

Observatory of Learning Outcomes Measurement


# The Catalogue of Learning Assessments Questionnaire




UNESCO  
INSTITUTE  
*for*  
STATISTICS

Harare, 12-14 May 2015

# Coverpage



United Nations  
Educational, Scientific and  
Cultural Organization



Country:

UIS/OLOM/CLOM/2014

**OBSERVATORY OF LEARNING OUTCOMES MEASUREMENT**

The 2014 survey covers **ONLY** the most recent administration of each assessment (including examinations) conducted between 2000 and 2014.

Green cells have a predefined list of options. Please select one option only

Yellow cells allow you to enter text and should be completed when required. For example, when an option "other" is selected, as the category is not listed in the predefined options.

ISCED 2011 levels (Only assessments administered in ISCED 1 and 2 apply to this survey)			
Level 0	Early childhood education	Level 5	Short-cycle tertiary education
<b>Level 1</b>	<b>Primary education</b>	Level 6	Bachelor or equivalent education
<b>Level 2</b>	<b>Lower secondary education</b>	Level 7	Master or equivalent education
Level 3	Upper secondary education	Level 8	Doctoral or equivalent education
Level 4	Post-secondary non-tertiary education		

# Cover page (2)

## SECTION 0: General Information

### Types of assessments to be included in this survey:

- 1 This survey focuses on system-level educational assessments which primarily target students enrolled in formal education programmes. Only data from large-scale national assessments, including public/national (exit or end-point) examinations administered in ISCED levels 1 and 2, in general or technical/vocational education programmes, will be collected in this template. The international assessments that countries participate in should be listed in Section 2.3, but the meta-data will be collected directly from the source agencies; that is, data from international assessments will not be recorded in this template by country officials. Examples of international assessments include EGRA, LLECE, PIRLS, TIMSS, PASEC and SACMEQ.

### Types of assessments excluded from this survey:

Three categories of assessments are not included in this survey:

1. School-based assessments and assessments organized by decentralised educational institutions which are mainly for selection purposes from one grade to another or one programme to another. These include:
  - a. tests generally organized at the end of primary school with a purpose to select well-performing students into a first-year secondary general or technical/vocational programme.
  - b. tests administered to students for selection to professional or training schools;
  - 2 c. assessments organised by professional or training schools
2. Tests which do not specifically target students enrolled in education programmes. and which are administered to all candidates who apply for a professional certification, generally without prior enrollment to an official general or vocational educational programme equivalent. This type of tests is decentralised and can be organised by unions or professional associations. Driving license exams or exams for membership to a professional association are few examples.
3. Household-based assessments of learning outcomes, even if they target children enrolled in ISCED level 1 or 2 programmes.

- 3 The template is designed to accommodate different country scenarios. For example, Section 2 has space for 22 assessments. If the standard form is too small for a specific country, you can prompt the template to create more space. Another example is in Section 7, sub-section 7.2.3 which accommodates data for ten subjects/constructs covered in a single assessment. If an assessment covers more than 10 subjects/constructs, then more columns can be added.

# Section 1: Contact information

## SECTION 1: Contact information

### Primary national contact

Mr./Ms. \_\_\_\_\_  
 Last name First name

Job title (or position) \_\_\_\_\_

Name of institution \_\_\_\_\_  
 Office telephone \_\_\_\_\_  
 Country code Area code Number Extension

Institutional email \_\_\_\_\_ Institutional website \_\_\_\_\_

### Additional national contact 1

Mr./Ms. \_\_\_\_\_  
 Last name First name

Job title (or position) \_\_\_\_\_

Name of institution \_\_\_\_\_  
 Office telephone \_\_\_\_\_  
 Country code Area code Number Extension

Institutional email \_\_\_\_\_ Institutional website \_\_\_\_\_

# Section 1: Contact information (2)

## Additional national contact 2

Mr./Ms. \_\_\_\_\_  
Last name First name

Job title (or position) \_\_\_\_\_

Name of institution \_\_\_\_\_

Office telephone \_\_\_\_\_  
Country code Area code Number Extension

Institutional email \_\_\_\_\_ Institutional website \_\_\_\_\_

## Data collector

Mr./Ms. \_\_\_\_\_  
Last name First name

Office telephone \_\_\_\_\_  
Country code Area code Number

Email: \_\_\_\_\_

Date of completion of template (dd-mm-yy):

Observations about Section 1 only

# Important guidelines

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## Do not leave cells empty

### ▣ Missing information:

- **a**: not applicable
- **m**: data not available
- **n**: value is null or negligible (so, use « n » instead on « 0 »)
- **c**: data is confidential

### ▣ Estimated or provisional data: \*

example: \*21,500

# Section 2: List of Assessments

## Section 2: List of assessments

### 2.1 List of national assessments

#	Acronym	Complete name of the assessment	Name of the institutions responsible for the administration of the assessment	Education programme covered	Stake of the assessment (High or low) for:			Latest year administered
					Students	Teachers	Schools	
1		E N						
2		E N						
3		E N						
4		E N						

E = English; N = National or official language

If your country has a federal administrative structure AND ONLY state or provincial/regional assessments exist, please select YES:



Observations about section 2.1 only

## Section 2: List of Assessments (2)

### 2.2 List of national public examinations

#	Acronym	Complete name of national public examination	Name of the institutions responsible for the administration of the examination	Education programme covered	Stake of the assessment (High or low) for:			Latest year administered
					Students	Teachers	Schools	
1		E						
		N						
2		E						
		N						
3		E						
		N						
4		E						
		N						
5		E						
10		N						

E = English; N = National or official language

If your country has a federal administrative structure AND ONLY state or provincial/regional public examinations exist, please select YES:



Observations about section 2.2 only



## Section 2: List of Assessments (3)

### 2.2 List of **international** assessments administered in your country

#	Acronym	Complete name of the international assessment	Name of the institutions responsible for the administration of the examination	Education programme covered	Stake of the assessment (High or low) for:			Latest year administered
					Students	Teachers	Schools	
1		E						
		N						
2		E						
		N						
3		E						
		N						
4		E						
		N						

E = English; N = National or official language

**Reminder: Only international assessments your country participates in should be included in the template.**

If your country has a federal administrative structure **AND NOT ALL** states or provinces/regions participate in international assessments, please select YES:



Observations about section 2.3 only

## Section 2: List of Assessments (4) – large-scale early childhood assessments

### 2.4 Existence of large-scale assessments in early childhood education (ISCED 0)

In your country, are there large-scale assessments that are conducted by a **central institution** (national or sub-national) at the pre-primary school or Early Childhood Education level (ISCED 0)?

If **Yes**, please provide the name of each assessment both in original language and in English, and the names of the institutions that are responsible of their administration

Name of the assessment in original language	Name of the assessment in English	Description of the target population	Geographic coverage	Institutions responsible for the administration of the assessment

Observations about Section 2.4 only

## Section 2: List of Assessments (5) – household-based assessments

### 2.5 Existence of households-based assessments of learning outcomes

In your country, are there household-based assessments of learning outcomes that are conducted by a **central institution** (national or sub-national)?

If **Yes**, please provide the name of each assessment both in original language and in English, and the names of the institutions that are responsible for their administration

Name of the assessment in original language	Name of the assessment in English	Description of the target population	Geographic coverage	Institutions responsible for the administration of the assessment

Observations about Section 2.5 only

## Sections 3 to 8

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**These sections must be completed separately for each assessment/examination:**

- Make as many copies of the questionnaire as assessment/examinations
- Rename each copy:
  - Tchad\_BEPC\_2013
  - Tchad\_CEPE\_2013
- Complete each copy of the questionnaire with corresponding information

# Section 3: Scope, Purpose and Funding (1)

## 3.1 General information about the target assessment/public examination.

3.1.1. Full name of the assessment/public examination in English

3.1.2. Full name of the assessment/public examination in the national or official language

3.1.3. Acronym of the assessment/public examination

3.1.4. Selection of participants (*census/sample*)- *Please choose from the list*

3.1.5. Year the assessment/public examination was established in the country (YYYY)

3.1.6. Latest administration of the assessment/public examination (YYYY)

3.1.7. Cycle of the data collection (number of years)- *Please choose from the list*

3.1.8. Are the content frameworks of this assessment/exam comparable across cycles ?

3.1.9. Are the statistical methodologies of this assessment/exam comparable across cycles?

3.1.10. Year of the next planned administration in the country (YYYY)

3.1.11. Number of times the assessment/public examination has been conducted in your country since its establishment

3.1.12. Legal status for students' participation in order to access the next appropriate grade or education programme (*Mandatory/Not mandatory*)- *Please choose from the list*

3.1.13. Organisations or departments carrying out the assessment/public examination:

## Section 3: Scope, Purpose and Funding (2)

**3.2 Scope of the target assessment/public examination: Please Select ALL the boxes below that apply to this assessment/public examination**

3.2.1. Education programme(s) covered in this assessment/public examination:

Primary (ISCED 1)	Lower secondary (ISCED 2)	Upper secondary (ISCED 3)	Other, please specify:

3.2.2. Please specify one by one the grade(s) that are covered in this assessment/public examination:

*Please use semi-colon to separate them. Example: 4; 6 for grades 4 and 6*

3.2.3. Please specify one by one the official age(s) of students taking this assessment/public examination:

*Please use semi-colon to separate them. Example: 8; 12 for ages 8 and 12*

3.2.4. Please specify the scope of the curriculum targeted in this assessment/public examination:

National curriculum	State/ Province/ Territory curriculum	Not curriculum based	Other, please specify:

3.2.5. Please, select ALL types of school institutions that are covered by this assessment/public examination:

Public	Private	Other, please specify

## Section 3: Scope, Purpose and Funding (3)

3.2.6. Programme orientation targeted in this assessment/public examination- Please choose from the list

3.2.7. Format of the assessment/public examination- Please select ALL boxes that apply

Written	Oral	Practical	Other, please specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### 3.3 Purposes

**SELECT the corresponding box if the purpose applies to the assessment/public examination. Select ALL that apply.**

		COMMENTS
Student certification for grade or school cycle completion	<input type="checkbox"/>	
Student selection (to higher education or promotion for grades/courses/tracks)	<input type="checkbox"/>	
Designing individualized instructional plan	<input type="checkbox"/>	
Support to teachers (training, relevant materials, etc.)	<input type="checkbox"/>	
School or educator accountability	<input type="checkbox"/>	
Promoting competition among schools	<input type="checkbox"/>	
Regional-level monitoring of learning outcomes	<input type="checkbox"/>	
Monitoring education quality levels	<input type="checkbox"/>	
Planning education policy reforms	<input type="checkbox"/>	
Other, please specify :	<input type="checkbox"/>	

# Section 3: Scope, Purpose and Funding (4)

## 3.4 Funding sources

For each funding source (in rows), please **SELECT** the corresponding box **ONLY** if it applies to this assessment/public examination. Select **ALL** that apply.

		COMMENTS
National budget, allocation determined by law	<input type="checkbox"/>	
National budget, discretionary allocation	<input type="checkbox"/>	
National budget (Ministry, allocation determined by policy)	<input type="checkbox"/>	
National budget (Ministry, discretionary allocation)	<input type="checkbox"/>	
Grants or donations from local organizations	<input type="checkbox"/>	
Grants or donations from international organizations	<input type="checkbox"/>	
Grants or donations by foreign organizations	<input type="checkbox"/>	
Fees paid by test takers	<input type="checkbox"/>	
International participation fees (International assessment only)	<input type="checkbox"/>	
Loans by development banks	<input type="checkbox"/>	
Unknown	<input type="checkbox"/>	
Other, please specify:	<input type="checkbox"/>	



# Section 3: Scope, Purpose and Funding (5)

## 3.5 Stakeholders\* and their roles

Identify the role of each of the following stakeholders (in row) using a SELECT in the corresponding column. Select ALL that apply.

	assessment/public examination administration/management	Funding	Test development	...	Other, please specify:
Ministry of education or equivalent					
Entities linked to the Ministry of education					
Other Ministries (whole or parts)					
Entities linked to other Ministries					
National (local) university					
Foreign university					
National private company (for profit)					
International private company (for profit)					
National non-governmental organization (NGO)					
International non-governmental organization (NGO)					
Teacher unions					
Parent associations					
Other, please specify:					

*\* In the case of countries with a federal administrative structure, please provide clarifications on the roles states/provincial/regional ministries and related entities play in the assessment/public examination, relative to the federal bodies.*

## Section 3: Scope, Purpose and Funding (6)

**Metadata:** Please provide any specific explanations or clarifications which will help with the interpretation of the data requested in this section

- STAKEHOLDERS AND FUNDING: ZELA is a 4-year research study funded by UNICEF as part of the Education Development Fund for Zimbabwe. The Australian Council for Educational Research works with ZIMSEC to design and conduct ZELA.
- CYCLES AND NEXT ADMIN: Four cycles of ZELA are being administered: 2012 was the baseline study, 2013-2014 are monitoring cycles, and 2015 will be the evaluation cycle.
- PURPOSES: ZELA may provide the format for annual national examinations conducted by ZIMSEC at the primary level in the future, depending on funding.

Observatory of Learning Outcomes Measurement

# The Catalogue of Learning Assessments Questionnaire

Sections 4 and 5



Harare, 12-14 May 2015

# Section 4: Test Design

## SECTION 4: Test design and administration

### 4.1 Test design

Please **SELECT** the box that corresponds to the test selection method that applies to the assessment/public examination.

4.1.1.

Single cognitive booklet	Complex matrix sampling	Test booklets based on different learning objectives	Other, please specify:

For each delivery model listed (in rows) and each mode of data collection (in columns) , please **SELECT** the corresponding box **ONLY** when it applies to the assessment/public examination. Select **ALL** that apply.

4.1.2.

Delivery model	Mode of data collection			
	Face-to-face	Online	Mail	Other, please specify:
Paper-pencil				
Computer fixed test (CFT)				
Computer adaptive test (CAT)				
Oral				
Portfolio				
Systematic observation				
Other, please specify:				



# Example of mixed text stimulus

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## FAULTY PLAYERS

The *Electrix Company* makes two types of electronic equipment: video and audio players. At the end of the daily production, the players are tested and those with faults are removed and sent for repair.

The following table shows the average number of players of each type that are made per day, and the average percentage of faulty players per day.

<b>Player type</b>	<b>Average number of players made per day</b>	<b>Average percentage of faulty players per day</b>
Video players	2000	5%
Audio players	6000	3%

# Format: Multiple Choice - two options

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## Question 1: FAULTY PLAYERS

PM00EQ01

Below are three statements about the daily production at *Electrix Company*. Are the statements correct?

Circle "Yes" or "No" for each statement.

Statement	Is the statement correct?
One third of the players produced daily are video players.	Yes / No
In each batch of 100 video players made, exactly 5 will be faulty.	Yes / No
If an audio player is chosen at random from the daily production for testing, the probability that it will need to be repaired is 0.03.	Yes / No

# Example of non-continuous text stimulus

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**MP3 PLAYERS**

Music City MP3 Specialists		
<b>MP3 player</b> 	<b>Headphones</b> 	<b>Speakers</b> 
<b>155 zeds</b>	<b>86 zeds</b>	<b>79 zeds</b>



# Format: Multiple Choice - three or more options

## Question 2: MP3 PLAYERS

PM904Q01

Olivia added the prices for the MP3 player, the headphones and the speakers on her calculator.

The answer she got was 248.



Olivia's answer is incorrect. She made one of the following errors. Which error did she make?

- A She added one of the prices in twice.
- B She forgot to include one of the three prices.
- C She left off the last digit in one of the prices.
- D She subtracted one of the prices instead of adding it.

# Example of continuous text stimulus

## Question 9 : Stimulus



### JUST JUDGE TEXT

Refer to the story *A Just Judge* to answer the questions which follow it.

### A JUST JUDGE

An Algerian king named Bauakas wanted to find out whether or not it was true, as he had been told, that in one of his cities lived a just judge who could instantly discern the truth, and from whom no rogue was ever able to conceal himself. Bauakas exchanged clothes with a merchant and went on horseback to the city where the judge lived.

At the entrance to the city a cripple approached the king and begged alms of him. Bauakas gave him money and was about to continue on his way, but the cripple clung to his clothing.

"What do you wish?" asked the king. "Haven't I given you money?"

"You gave me alms," said the cripple, "now grant me one favour. Let me ride with you as far as the city square, otherwise the horses and camels may trample me."

Bauakas sat the cripple behind him on the horse and took him as far as the city square. There he halted his horse, but the cripple refused to dismount.

"We have arrived at the square, why don't you get off?" asked Bauakas.

"Why should I?" the beggar replied. "This horse belongs to me. If you are unwilling to return it, we shall have to go to court."

Hearing their quarrel, people gathered around them shouting:

"Go to the judge! He will decide between you!"

Bauakas and the cripple went to the judge. There were others in court, and the judge called upon each one in turn. Before he came to Bauakas and the cripple he heard a scholar and a peasant. They had come to court over a woman: the peasant said she was his wife, and the scholar said she was his. The judge heard them both, remained silent for a moment, and then said:

"Leave the woman here with me, and come back tomorrow."

# Format: open-ended

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Do you think it was fair of the judge to give the SAME punishment for all the crimes?

Explain your answer, referring to similarities or differences between the three cases in the story.

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# Section 4: Test design (3)

4.2.3. Does this assessment/public examination accommodate students with special needs?



4.2.4. i) Please SELECT ALL special needs categories that the assessment/public examination accommodates.  
ii) Please describe the types of accommodation provided for each ticked category above.

Autism	Hearing impairment	Deaf-Blindness	Physical disability	Emotional disturbance	Visual impairment, including blindness	Speech or language impairment	Environmental effect during examination or assessment	Other impairments, please specify:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

4.2.5. If test takers with limited proficiency in the assessment/public examination language are accommodated, please describe the type of accommodation(s):

4.2.6. For each background questionnaire used as part of the package of the assessment/public examination, please provide in English: its name, the target population, the official duration for its completion, its purpose, and the nature of the data collected.

# Section 4: Test design (4)

4.2.6. For each background questionnaire used as part of the package of the assessment/public examination, please provide in English: its name, the target population, the official duration for its completion, its purpose, and the nature of the data collected.

Title of the questionnaire	Target for completion	Duration for completion	Purpose(s) of the questionnaire	Data collected (e.g: demographics, household and family structure, education, zone of residence)

4.2.7.i. Has a framework been developed for this assessment

If Yes, please go to 4.2.7.ii; if No please go to 4.2.8

ii. Please provide the list of frameworks that have been developed for this assessment:

4.2.8. If available, please provide the list of constructs or subjects that are measured and their appropriate definitions as contained in the official documents of the assessment/public examination

**NB: Please send digital copies of all the above listed assessment/public examination questionnaires and frameworks in an attachment, together with this completed template.**

# Section 5: Coverage and sampling

## 5.1 Please provide the following information related to the coverage of the assessment/public examination

5.1.1. Geographic coverage

5.1.2. Population of interest (universe)- *Please describe*

5.1.3. i) Are out-of school children included in the population of interest?

**If No,  
please go to  
5.1.4**

ii) Are participating out-of school children attending grade-equivalent second chance education programmes that cover the school curriculum?

iii) Does passing the assessment/public examination allow the out-of school children to be re-integrated into the school system at the next appropriate grade?

5.1.4. Population exclusions- *Please describe*

5.1.5. Please TICK ALL places where students take this assessment/public examination:

Assessment/public examination centers in major cities only	Local assessment/public examination centres across the country, including schools	Other, please specify:
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

# Section 5: Coverage and sampling (2)

**5.2** For each grade this assessment/public examination covers (as ticked in 3.2.2) indicate (i) total target population of students (N); (ii) the total number of test takers (n); and (iii) age-range of test takers.

*Please choose the grades from the list preferably in increasing order.*

Grades covered (as marked in 3.2.2)	Total population (N) by sex			Total test takers (n) by sex			Age-range of test takers
	Female	Male	Total	Female	Male	Total	

## 5.3 Sampling

For each grade this assessment/public examination is administered at (as in 3.2.2), please provide the sampling design that was applied to select schools, classrooms and students.

5.3.1.

Grade of the test taker covered	Administrative units	Schools	Classrooms	Students

5.3.2.

Please describe the sampling frame used

5.3.3.

Please describe any design omissions in the sample

## Section 5: Coverage and sampling (3)

### 5.4 Please provide participation rates and adjustment methods that have been applied in this assessment/public examination

	Administrative units	Schools	Classrooms	Students	Items
5.4.1. Unweighted participation rate					
5.4.2. Weighted participation rate					
5.4.3. Non-response adjustment method					

Please provide any specific explanations or clarifications

**Meta data** which will help with interpreting the data requested in this

: section.

In particular, if more than one grade is targeted, please provide complementary information



# Section 7: Measurements and Results

## 7.1 Measurement

7.1.1. i) Please SELECT ALL measurement models that have been used to produce the metrics related to this assessment/public examination

Classical test theory-CTT	Item Response Theory-IRT	Other, please specify:

ii) If Item Response theory-IRT is ticked above, please provide in the specified cell, the parametric model(s) used

Logistic model		Rasch model		Other model	
Unidimensional logistic model(s)	Multidimensional logistic model(s)	Unidimensional Rasch model(s)	Multidimensional Rasch models	Other unidimensional IRT model(s), please specify	Other multidimensional IRT model(s), please specify

iii) Is the scale score reported by content domain or as a composite?

7.1.2. Please SELECT ALL grade referencing methods that are used to rank and report student performances

Norm-referenced	Criterion-referenced	Individual-referenced	Other-Please specify:

# Section 7: Measurements and Results

## 7.2 Results

**Note: If the assessment/public examination has streams and/or areas of specialisation, please go to 7.2.4, otherwise proceed to the next question 7.2.1**

For each reporting metric of students performances (in rows), please SELECT the appropriate box and 7.2.1.provide information requested in the columns

Reporting metric of student performance	Please check the box below if appropriate	Minimum requirement to meet the national standard	Maximum score
Percentage correct items	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Average scale score	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Proficiency levels (please provide levels description in the metadata)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.2.2. If applicable, please provide the **weight** of school or classroom based assessment as a percentage of the **final total score** of the student

# Reporting metric: % correct items

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- ▣ Typically used in high-stakes public examinations, students receive a “grade” expressed in numbers, which reflects the proportion of correctly answered questions on the test.
- ▣ A minimum % is required to “pass the examination” or considered to have “reached minimum competencies” on the examination.

# Reporting metric: Average scale score

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- ❑ 0-25: Fail
- ❑ 26-40: Basic
- ❑ 41-60: Satisfactory
- ❑ 61-80: Good
- ❑ 81 and over: Advanced

# Reporting metric: Proficiency levels

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## Level 1

Typical respondents perform well in familiar contexts and when the quantitative information provided is easily accessible: little text and the use of visual representations. The question must be explicit and ask for a one-step, simple operation. They add easily three whole numbers with two and three digits or with decimal numbers in the context of using money. They can subtract two whole or decimal numbers in the context of using money. No distracting information is present.

Since this is the lowest level, respondents with no Numeracy skills are also included in this category.

## Level 2

Typical respondents perform well in familiar contexts at tasks where the quantitative information involves some fractional and decimal numbers. They are able to understand and use some simple fractions such as one-half ( $\frac{1}{2}$ ) written as a numerical form or with words. They have a certain understanding of the meaning of decimal numbers. They can perform multiplication using a decimal number and a whole number.

## Level 3

Typical respondents can perform complex tasks involving more than one different visual representation, provided the question is explicit, even when additional (potentially distracting) information is present. They can perform multiple-step operations: multiply (although maybe by repeated addition) and then use this answer to find the quotient of a division (although maybe by repeated subtraction); subtract a percentage from an initial value; find a proportion such as the price of a quarter using more than one operation in a money context (sometimes with decimals); find the sum of three monetary addends (sometimes with decimals) after computing two of them through multiplication by 10 or 2. They understand measurement units in either the metric or imperial systems (e.g. pounds) and read time on a clock or in numeric form. They can interpret useful qualitative or quantitative information presented on a table or on supermarket tags containing percentages, decimals and whole numbers, and representing money and weight.

It can be both: scale score and proficiency levels! Scores are transformed to a scale 0 – 500 with cut-points, and definitions

<p><i>Basic</i> (214)</p>	<p>Fourth-grade students performing at the <i>Basic</i> level should show some evidence of understanding the mathematical concepts and procedures in the five NAEP content areas.</p> <p>Fourth-graders performing at the <i>Basic</i> level should be able to estimate and use basic facts to perform simple computations with whole numbers, show some understanding of fractions and decimals, and solve some simple real-world problems in all NAEP content areas. Students at this level should be able to use—though not always accurately—four-function calculators, rulers, and geometric shapes. Their written responses will often be minimal and presented without supporting information.</p>
<p><i>Proficient</i> (249)</p>	<p>Fourth-grade students performing at the <i>Proficient</i> level should consistently apply integrated procedural knowledge and conceptual understanding to problem solving in the five NAEP content areas.</p> <p>Fourth-graders performing at the <i>Proficient</i> level should be able to use whole numbers to estimate, compute, and determine whether results are reasonable. They should have a conceptual understanding of fractions and decimals; be able to solve real-world problems in all NAEP content areas; and use four-function calculators, rulers, and geometric shapes appropriately. Students performing at the <i>Proficient</i> level should employ problem-solving strategies such as identifying and using appropriate information. Their written solutions should be organized and presented both with supporting information and explanations of how they were achieved.</p>
<p><i>Advanced</i> (282)</p>	<p>Fourth-grade students performing at the <i>Advanced</i> level should apply integrated procedural knowledge and conceptual understanding to complex and nonroutine real-world problem solving in the five NAEP content areas.</p> <p>Fourth-graders performing at the <i>Advanced</i> level should be able to solve complex and nonroutine real-world problems in all NAEP content areas. They should display mastery in the use of four-function calculators, rulers, and geometric shapes. The students are expected to draw logical conclusions and justify answers and solution processes by explaining why, as well as how, they were achieved. They should go beyond the obvious in their interpretations and be able to communicate their thoughts clearly and concisely.</p>

# Section 7: Measurements and Results

- 7.2.3. i) For each grade tested, please provide the percentage (%) of students (overall aggregate and per **MANDATORY subject or construct**) who met the minimum requirement as defined by the national standard provided in 7.2.1 by sex and age. Additionally, please provide languages of test, official duration and the weight per domain covered as percentage of total score by subject/construct.

Grade tested

	Overall aggregate	Mandatory subjects/ constructs assessed				
		<i>Please indicate the subject here</i>	<i>Please indicate the subject here</i>	<i>Please indicate the subject here</i>	...	<i>Please indicate the subject here</i>
Male and Female						
Female						
Male						
By age ( <i>Please provide the ages in brackets</i> )						
Language(s) of the test						
Official test duration (in minutes)						
Weight per domain covered as percentage of total score in the subject/construct						
Weight per subject/construct covered as percentage of total score in the examination or assessment						

# Section 7: Measurements and Results

7.2.4. If the assessment/public examination covers different streams and/or areas of specialization (to be filled in the cells), please provide the metrics used to report results per each stream/area of specialisation, and other characteristics (listed in the rows).

	Streams covered in the assessment/public examination			
	<i>Please write stream name here</i>	<i>Please write stream name here</i>	...	<i>Please write stream name here</i>
<b>Reporting metrics</b>				
Percentage pass/fail				
Average scale score				
Proficiency levels (please provide the description of levels in the metadata)				
Other, please specify:				
Minimum requirement to meet the national standard				
Language(s) of the test				
Weight of school based assesment as percentage of final total score of the student, if applicable				
Areas of specialisation in the stream. <i>Please list them if applicable</i>				

**Note:** If the streams provided above have different areas of specialisation, please go to table 7.2.6.



# Section 7: Measurements and Results

7.2.5. If the stream has no areas of specialisation, please provide the percentage (%) of students who met the minimum required national standard provided in 7.2.1 by sex and age.

	Streams covered in the assessment/public examination				
	<i>Please write stream name here</i>	<i>Please write stream name here</i>	<i>Please write stream name here</i>	<i>...</i>	<i>Please write stream name here</i>
Male and Female					
Female					
Male					
By age (Please provide the ages in brackets)					
List of <b>mandatory</b> subjects or construct tested					

# Section 7: Measurements and Results

- 7.2.6. **What has the education community (policy makers, education leaders, research institutions, civil society, etc.) used the results of this assessment/public examination for?**  
**Please SELECT the relevant options indicating the frequency in which it has been operationalised. Select ALL that apply.**

Was the assessment/public examination (or its previous cycles) used for:	Intensity/frequency	COMMENTS
Tracking the impact of reforms on student achievement levels		
Informing curriculum improvement		
Informing teacher training programs		
Producing school reports to inform the planning by principals at the school level.		
Training workshops for in service teachers		
Informing allocation of teachers into schools		
Informing allocation of other resources to schools		
Funding for (independent) research or studies		
Organising debates on the results and their consequences for the education system		
Other, please specify:		

# Section 7: Measurements and Results

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## Metadata

Please provide any specific explanations or clarifications which will help with the interpretation of the data requested in this section of the questionnaire.

Please cite any reference manual, publication or website that are relevant.

Here, you would include, as applicable:

- Description of the Scale and scale scores
- Description of the Description of proficiency levels

## Observatory of Learning Outcomes Measurement

### Data Processing – Section 6

### Data Dissemination – Section 8



Harare  
12-14 May 2015

# Data Processing

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## □ Data Collection (Test Booklet)

### Data Processing

○ **verification** (editing done on paper directly (manual) or visually (i.e. data captured in database (verification is visual) or automated (i.e. computer programme))

○ **data capture:** scanned (through **Optical mark recognition**) information or manual data capture into a database

**Location:** local assessment centres, at regional level, headquarters of institutions

# Data Appraisal

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- ▣ Refers to the key techniques taken to reduce errors in the data processing phase.



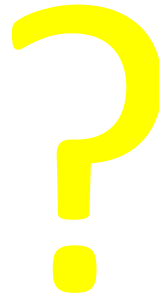
# Data appraisal – sample based assessments

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- ▣ Lesotho: Which actions are applicable to reduce non-sampling errors for sample based assessments?

pilot  
survey?

training of  
assessment  
staff?



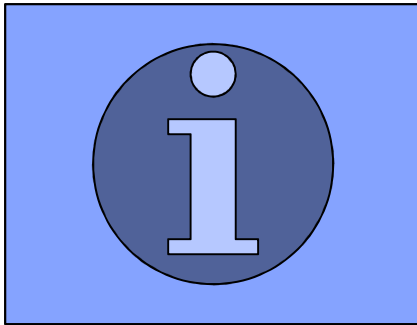
training of  
data entry  
staff?

other?

# Data Appraisal

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- ❑ South Africa: Please suggest one criteria used to identify (candidate non – response).



- ❑ Zimbabwe: Please suggest one criteria used to identify (item non – response).



# Section 6: Data processing

## SECTION 6: Data processing and appraisal

### 6.1 Data processing

	Manual/visual control	Automatic	Other, please specify:
6.1.1. Mode of data editing- <i>Please select ALL that apply</i>			

	Manual	Scanning	Other, please specify:
6.1.2. Mode of data entry/capture- <i>Please select ALL that apply</i>			

6.1.3. Locations for data entry/capture operations. *Please select ALL that apply*

	In local assessment centres	In the regions	At headquarters
Data editing and/or coding			
Data entry/capture			

# Section 6: Data processing

## 6.2 Data appraisal

Please write in the box below, a summary of indicators used to estimate the sampling errors- **Only for sample-based**  
6.2.1. **assessments** (e.g standard error, coefficient of variation, design effect, confidence limits, software used):

--

6.2.2. What actions were taken to reduce non-sampling error- **Only for sample-based assessments?** - *Please select ALL that apply*

Training of assessment staff (administration)	Pilot survey	Training of data processing staff	Other, please specify:

6.2.3. What criteria/standard was used to identify candidate non-response - *Please select ALL that apply:*

Percentage completion below the national standard, please specify:	Other, please specify:

6.2.4. What criteria/standard was used to identify item non response - *Please select ALL that apply:*

Item not reached	Reached, but not completed	Partially completed	Other, please specify:

## Metadata

Please provide any specific explanations or clarifications which will help with the interpretation of data requested in this section of the

# Data Dissemination

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- ❑ Refers to the format in which information on results of examinations and assessments are disseminated/communicated in the public domain.
- ❑ Data availability encompasses several sub-dimensions:
  - ❑ **Timeliness/Periodicity** of releases
  - ✓ **Accessibility of data** to users (taking to account the confidentiality of individual student records)
  - ✓ Availability of **metadata** – sufficient to provide relevant details?
  - ✓ How can **data users** be assisted?

# Data Dissemination – Country

## Example - Zambia

### Level Reporting:

- **Timeliness:** Exam on Grade 7 is written in October and disseminated in November (one month later).
- **Grade 9** (exams are released after 2 months after student sit exams).
- **Grade 12** (exams are released 3 months after students sit examinations).
- **Level of disaggregation:** sub-national level, sex and school level
- **Dissemination of results** is national but also decentralized to district education officers during **annual performance reviews.**

### Platforms:

- **Students' results** (exams) can be accessed through telephone: Short Message Service (SMS).
- Students registration to access **results on-line is planned.**
- **Public examinations** not published online: electronic **publications on exams and assessments** are disseminated on-line (national examinations website) Hard copies available to the public.
- **Media** is invited to briefings where results are disseminated.
- **Annual performance review:** National level, district education officers, teacher's unions, partners in education services

# Data Dissemination- Country

## Example - Zambia

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### Data accessibility

National examinations council is the agency governed by an act to administer, grade and release examination and assessment results.

Requests **for data are done through official notification** to the examinations council.

Requirements for **citing the assessment**: data is already in the public domain but we reserve copyrights and indicate as such to the clients.

# Section 8: Data dissemination

## SECTION 8: Data dissemination

**8.1 Level reporting**

8.1.1. Please provide the period the data collection was carried out

Start date (dd/mm/yyyy)	End date (dd/mm/yyyy)
<input type="text"/>	<input type="text"/>

8.1.2.i. Have the results been disseminated?

If Yes, please go to 8.1.2.ii; If NO, please go to 8.1.2.iii

ii. Please provide (in months) the duration between the data collection and the publication of results

<input type="text"/>
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iii. Are there plans to disseminate the data/results?

<input type="text"/>
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8.1.3. Please select **ALL** the levels of results reporting that apply

Student	School	Local	Regional	National	International
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please select **ALL** the levels of 8.1.4. disaggregation of results considered during analysis

Sex	Urban area	Rural area	Major cities	Type of school institutions (e.g. public, private...)	Other, please specify
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Section 8: Data dissemination

8.2 Platforms for dissemination	Please select <b>ALL</b> the platforms used to inform and make data and analytical reports available to the public	Printed report only	Online report only	Both printed and online report	Online database	Radio coverage of the results	Television coverage of the results	Newspaper coverage of the results	Other, please specify

### 8.3 Data accessibility

Access authority- Please provide contact details (name, telephone and fax, mail address, e-mail, website) of the  
8.3.1. authority that has the responsibility to keep and disseminate the assessment/public examination data

Please provide any information that is related to the confidentiality of the  
8.3.2. data related to this assessment/public examination

Please provide if any, the  
8.3.3. conditions for accessing the data

Please provide below the requirements for  
8.3.4. citing this assessment/public examination