MONITORING OF LITERACY AND NUMERACY STANDARDS IN THE PACIFIC

Pacific Islands Literacy and Numeracy Assessment (PILNA)
BACKGROUND INFORMATION

Pacific Island Literacy level Skills (PILLS) : 1990 -1998

Termination of PILLS regional assessment led to national large-scale assessment

Pacific Islands Literacy and Numeracy Assessment (PILNA) : 2012 – 2015

The 2014 FEdMM approved the 2nd administration of PILNA (2015)

- Purpose of diagnosing the literacy/numeracy situation
- Donors/development partners to support the countries
- Sharing of assessment results
BACKGROUND INFORMATION

PILNA 2012 Results
- Confirmed the speculation of literacy concerns (low achievement in literacy)
- Three in every ten students performing at satisfactory and expected levels in literacy.

PILNA Results:
- A significant proportion of Y4 pupils critically underachieve in reading, writing and higher order skills in numeracy, and Y6 pupils continue to show the same situation.
- Reinforced the national situation (NLSA)

EQAP has been supporting/offering to develop capacity of country personnel to use assessment information for targeted intervention.
METHODOLOGY

RLSA & NSLA are designed to gather valid and reliable data PILNA from the Pacific-wide benchmark standards

There were several steps involved

Data analysis
  ▪ Skills Hierarchy Approach is used to determine the level of achievements of pupils
  ▪ Items are ranked based on skill hierarchy score (skill level & item difficulty)
  ▪ Items are grouped into bands/levels
  ▪ Pupils’ performance are linked to the bands

Categories of performance for reporting
FACTORS IMPACTING LEARNING ACHIEVEMENTS

Lack of evidence in the region to explain factors affecting learning outcomes.

PILNA 2015 intended to collect additional information (pilot)
- How do the socio economic factors influence student performance in PILNA?
- How does the student study habit influence his/her achievement in PILNA?
- What influence does teacher quality have on student achievement in PILNA?
- How does school management and leadership influence student achievement in PILNA?

Current field research (PaBER pilot study) - investigate and explore to what extent policy is put into practice, and how it is transformed by practice.
What is each country doing to improve the situation?

Sharing of PILNA results and learn from each other

PILNA results used to guide certain policy/programme development (e.g., PNG & SI)

The re-running of PILNA in 2015

The regional data complements national situation

In response, EQAP has developed intervention resources for literacy and numeracy to support classroom teachers.
POLICY IMPLICATIONS

Achievements
- Status of literacy and numeracy levels
- National response
- Emerging policy issues
- Policy and programme initiatives

Challenges
- Commitment
- Capacity to implement
- Integrated evidence-based approach
- Policy development
- Use of assessment information
- Relevance and benefits of regional assessment
- Integrate PILNA into NLSA
RECOMMENDATIONS

**PILNA Recommendations at different levels**

**PILNA Steering Committee emphasis on the results**

- Investigate the relationship between variance in pupils’ achievement and other background factors (home, teachers, school characteristics, etc…)

- To triangulate evidence from multiple places.

- Determine most appropriate and relevant interventions and programs based on evidence.

- A comparative analysis of the situation across the participating countries.

- Examine performance of schools across subnational (provinces)