

# Mongolia - National Assessment of Primary Education Mathematics and Reading

**Educational Evaluation Center - Government**

Report generated on: Apr 10, 2015

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# Overview

## Identification

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### Summary

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#### ABSTRACT

The National Assessment of Primary Education Mathematics and Reading has been administered since 2004 by the Educational Evaluation Center to grade 5 (ISCED 1) students in public and private schools.

The National Assessment of Primary Education Mathematics and Reading is a low-stake assessment. It is a written assessment, administered face-to-face and delivered through paper-pencil tests. Test-takers are presented with one of nine test booklets which are aligned with the national curriculum.

The assessment serves the following purposes:

- monitoring education quality levels
- planning education policy reforms
- identifying factors associated with students learning achievement

#### KIND OF DATA

Random sample

#### UNITS OF ANALYSIS

Results are reported at the school, sub-national and national levels. Data are disaggregated by sex, geographic location (urban and rural), and type of schools (public and private).

Results are published in reports, which are available in print. Results are broadcasted on the radio and on television, and published in the media.

## Scope

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#### NOTES

The National Assessment of Primary Education Mathematics and Reading assesses Mathematics and Reading in Mongolian. Each test has a duration of 60 minutes.

The Mathematics test comprises four sections: Numbers and Numeracy, Algebra, Geometry, and Probability and Statistics.

The Reading test comprises three sections: Listening, Reading comprehension, and Creative essay writing.

Description of test items: Test items consist of multiple choice questions with three or more response options, open-ended questions requiring short constructed responses and essay writing.

Description of stimuli: Test stimuli consist of continuous, non-continuous, mixed and multiple texts.

Reporting metrics: Student performance scores are reported by average score for each subject tested, and by proficiency levels. There are five proficiency levels A, B, C, D and F based on the average score. The minimum requirement to meet the national standard is level D.

## Coverage

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## GEOGRAPHIC COVERAGE

National

## UNIVERSE

Students enrolled in grade 5 (ISCED 1) in public and private schools.

## Producers and Sponsors

## PRIMARY INVESTIGATOR(S)

Name	Affiliation
Educational Evaluation Center	Government

## OTHER PRODUCER(S)

Name	Affiliation	Role
Educational Evaluation Center	Government	Test development and administration; data processing and dissemination; programme development
Ministry of Education	Government	Test administration; programme development; financial support through ministerial budget
International organizations	N/A	Financial support through grants and donations

## Metadata Production

## METADATA PRODUCED BY

Name	Abbreviation	Affiliation	Role
Educational Evaluation Center	EEC	Government	Data collection
UNESCO Institute for Statistics	UIS	United Nations	Questionnaire design, metadata collection, review and publication

## DATE OF METADATA PRODUCTION

2014

## DDI DOCUMENT ID

MNG-NA-G5-2008

## Sampling

### **Sampling Procedure**

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The sample is drawn using a two-stage stratified cluster sample design. Location, type of school, and school language of instruction are used as stratification variables. In the first stage, schools are sampled from each stratum using probability proportional to size. In the second stage, classrooms are selected using simple random sampling. All students in sampled classrooms are assessed.

### **Response Rate**

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The schools weighted participation rate is 94.5%.

The students weighted participation rate is 84.6%.

# Questionnaires

## Overview

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The assessment comprises four background questionnaires:

- student questionnaire
- parents questionnaire
- teacher questionnaire
- school principal questionnaire

The student questionnaire collects information on family and school environments, communication and interaction with peers, availability of learning materials, learning motivation and interests, and leisure time.

The parents questionnaire collect information on family environments, siblings, parental education and employment, home infrastructure, household possessions, and distance of the house from school.

The teacher and school principal questionnaires collect information on students' health, school environment, student development, staff structure, supply and availability of textbooks, supply of teaching facilities and effective communication among parents and teachers.

## Data Collection

### Data Collection Dates

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<b>Start</b>	<b>End</b>	<b>Cycle</b>
2008	2008	N/A

### Data Collection Mode

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Face-to-face [f2f]

### Data Collection Notes

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The following actions were taken to reduce non-sampling error:

- Conducted a pilot survey
- Trained data collection staff
- Trained data processing staff

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## Data Processing

### **Data Editing**

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Test booklets are scored and verified manually. The data editing process is performed at headquarters.

### **Other Processing**

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Data entry is performed manually. The data capture operations are performed at headquarters.

## Data Access

### Access Authority

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Educational Evaluation Center (Government), [www.eec.mn](http://www.eec.mn)

### Contact(s)

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### Access Conditions

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To access the data, please send a request to the Educational Evaluation Center, [info@eec.mn](mailto:info@eec.mn).  
Telephone number: +976-88072020  
Fax number:+976-70119409