



LaNA 2023 Linking Study Infographic Presentation



LaNA – What is it

IEA's Literacy and Numeracy Assessment (LaNA): an international assessment designed to measure emerging reading and mathematics skills at the primary school level, specifically targeting low- and middle-income countries.

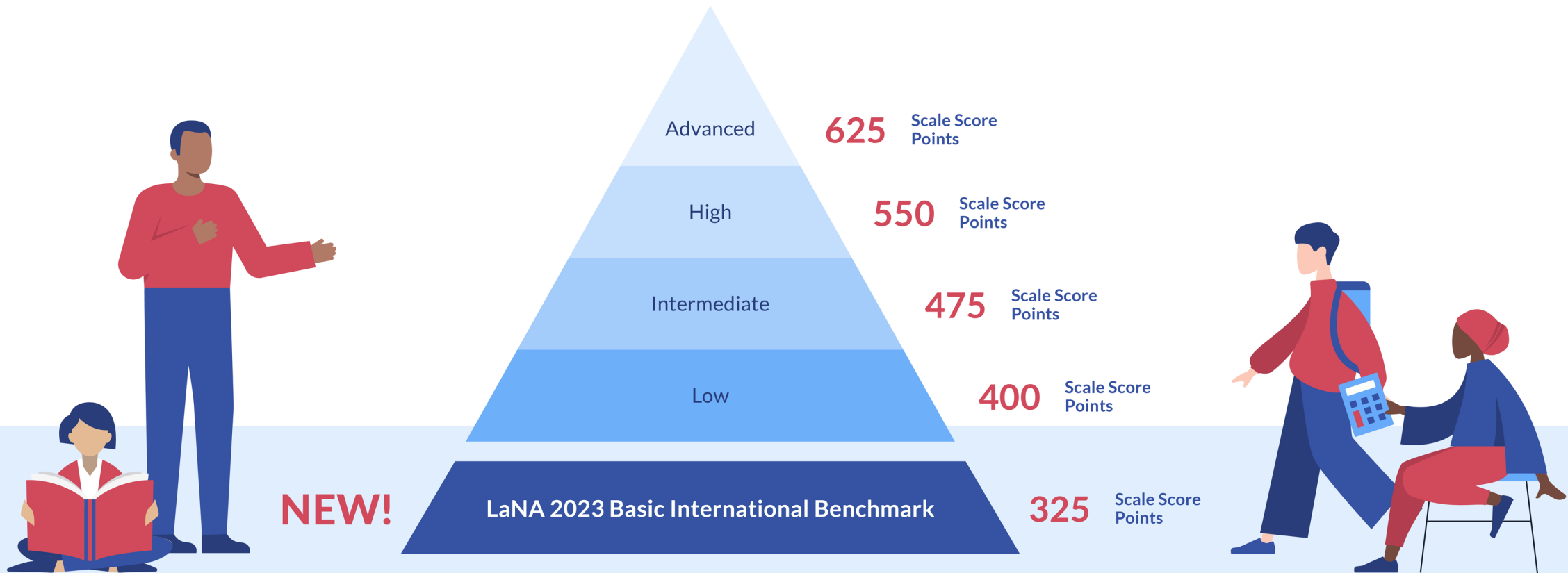
Offering the flexibility of being conducted off-cycle, LaNA connects student performance to the internationally recognized TIMSS and PIRLS achievement benchmarks. These benchmarks are acknowledged by UNESCO as contributing to the monitoring of progress toward the United Nations' Sustainable Development Goal (SDG) 4.1.1b.



LaNA 2023 Linking Study – What is it

The LaNA 2023 Linking Study was conducted in six participating countries and established new basic international benchmarks for mathematics and reading on the TIMSS and PIRLS scales.

TIMSS & PIRLS International Benchmarks



LaNA 2023 Linking Study – Participants Overview

Rooted in the comprehensive assessment frameworks of TIMSS and PIRLS, IEA's LaNA is designed for low- and middle-income countries with the aim of producing national data to monitor emerging reading and mathematics goals.

LaNA 2023 collected high-quality data from:



More than

30,000

students



More than

900

schools



In

6

countries

Burkina Faso
Egypt
Nigeria
Pakistan
Palestinian National Authority
Senegal

Mathematics Scale Score Distributions

Palestinian Nat'l Auth.

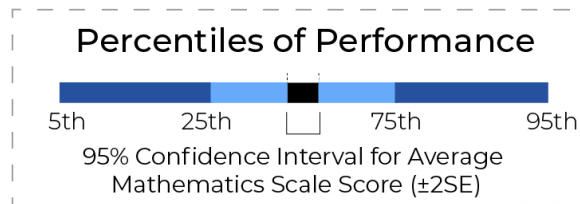
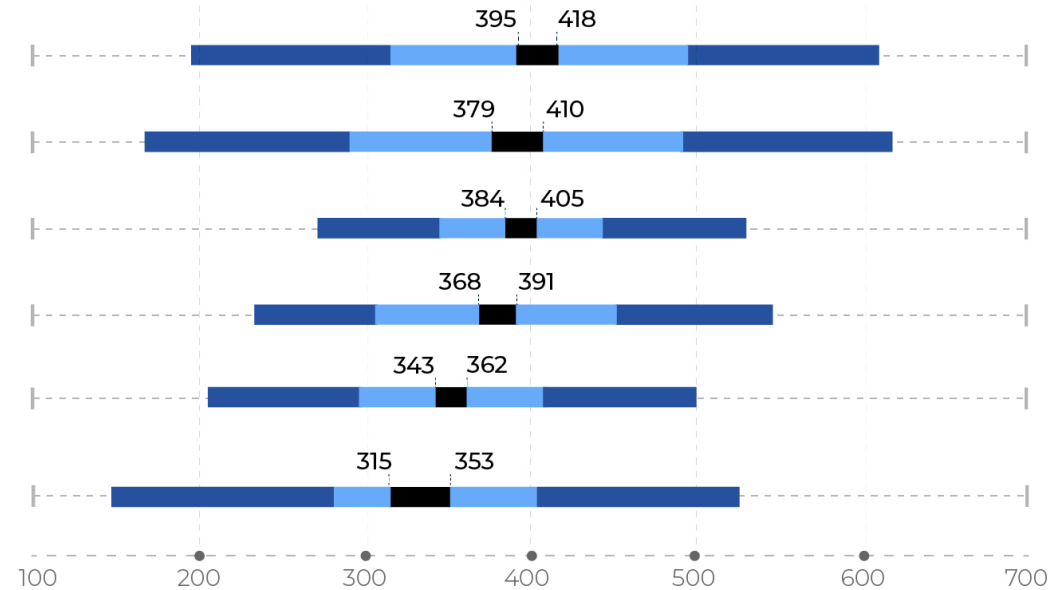
Egypt

Burkina Faso

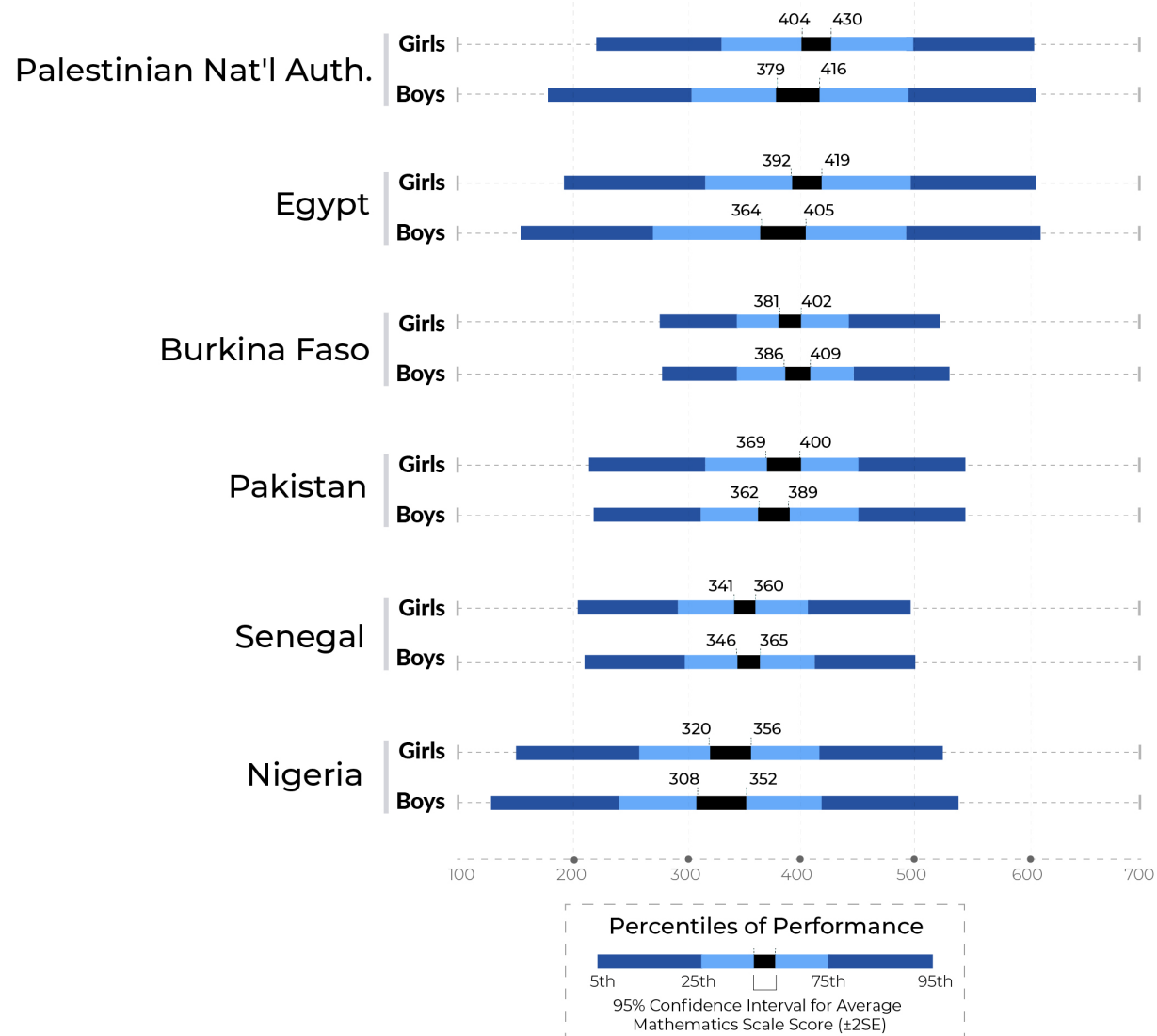
Pakistan

Senegal

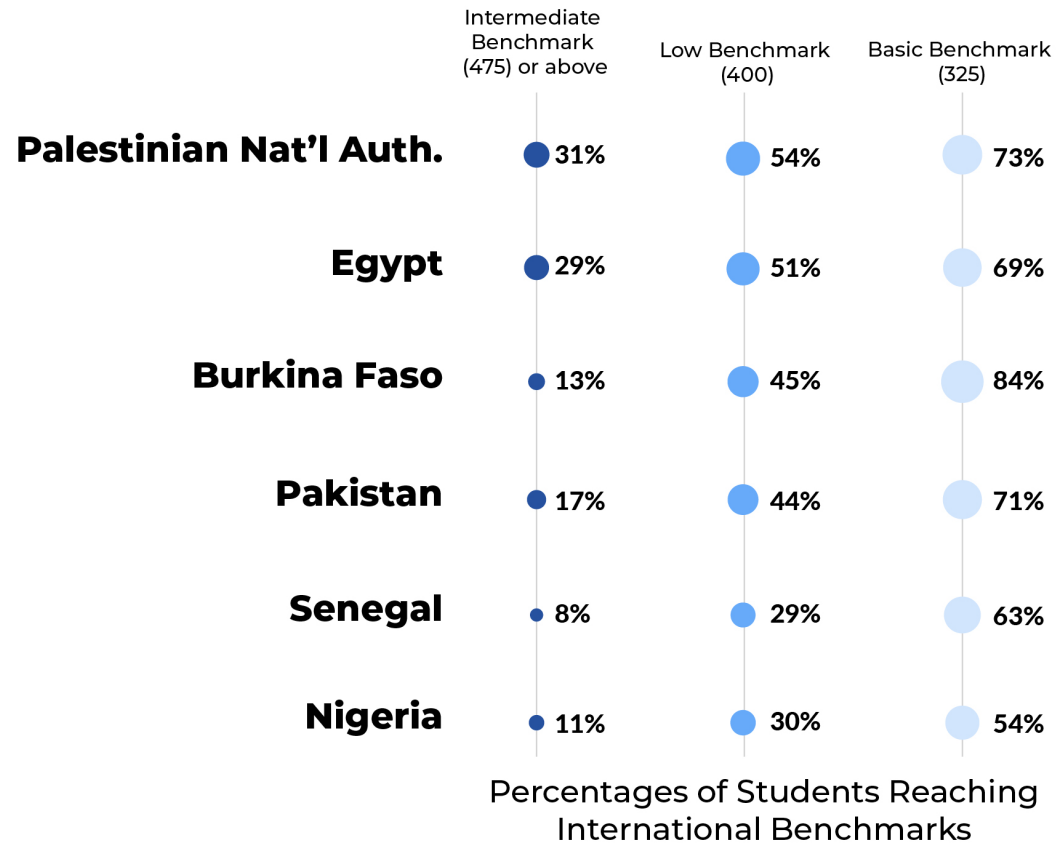
Nigeria



Mathematics Achievement Scale Score Distributions for Girls and Boys

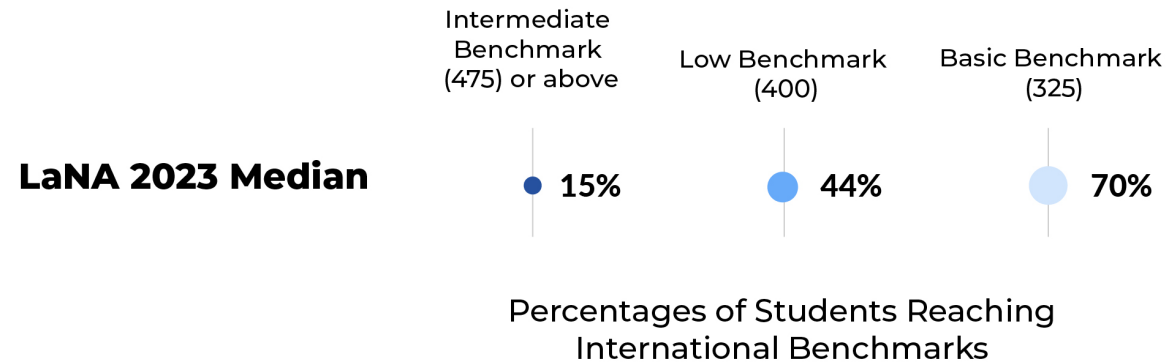


Percentages of Students Reaching International Benchmarks of Mathematics Achievement

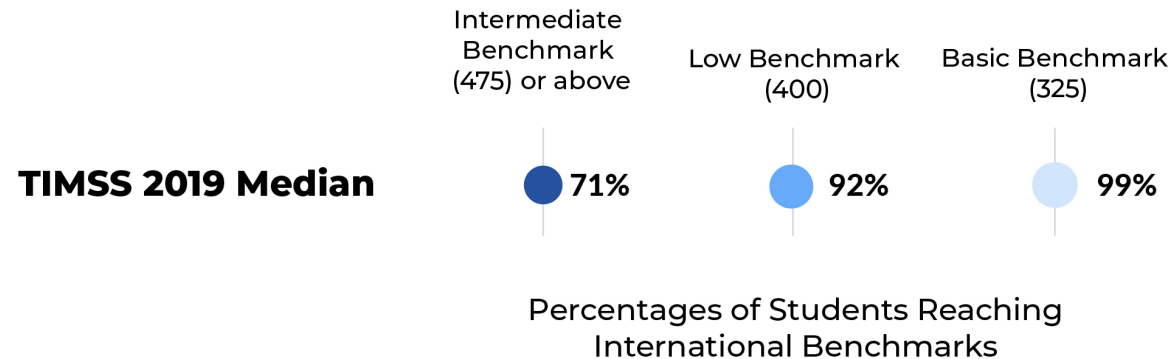




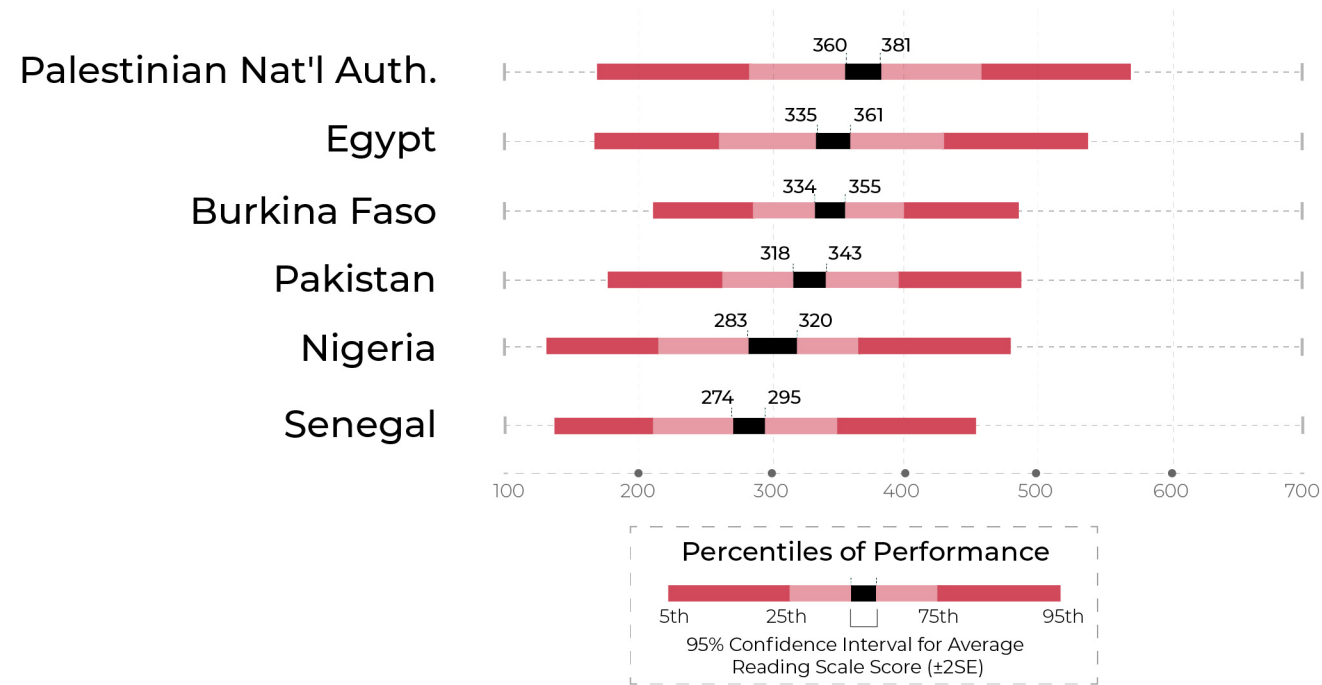
Percentages of Students Reaching International Benchmarks of Mathematics Achievement



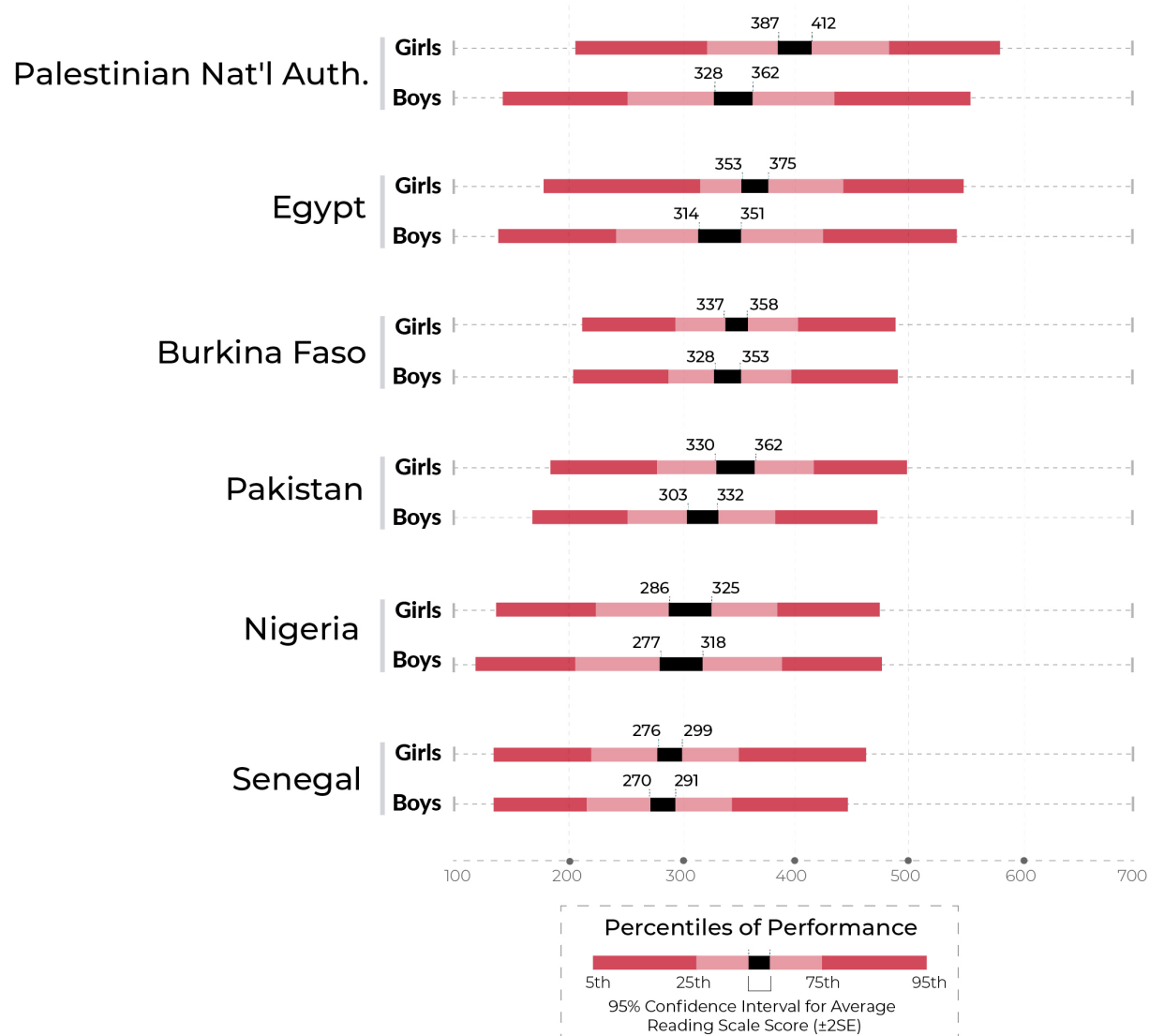
Percentages of Students Reaching International Benchmarks of Mathematics Achievement – TIMSS 2019



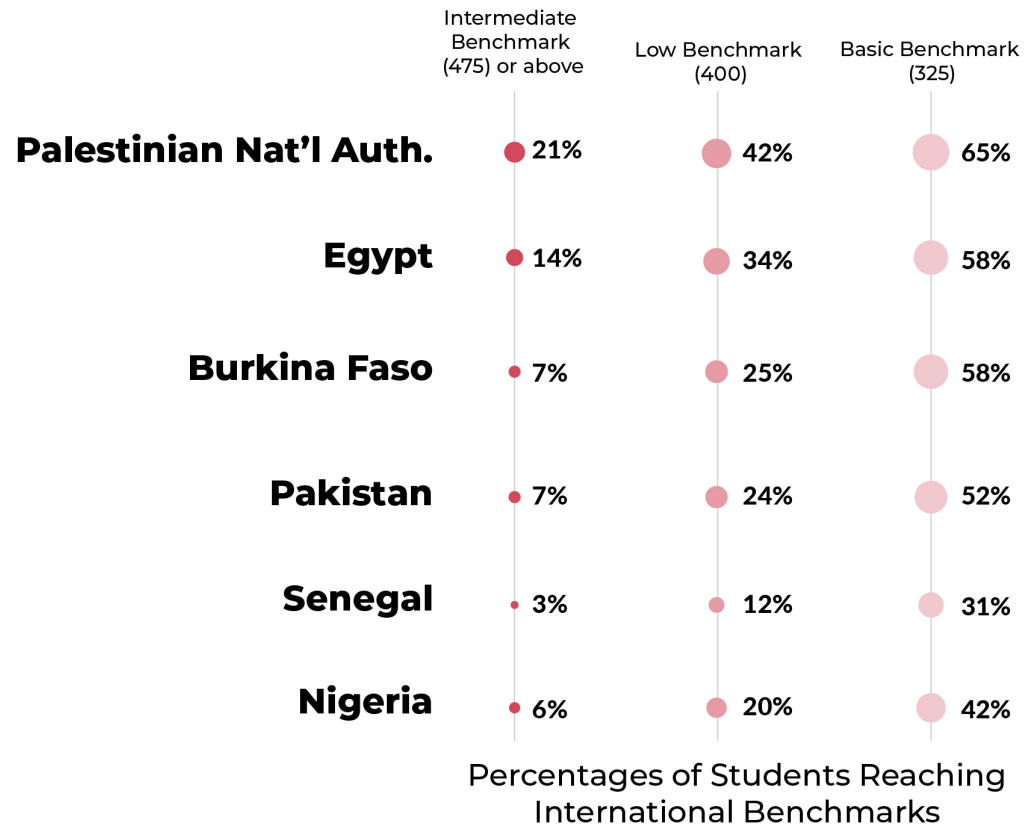
Reading Scale Score Distributions



Reading Achievement Scale Score Distributions for Girls and Boys

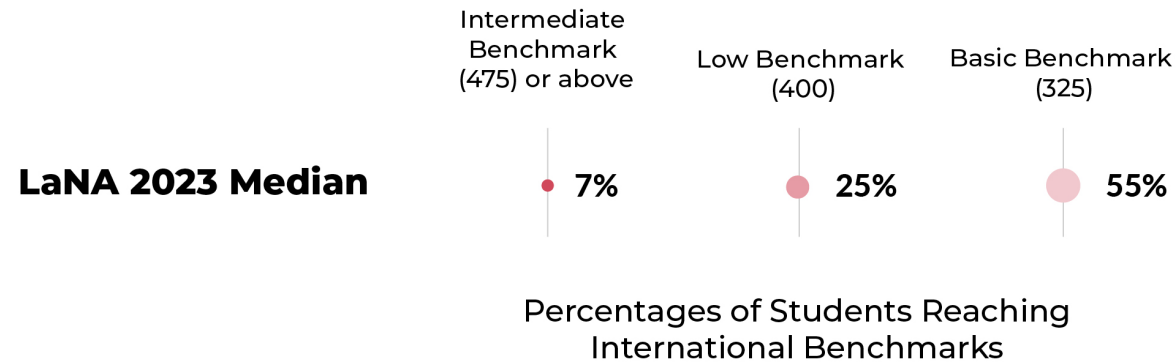


Percentages of Students Reaching International Benchmarks of Reading Achievement

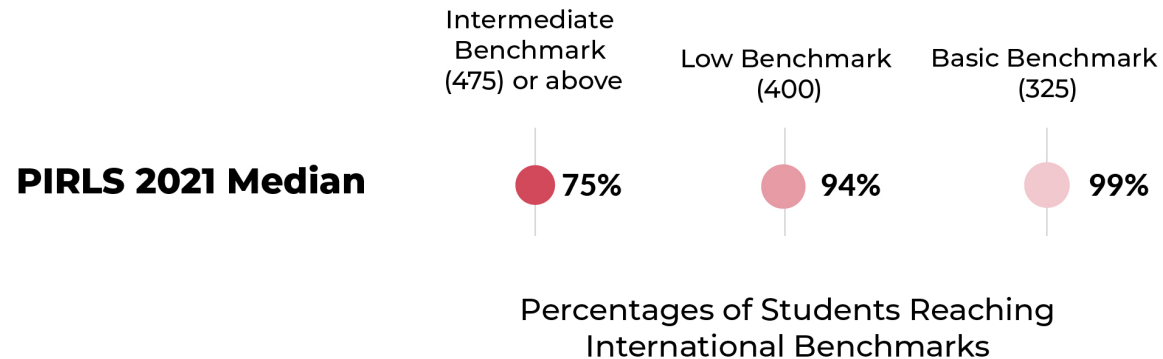




Percentages of Students Reaching International Benchmarks of Reading Achievement

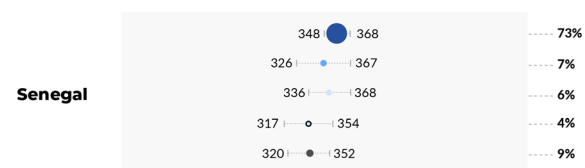
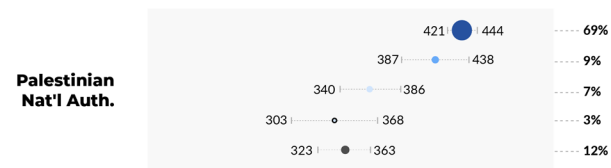
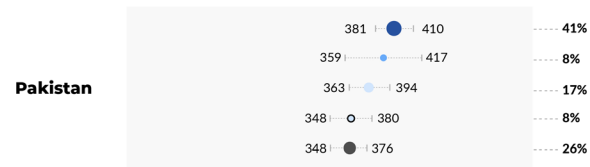
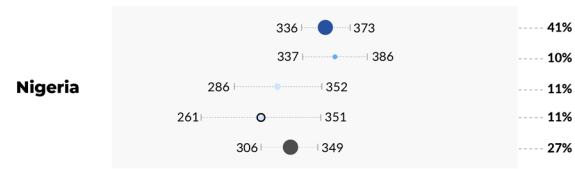
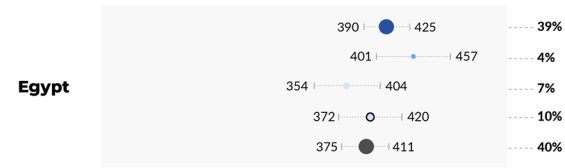
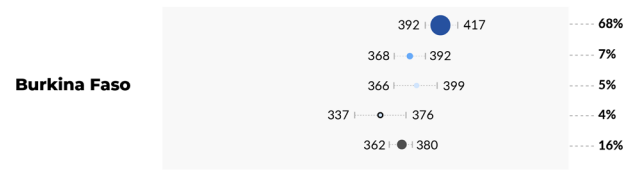


Percentages of Students Reaching International Benchmarks of Reading Achievement – PIRLS 2021



Frequency of Student Absences – Mathematics

● Never or Almost Never
 ● Once Every Two Months
 ● Once a Month
 ● Once Every Two Weeks
 ● Once a Week



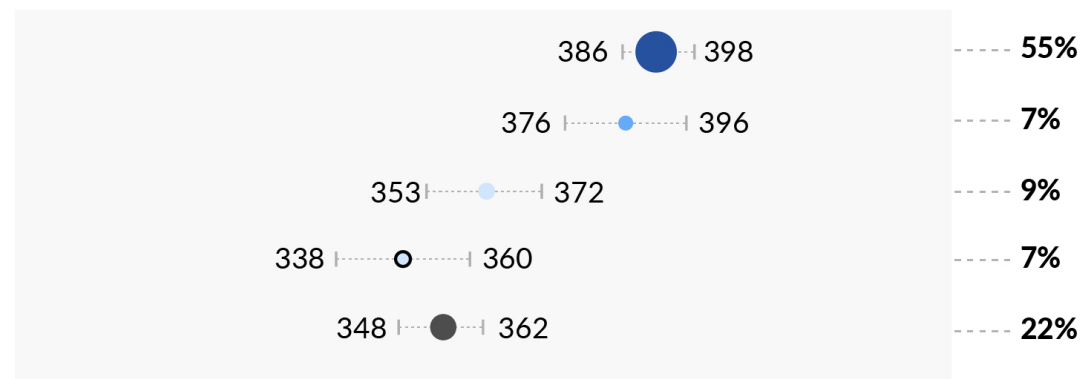
95% Confidence Interval for Average Achievement

Percent of Students

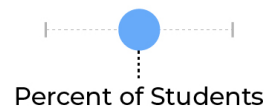
Frequency of Student Absences – Mathematics



LaNA Average



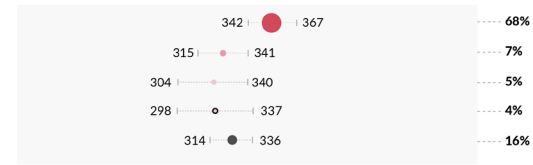
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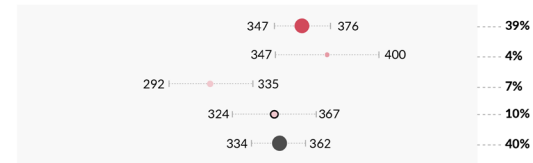
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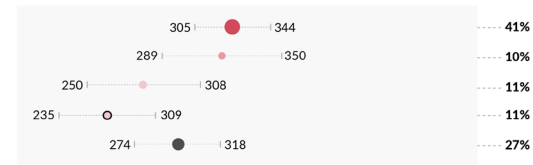
Burkina Faso



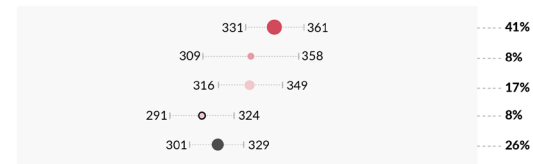
Egypt



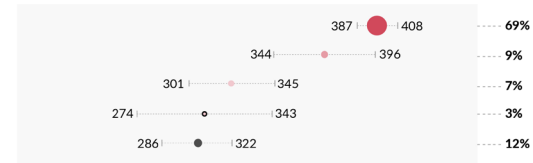
Nigeria



Pakistan



Palestinian Nat'l Auth.



Senegal



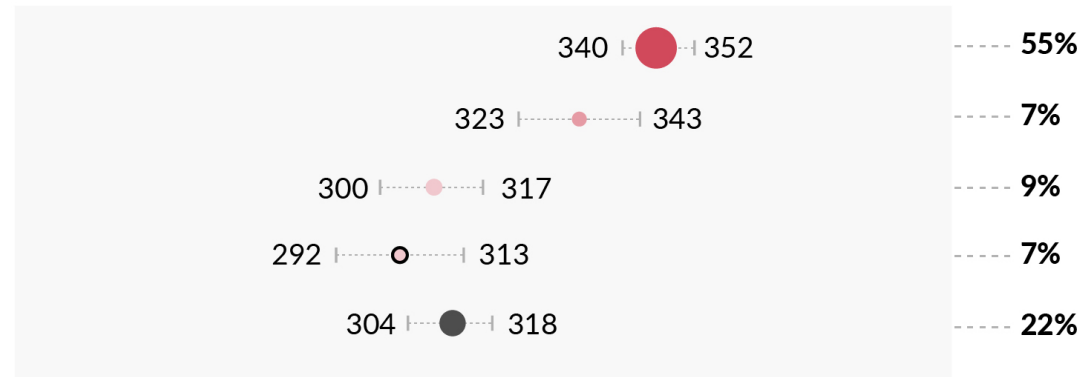
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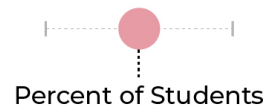
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LaNA Average

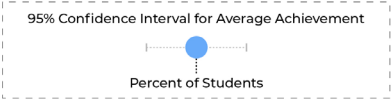
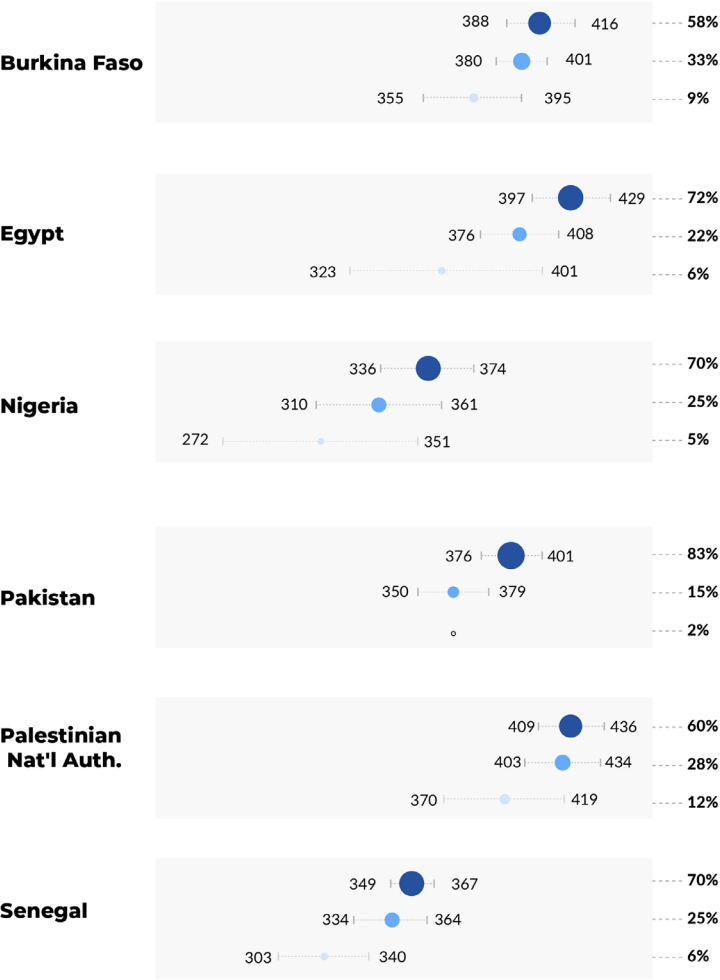


95% Confidence Interval for Average Achievement



Students' Sense of School Belonging – Mathematics

High Sense of School Belonging Some Sense of School Belonging Little Sense of School Belonging



Students' Sense of School Belonging – Mathematics



High Sense of School Belonging

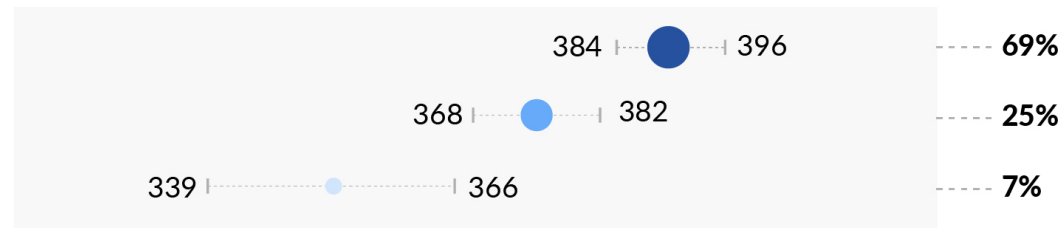


Some Sense of School Belonging

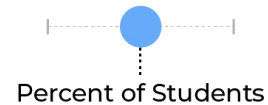


Little Sense of School Belonging

LaNA 2023 Average



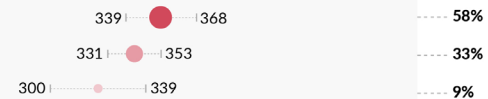
95% Confidence Interval for Average Achievement



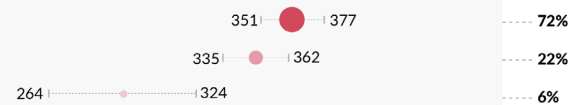
Students' Sense of School Belonging – Reading

High Sense of School Belonging Some Sense of School Belonging Little Sense of School Belonging

Burkina Faso



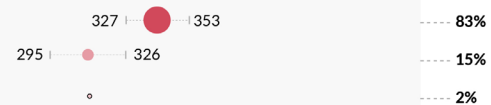
Egypt



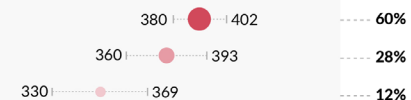
Nigeria



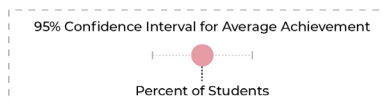
Pakistan



**Palestinian
Nat'l Auth.**



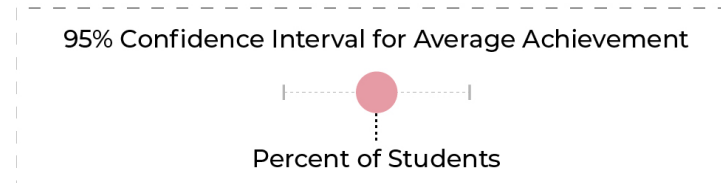
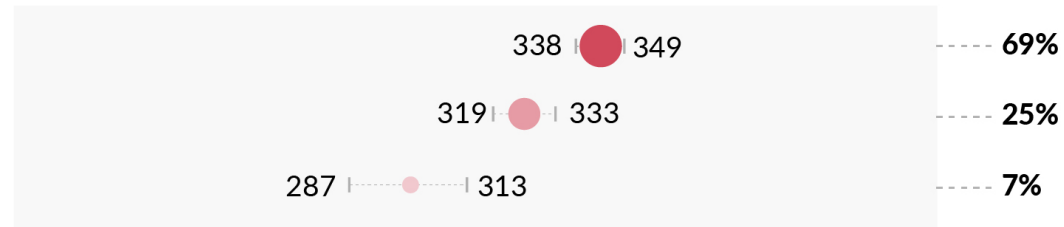
Senegal



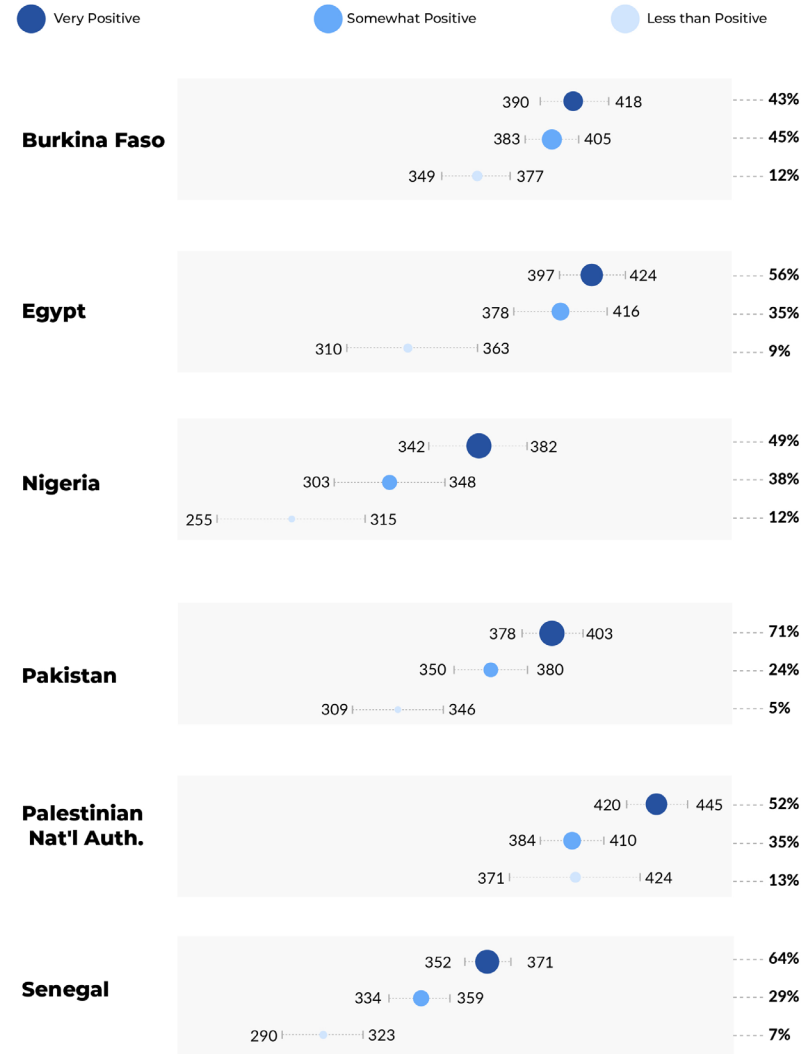
Students' Sense of School Belonging – Reading

● High Sense of School Belonging
 ● Some Sense of School Belonging
 ● Little Sense of School Belonging

LaNA 2023 Average



Students' Attitudes Toward Reading and Mathematics – Mathematics



95% Confidence Interval for Average Achievement

Percent of Students



Students' Attitudes Toward Reading and Mathematics – Mathematics



Very Positive

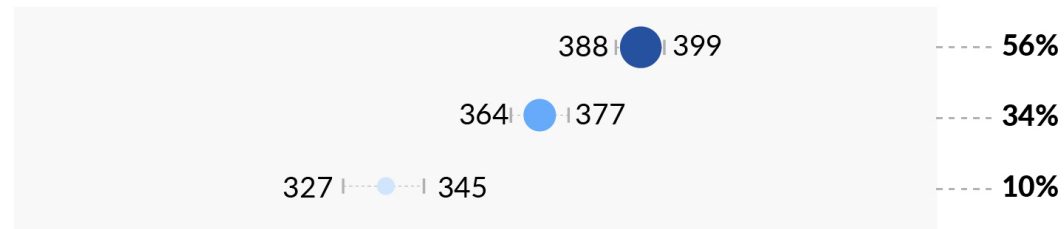


Somewhat Positive

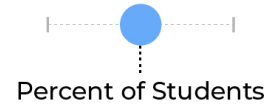


Less than Positive

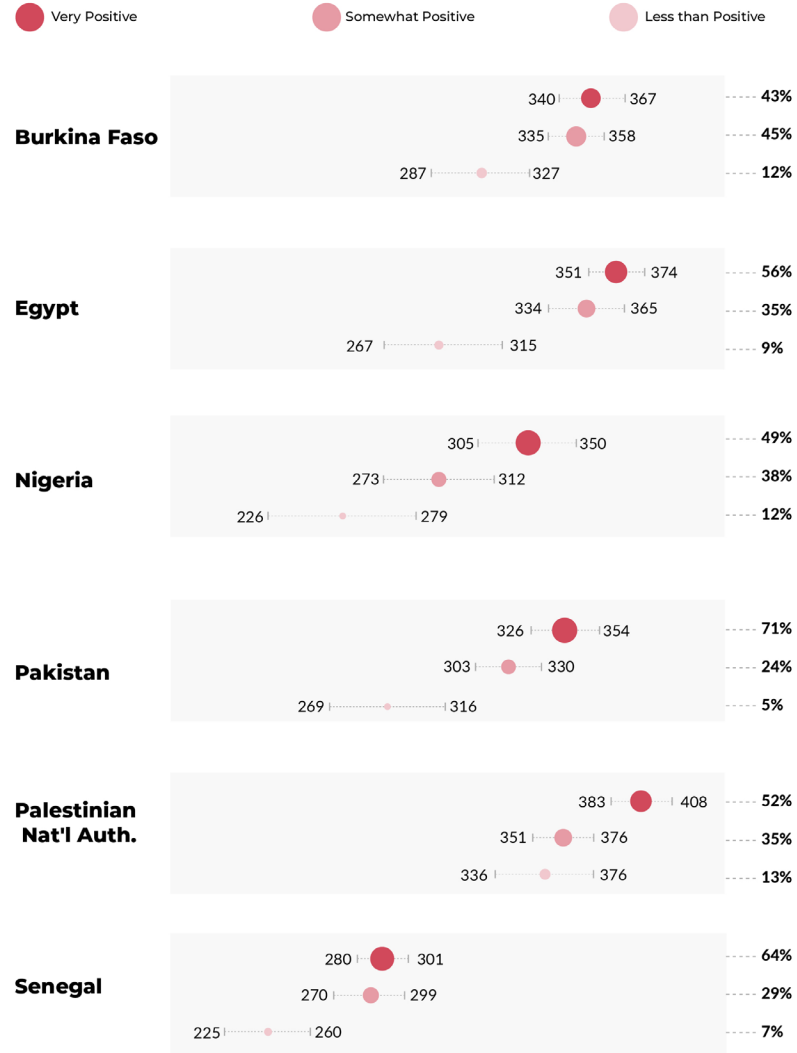
LaNA 2023 Average



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Students' Attitudes Toward Reading and Mathematics – Reading



95% Confidence Interval for Average Achievement

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Students' Attitudes Toward Reading and Mathematics – Reading



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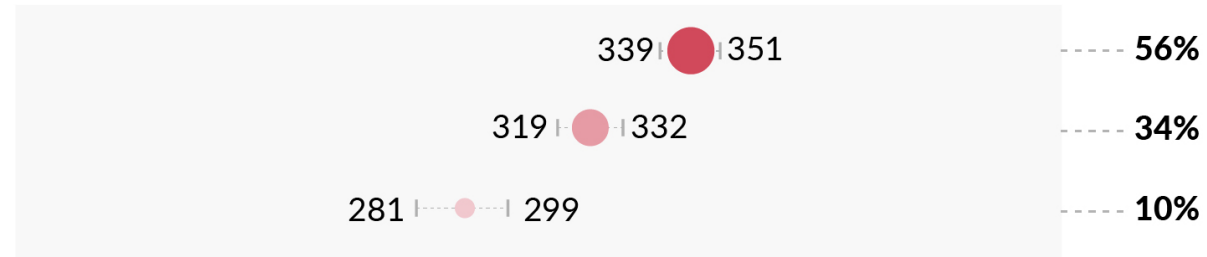


Somewhat Positive

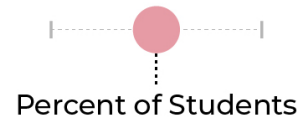


Less than Positive

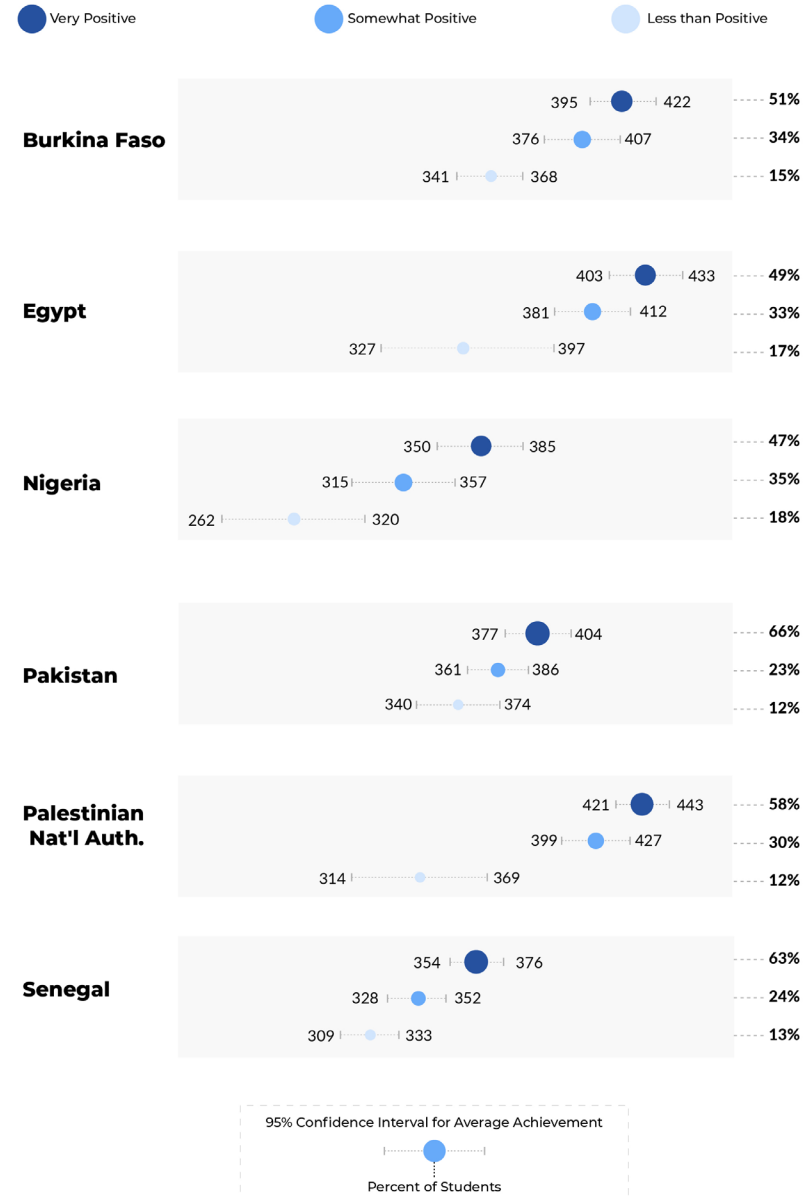
LaNA 2023 Average



95% Confidence Interval for Average Achievement



Students' Perceptions of Instruction – Mathematics

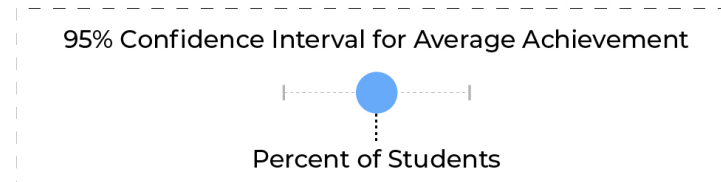
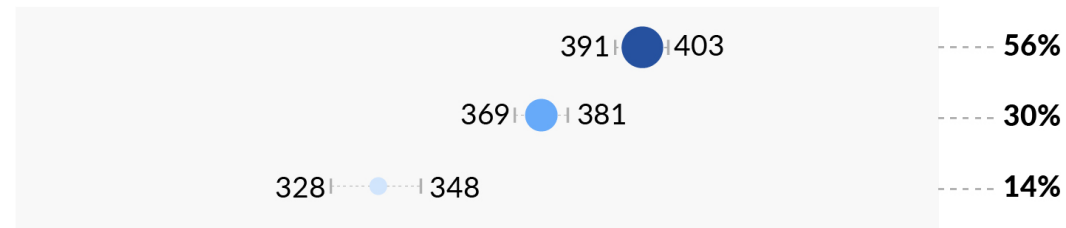




Students' Perceptions of Instruction – Mathematics

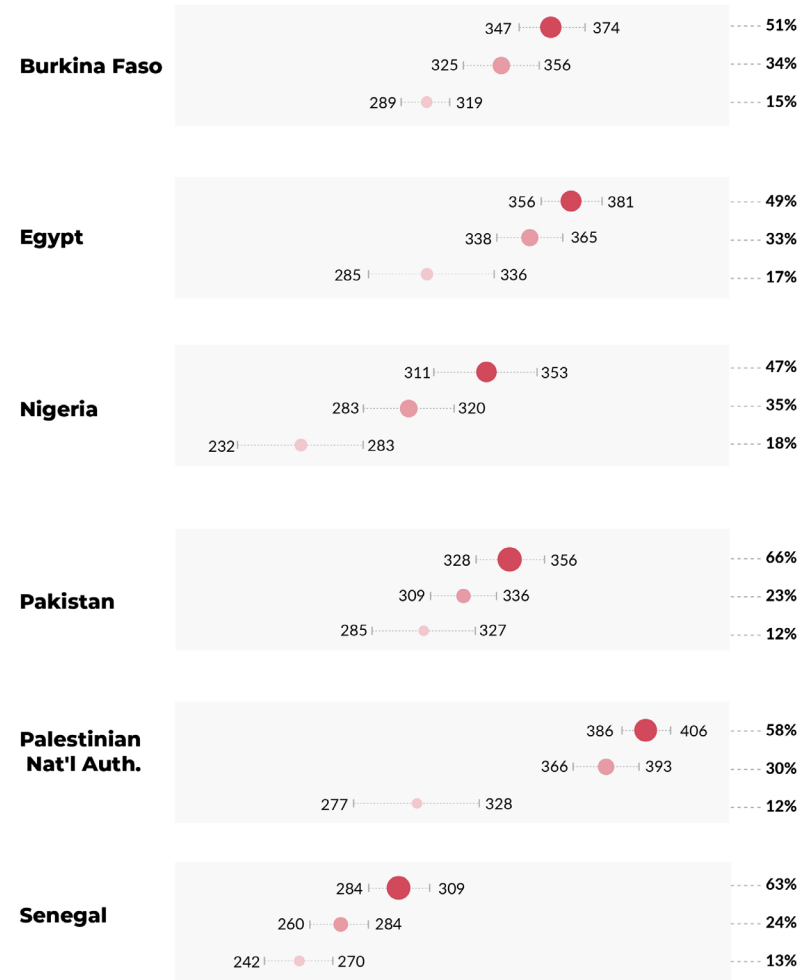
● Very Positive ● Somewhat Positive ● Less than Positive

LaNA 2023 Average



Students' Perceptions of Instruction – Reading

Very Positive Somewhat Positive Less than Positive



95% Confidence Interval for Average Achievement

Percent of Students



Students' Perceptions of Instruction – Reading



Very Positive

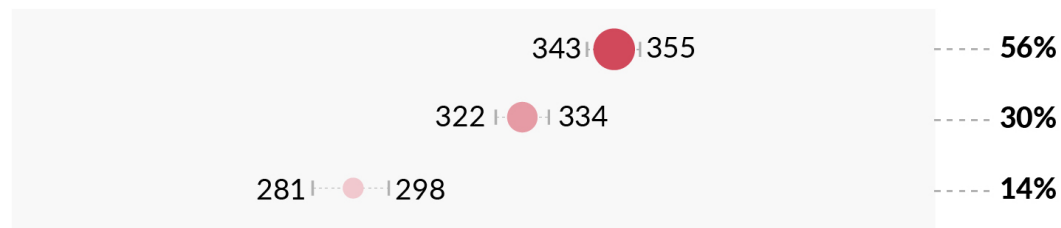


Somewhat Positive



Less than Positive

LaNA 2023 Average



95% Confidence Interval for Average Achievement



Percent of Students



To access the *LaNA 2023 Linking Study Report with full findings*, go to:

<https://www.iea.nl/publications/lana-linking-study-results>