



Section 1: Contact information

UIS Catalogue of Learning Assessments (CLA) Module 1: General information about learning assessments

Introduction

Thank you for agreeing to complete the UIS Catalogue of Learning Assessment (CLA) Module 1 questionnaire. Your contribution to the questionnaire is very important to its success.

What is CLA?

The CLA compiles standardised and comparable information on various aspects of learning assessments in countries across the world. It consists of multiple modules, and each module serves different, but interrelated purposes. The information collected through the CLA can also support the achievement of the UN Sustainable Development Goals.

Further information on the CLA can be found at: http://www.uis.unesco.org/nada/en/index.php/catalogue/learning_assessments

What is CLA–Module 1?

The purpose of the CLA–Module 1 is to map different assessments used in different countries to monitor learning achievement of children and young people. The data collected through this questionnaire will help us understand the current state of learning assessment programs/activities in the world. Also, the CLA–Module 1 can serve as a resource for countries interested in developing a national assessment, improving their overall system or joining a regional or international initiative.

Coverage of CLA–Module 1

This questionnaire of CLA–Module 1 focuses on system-level educational assessments, and it covers school-based large-scale learning assessments and household-based large-scale learning assessments, conducted in early childhood, primary and secondary school education levels and corresponding age levels (for the household-based assessments). Under the school-based assessments it will cover national assessments, crossnational assessments and public examinations in general and technical/vocational education programs. Under the household-based assessments it will cover citizen-led assessments and any other household surveys that include an assessment component in their data collection. Only assessments that have been conducted after 2010 will be included.

See Table 1 below for a summary of the questionnaire coverage.

Table 1: Summary of the CLA Module 1 questionnaire coverage

Type of assessments	School-based assessments (national assessments, cross-national assessments, public examinations) Household-based assessments (citizen-led assessments, household surveys with assessment component)
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Education levels	Early childhood (ISCED level 0) Primary school (ISCED level 1) Lower secondary school (ISCED level 2) Upper secondary school (ISCED level 3)
Implementation year	Assessments implemented after 2010

Section 1: Contact Information

1.1 Please select your country.

1.2 Please provide contact information of the person who is responsible for completing this questionnaire

Name:

Affiliated institution:

Job title:

E-mail

Telephone number:

Section 2: List of learning assessments

Section 2 : Learning assessments

Section 2.1 : National assessments which are not part of a regional or international program

Please add the names of any national assessments which are not part of a regional or international program undertaken since 2010. These assessments can include school-based national learning assessments, public examinations or household-based assessments such as citizen-led assessments and household surveys which include an assessment component (see Section 1 for the coverage of this questionnaire).

If there have been **multiple implementations** of a particular assessment, please add each of these implementations in a separate row.

☐ Assessment 1

☐ Assessment 2

☐ Assessment 3

☐ Assessment 4

☐ Assessment 11

☐ Assessment 12

☐ Assessment 13

☐ Assessment 14

☐ Assessment 5 	☐ Assessment 15
☐ Assessment 6 	☐ Assessment 16
☐ Assessment 7 	☐ Assessment 17
☐ Assessment 8 	☐ Assessment 18
☐ Assessment 9 	☐ Assessment 19
☐ Assessment 10 	☐ Assessment 20

Section 2.2 : Cross-national learning assessments

Please select all of the cross-national learning assessments that have been undertaken in your country since 2010. Cross-national assessments usually involve more than one country whether or not comparisons are made among participants.

Please add rows to add more cross-national assessments.

If there have been **multiple implementations** of a particular assessment, please add each of these implementations in a separate row.

☐☐ EGMA☐ EGRA☐ ICCS☐ ICILS☐ LLECE☐ PASEC☐ PILNA☐ PIRLS**ASER****EGMA****EGRA****ICCS****ICILS****LLECE****PASEC****PILNA****PIRLS**☐ PISA☐ SACMEQ☐ TIMSS☐ Uwezo☐ **Other 1** Multiple implementations of assessment☐ **Other 2** Multiple implementations of assessment☐ **Other 3** Multiple implementations of assessment☐ **Other 4** Multiple implementations of assessment☐ **Other 5** Multiple implementations of assessment**Section 3: General information about each learning assessment**

Section 3: General information about each learning assessment

1. Assessment Name

1.1 What is the full name of the assessment in English?

1.2 What is the full name of the assessment in the national or official language?

2. Level of Implementation

2.1 Was the assessment implemented at a national level or a sub-national level (i.e., only some states/provinces/regions undertook the assessment)?

- ☐ National level
- ☐ Sub-National level

3. Organisation responsible in your country

3.1 Which organisation made the decision to conduct the assessment?

3.2 Which organisation implemented the assessment?

3.3 What resources financed this assessment? Select all that apply.

- ☐ Public budget
- ☐ Private funds
- ☐ Funds provided by a Non-Governmental Organisation (NGO)
- ☐ Official Development Assistance (ODA) Other. Please specify.

4. Purpose

4.1 What is the purpose of the assessment? Select all that apply.

- ☐ Certifying students for grade or school cycle completion
- ☐ Selecting students (for higher education or promotion for grades/ courses/ tracks)

- ☐ Designing individualised instructional plans
- ☐ Supporting teachers (training, relevant materials, etc.)
- ☐ Ensuring school or educator accountability
- ☐ Examining school performance to identify strengths and weaknesses
- ☐ Obtaining a diagnostic snapshot of children and young people's performance levels in a one-off assessment administration
- ☐ Monitoring children and young people's performance levels in a recurrent assessment
- ☐ administration Planning education policy reforms Other. Please specify.
- ☐

5. Implementation year

During the period between 2010 and 2017, in which year(s) was the assessment implemented? Select all that apply.

- ☐ 2010
- ☐ 2011
- ☐ 2012
- ☐ 2013
- ☐ 2014
- ☐ 2015
- ☐ 2016
- ☐ 2017
- ☐ Please specify below if selecting a year/years does not sufficiently characterise the frequency (for example, data are collected twice a year for each target grade: at the beginning and the end of the school year).

6. Target population

6.1 How is the target population defined? If more than one criterion is used, please select all that apply. Forexample, if the target population is defined as 'students enrolled in Grade 7 or higher and 15 years old', please select 'Grade' and 'Age'.

- ☐ Grade
- ☐ Age
- ☐ Education program (e.g., early childhood, primary or secondary)

6.2 Which grade(s) is (are) targeted in the assessment? Select all that apply. (Afghanistan)

- ☐ ISCED 1; 1st grade
- ☐ ISCED 1; 2nd grade
- ☐ ISCED 1; 3rd grade
- ☐ ISCED 1; 4th grade
- ☐ ISCED 1; 5th grade
- ☐ ISCED 1; 6th grade
- ☐ ISCED 2; 1st grade
- ☐ ISCED 2; 2nd grade
- ☐ ISCED 2; 3rd grade
- ☐ ISCED 3; 1st grade
- ☐ ISCED 3; 2nd grade
- ☐ ISCED 3; 3rd grade

6.2 Which grade(s) is (are) targeted in the assessment? Select all that apply. (Albania)

- ☐ ISCED 1; 1st grade
- ☐ ISCED 1; 2nd grade
- ☐ ISCED 1; 3rd grade
- ☐ ISCED 1; 4th grade
- ☐ ISCED 1; 5th grade
- ☐ ISCED 2; 1st grade
- ☐ ISCED 2; 2nd grade
- ☐ ISCED 2; 3rd grade
- ☐ ISCED 2; 4th grade
- ☐ ISCED 3; 1st grade
- ☐ ISCED 3; 2nd grade
- ☐ ISCED 3; 3rd grade

6.3 What age(s) is (are) targeted in the assessment? Select all that apply.

- ☐ 3 years old
- ☐ 4 years old
- ☐ 5 years old
- ☐ 6 years old
- ☐ 7 years old
- ☐ 8 years old
- ☐ 9 years old
- ☐ 10 years old
- ☐ 11 years old
- ☐ 12 years old
- ☐ 13 years old
- ☐ 14 years old
- ☐ 15 years old
- ☐ 16 years old
- ☐ 17 years old
- ☐ 18 years old
- ☐ Other. Please specify.

6.4 Which education program(s) is (are) targeted in the assessment? Select all that apply.

- ☐ Early Childhood Education (ISCED level 0)
- ☐ Primary school (ISCED level 1)
- ☐ Lower-secondary school (ISCED level 2)
- ☐ Upper-secondary school (ISCED level 3)

7. Accommodation of special needs

7.1 Does the assessment accommodate children/young people with special educational needs?

☐ Yes

☐ No

7.2 Please select all the special education needs categories that the assessment accommodates.

☐ Functional, physical disability

☐ Cognitive, behavioural or emotional disability Insufficient assessment

☐ language experience Other. Please specify.

☐

8. Participation

8.1 Is the assessment household-based or school-based?

☐ Household-based

☐ School-based

8.2 What type of schools participate in the assessment?

- ☐ Public schools only
- ☐ Private schools only
- ☐ Both public and private schools

8.3 Is it compulsory for schools to participate in the assessment?

- ☐ Public schools only
- ☐ Private schools only
- ☐ Both public and private schools
- ☐ Not compulsory

8.4 Is it compulsory for students to participate in the assessment?

- ☐ Public schools' students only
- ☐ Private schools' students only
- ☐ Both public and private schools' students
- ☐ Not compulsory

9. Sampling design

9.1 For each stage of the sampling process, select a sampling unit and the sampling method that was applied. For a list of sampling unit, please click 'Select a unit' under 'Unit'. A drop-down list will appear.

- ☐ Census
- ☐ Simple random sampling
- ☐ Systematic sampling
- ☐ Sampling with probability proportional to size
- ☐ Stratified sampling
- ☐ Cluster sampling
- ☐ Multi-phase sampling
- ☐ Quota sampling
- ☐ Convenience sampling
- ☐ Volunteer sampling
- ☐ Judgement sampling

Other. Please specify.

10. Sample size

Please provide the following numbers with regard to the most recent implementation of the assessment.

Year of the most recent implementation of the assessment:

10.1 The Size of the target population

10.2 The total number of children/young people who were sampled

10.3 The total number of exclusions and non-responses

10.4 The total number of children/young people who participated

10.5 The total number of schools that participated

11.1 Please list all the cognitive domains (or subjects) covered in the assessment, and the grade/age level(s) at which children/young people were assessed. Multiple grade/age levels can be entered in one cell by separating them by commas. Please add rows to add more domains.

	Domain	Grade	Age
Click to write Statement 1			
Click to write Statement 2			
Click to write Statement 3			

12. Background information

12.1 Please select from the dropdown lists the kind of background information collected and the method(s) used to collect the information. Please addrows to add more kinds of information. Also, please add rows if more than one method was used for each kind of information.

Kind of information collected	Method used

12.2 Please specify the 'other' data collection method(s) used.

13. Assessment Administration

13.1 How is the assessment administered? Select all that apply.

- ☐ Paper-and-pencil
- ☐ Computer-based
- ☐ Oral
- ☐ Portfolio
- ☐ Observation
- ☐ Other. Please specify.

13.2 Is the assessment carried out as a group administration or a one-on-one administration?

- ☐ Group administration
- ☐ One-on-one administration

14. Data analysis and reporting

14.1 Which of the following data analysis and reporting approaches are used for the assessment? Select all that apply.

- ☐ Classical Test Theory is used
- ☐ Item Response Theory (IRT) is used to scale cognitive data
- ☐ Cognitive scale scores are produced
- ☐ Competency levels/benchmarks are established
- ☐ IRT analysis is used to scale background data
- ☐ Frequency analyses are conducted and/or mean scores are calculated for cognitive results, disaggregated by contextual variables of interest
- ☐ Relationships between cognitive performance and contextual factors are explored via analytical methods (e.g., correlation, regression, multilevel modelling)
- ☐ Trend analysis is conducted
- ☐ Cognitive results are compared across geographic regions within a country

☐ Cognitive results are compared across countries Other. Please specify.

☐

14.2 Are national or sub-national averages of student performance reported?

- ☐ Yes, the national or sub-national average of student performance is reported.
- ☐ No, neither a national or sub-national average of student performance is reported.

14.3 Please provide the national or sub-national average of student performance for each cognitive domain in the table below. The cognitive domains you have provided in Q11.1 are listed in the 'Cognitive domain' column. You will need to add more rows if the assessment was undertaken in more than one domain. You may also need to add more rows if the sub-national average is available from more than one state/province/region. Please specify the values from the most recent implementation of the assessment for which the results are available

Cognitive domain	Year of implementation	National average of performance

14.4 Is student performance reported against a national or sub-national standard defined as a minimum level of acceptable achievement?

- ☐ Yes, student performance is reported against a national or sub-national standard defined as a minimum level of acceptable achievement.
- ☐ No, student performance is not reported against a national or sub-national standard defined as a minimum level of acceptable achievement.

14.5 Please provide the national or sub-national standard in each cognitive domain in the table below. The cognitive domains you have provided in Q11.1 are listed in the 'Cognitive domain' column. You will need to add more rows if the assessment was undertaken in more than one domain. You may also need to add more rows if the sub-national standard is available from more than one state/province/region. Please specify the values from the most recent administration of this assessment for which the results are available.

Cognitive domain	Year of implementation	National average of performance

14.6 What contextual variables are used to disaggregate cognitive results for reporting? Select all that apply.

- ☐ Sex
- ☐ Home language background
- ☐ School type – e.g., public or private, single-sex or co-educational
- ☐ Size of school
- ☐ Geographical location of school/household – e.g., urban or rural
- ☐ Socio-economic status of parents
- ☐ Socio-economic status of schools
- ☐ Migration status of parents and children/young people
- ☐ Ethnicity
- ☒ Disability status
- ☐ Other. Please specify.

15 Dissemination

15.1 What methods are used to disseminate the results of the assessment? Select all that apply.

- ☐ Databases
- ☐ Reports
- ☐ Websites
- ☐ Workshops to explain and encourage the use of the data
- ☐ Media – e.g., radio, newspaper, TV Social media – e.g., Facebook,
- ☐ Twitter Other. Please specify.
- ☐

15.2 Are the databases publicly available?

- ☐ Yes
- ☐ No

15.3 Are the reports publicly available?

- ☐ Yes
- ☐ No

15.4 Were separate reports prepared for specific stakeholders (e.g., policy makers, school principals, etc.)?

- ☐ Yes
- ☐ No

15.5 For whom were these separate reports prepared? Select all that apply.

- ☐ Policy makers/system planners
- ☐ Principals
- ☐ Teachers
- ☐ Students
- ☐ Parents
- ☐ Development assistance community
- ☐ General public
- ☐ Other. Please specify

