, 10 September 2018**

<b>12:30 – 13:00</b>	<b>Registration</b>
<b>13:00 – 13:30</b>	<b>1. Opening session</b> <ul style="list-style-type: none"> <li>a. Welcome</li> <li>b. Introduction of participants</li> <li>c. Objectives of the meeting</li> <li>d. Work plan for the meeting</li> </ul> <p><b>Chair:</b> <i>Silvia Montoya, UIS</i></p>
<b>13:30-15:00</b>	<b>2. Status of the work</b> <ul style="list-style-type: none"> <li>a. Overview of what has been done thus far, Dr. Anthony Nitko</li> <li>b. Review of reading proficiency scales, Ms. Carola Ruiz</li> <li>c. Review of mathematics proficiency scales, Mr. Michael Bell</li> </ul> <p>DISCUSSION and CONSENSUS</p> <p><b>Moderators:</b> <i>Dr. Anthony Nitko</i></p>
<b>15:00-15:30</b>	<i>Coffee Break</i>
<b>15:30-17:00</b>	<b>3. Educational levels alignments to the proficiency scales</b> <ul style="list-style-type: none"> <li>a. Review of reading alignment, Ms. Carola Ruiz</li> <li>b. Review of mathematics alignment, Mr. Michael Bell</li> </ul> <p>DISCUSSION and CONSENSUS</p> <p><b>Moderators:</b> <i>Dr. Anthony Nitko, Mr. Michael Bell, Carola Ruiz</i></p>


**Day 2: Tuesday, 11 September 2018**

<b>09:00 – 09:15</b>	<b>4. Outline for Day 2</b> <ul style="list-style-type: none"> <li>• SUMMARY of Day 1</li> <li>• Day 2 agenda</li> </ul> <b>Moderator:</b> <i>Dr. Anthony Nitko</i>
<b>09:15 – 10:45</b>	<b>5. Policy Descriptors</b> <ul style="list-style-type: none"> <li>• Introduction, Dr. Anthony Nitko</li> </ul> <p>DISCUSSION and CONSENSUS</p> <b>Moderators:</b> <i>Dr. Anthony Nitko, Mr. Michael Bell, Ms. Carola Ruiz</i>
<b>10:45 – 11:00</b>	<i>Coffee Break</i>
<b>11:00 – 12:30</b>	<b>6. Suggested performance levels and descriptors for each educational level</b> <ul style="list-style-type: none"> <li>a. Mathematics, Mr. Michael Bell</li> <li>b. Reading, Ms. Carola Ruiz</li> </ul> <p>DISCUSSION and CONSENSUS</p> <b>Moderator:</b> <i>Dr. Anthony Nitko, Mr. Michael Bell, Ms. Carola Ruiz</i>
<b>12:30 – 13:00</b>	<b>7. Minimum proficiency at each educational level</b> <ul style="list-style-type: none"> <li>a. Minimum proficiency levels for mathematics, Mr. Michael Bell</li> <li>b. Minimum proficiency levels for reading, Ms. Carola Ruiz</li> </ul> <p>DISCUSSION</p> <b>Moderator:</b> <b>Dr. Anthony Nitko</b>
<b>13:00-14:00</b>	<i>Lunch</i>
<b>14:00-15:45</b>	<b>8. Summary of consensus</b> <p>DISCUSSION</p> <b>Moderator:</b> <i>Dr. Anthony Nitko</i>
<b>15:45-16:00</b>	<i>Coffee Break</i>
<b>16:00-17:00</b>	<b>9. Concluding discussion</b> <ul style="list-style-type: none"> <li>a. Value of these inputs</li> <li>b. Next steps</li> <li>c. Concluding remarks</li> </ul> <b>Chair:</b> <i>Silvia Montoya, UIS</i>