IEA's LaNA for Developing Countries

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LaNA: IEA's Literacy and Numeracy Assessment

- Assessment of literacy and numeracy at end of primary school (4th – 6th grades)

- Designed for countries where TIMSS and PIRLS are too difficult

- Based on the TIMSS and PIRLS frameworks

- Measuring achievement in the regions below the low benchmarks

- LaNA includes also background instruments to help inform education policy!
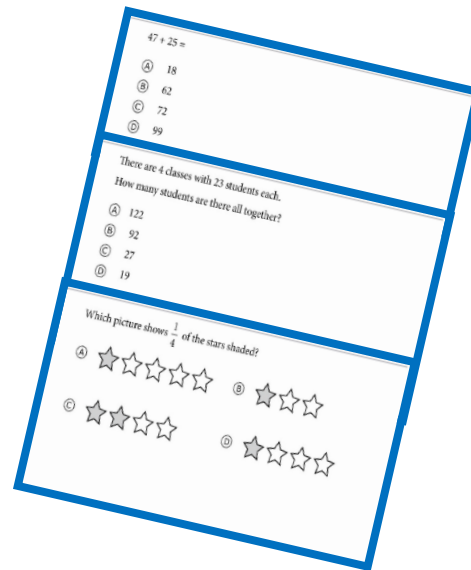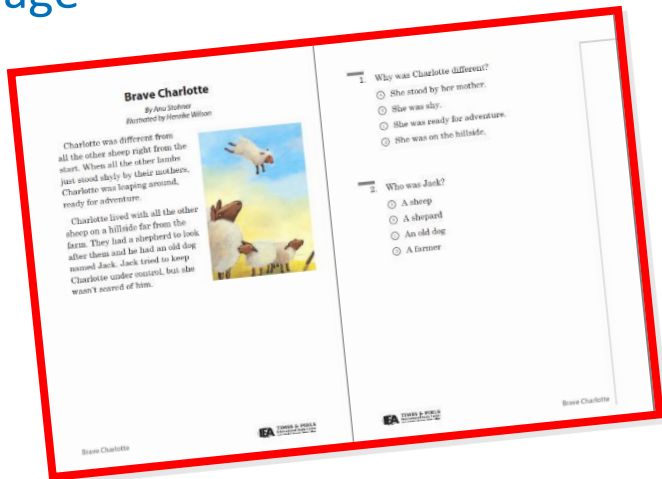
Development of LaNA

- The development of LaNA by the TIMSS and PIRLS international study center at Boston College started in 2015

- Based on easier TIMSS Numeracy and PIRLS Literacy materials

- Pilot studies in Haiti and Pakistan

- Pilots have shown that LaNA needed to be less difficult
→ Consequently, even easier materials were needed (no common items with Numeracy and Literacy)
→ Less difficult Numeracy and Literacy items were added
→ LaNA is working on a concordance to TIMSS and PIRLS – conducted pilot studies in Serbia, Nigeria, North Macedonia, and Haiti

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LaNA Design

- One-hour assessment per student, rotated design to achieve content coverage

- Current development: develop a benchmark below the Low International Benchmark of TIMSS and PIRLS

LaNA for household surveys

- Using LaNA items, a shorter (15-minute) assessment measuring minimal proficiency in literacy and numeracy can be developed to include in household surveys

- The assessment would focus on what percentage of students demonstrate minimal proficiency (approaching the low benchmark), rather than covering the whole range of abilities

Challenges and Limitations

Challenges

- Different test situation (individual interviews)
- Limited time (15 minutes) for assessment
- Content coverage (targeted at very low achievement)

Limitations

- A limited view of literacy and numeracy
- Different from the full LaNA
- Very different from TIMSS and PIRLS coverage of mathematics and reading comprehension

Thank you!

Any questions?