



PROPOSAL

Partnership for the Implementation of IEA's New Literature and Numeracy Assessment (LaNA)



INTRODUCTION AND OBJECTIVES

LaNA, the IEA's Literacy and Numeracy Assessment, is targeted to students at the end of primary school in low- and middle-income countries (LMICs) and delivers high-quality data identifying strengths and weaknesses in education systems as a basis for evidence-based education policies.

LaNA is based on IEA's TIMSS and PIRLS international large-scale educational studies in which more than 70 countries worldwide are participating. By participating in LaNA, countries can join this international cooperation and help students **improve their literacy and numeracy skills** by comparing their proficiencies to international benchmarks.

LaNA's unique framework targets literacy and numeracy achievement of students in countries, while providing contextual data that **reveals characteristics of successful students and schools**. While LaNA's assessment scores and targeted background data provide useful indicators of literacy and numeracy proficiency and contexts for learning in its own right, the objective of the proposed project is to establish a concordance between LaNA with TIMSS and PIRLS, so that countries administering LaNA will be able to compare their students' performance in LaNA with the lower TIMSS and PIRLS achievement benchmarks. These benchmarks, in turn, can serve as measures for Sustainable Development Goal (SDG) 4.1.1b (i.e., the proportion of

children achieving at least a minimum proficiency level in reading and mathematics at the end of primary education).

IEA is looking for countries who are interested in a **partnership regarding the administration of LaNA in combination with TIMSS/PIRLS** linkage material to sample from a suitable student population. For this purpose, approximately 4,500 end-of-primary students from at least 100 schools per country need to complete LaNA booklets and the TIMSS/PIRLS linkage material in a rotated design.

The proposed LaNA administration includes a short Pilot/Field Test phase, followed by a Main Data Collection. Both phases are scheduled to be implemented in the years 2021/2022.

IEA will cover all development, international preparation, data processing, and evaluation costs for participating countries: **no international study fees will be required**.

BACKGROUND ON LaNA

LaNA is a shorter, less demanding assessment in comparison to TIMSS and PIRLS, meant to be administered at the end of primary school, and rooted in the comprehensive assessment frameworks of TIMSS and PIRLS. LaNA has been adapted to meet the needs of less advanced student populations and implementation conditions where IEA's TIMSS and PIRLS may be too difficult or feasible to implement. LaNA has already been successfully piloted in different areas of the world, including Africa, Asia, the Caribbean, and Europe, and can be administered in the fourth, fifth, or sixth grades. The grade for the sample to be drawn will be determined in consultation with the TIMSS & PIRLS International Study Center.

LaNA can be implemented whenever it is most suitable for participating countries, unlike most international studies—like TIMSS and PIRLS—that run on strict four or five-year cycles. By adapting the context questionnaire to fit participating countries' needs, LaNA can also deliver targeted contextual data crucial for educational policymaking.

OUTCOME AND BENEFITS OF PARTICIPATION

The objective of the project is to collect sufficient data allowing for the establishment of a psychometrically sound concordance between LaNA and IEA's international large-scale assessments, TIMSS and PIRLS. This concordance will provide participating countries an indication of the **percentage of their students achieving a minimum competency** in reading and mathematics and, therefore, a means to **monitor progress towards SDG 4.1.1.b** (by project's end).

The administration of LaNA provides participating countries with valuable experience in standardized international assessment, implementation of the assessment procedures, and capacity building in planning and administering assessments and reporting outcomes. **Participation will provide literacy and numeracy achievement data** in both a national and internationally comparable context, allowing for the identification of characteristics of successful students and schools.

LaNA's literacy assessment consists of a reading comprehension test, in which students read simple passages and answer related questions. The passages, adapted from the PIRLS Literacy assessments, encompass the PIRLS dual purposes for reading: reading for literary experience (stories) and reading to acquire and use information. LaNA's numeracy assessment includes adjusted items from the TIMSS Numeracy assessment (e.g., recognizing and comparing simple fractions, whole number computation, reading graphs).

Additionally, IEA's LaNA includes **two contextual questionnaires**: one for schools and one for students, which collect information regarding the environment in which learning takes place.

The LaNA link material contains more challenging material sourced from applicable (easier) parts of the original TIMSS and PIRLS assessments.



Deliverables for participating countries include:

- Capacity building and experiences in the administration of standardized international assessments.
- A report presenting the numeracy and literacy results in relation to major contextual factors at school and home which are associated with learning and students' achievement.
- A data base that can be used for further analyses and reporting at the national level.

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