“MINI-LAMP: A COST-EFFECTIVE WAY TO ASSESS LITERACY AND NUMERACY”

Discussant comments

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Comprehensive skills modules for individuals aged 15-64
- Direct measurement of reading literacy
- Self-reported measurement of literacy, numeracy and problem solving skills
- Self-reported measures of technical skills used at work and in daily life
- Standardized self-reported measurement of personality, behavior and preferences
# The Importance of the Proficiency Thresholds

## Distribution by Literacy Levels

<table>
<thead>
<tr>
<th>Literacy Level</th>
<th>Tasks at this level require the respondent to...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 0</td>
<td>The tasks at this level require the respondent to read brief texts on familiar topics to locate a single piece of specific information. Only basic vocabulary knowledge is required, and the reader is not required to understand the structure of sentences or paragraphs or make use of other text features. There is seldom any competing information in the text and the requested information is identical in form to information in the question or directive. While the text can be continuous, the information can be located as if the text were noncontinuous. Tasks below Level 1 do not make use of any features specific to digital texts.</td>
</tr>
<tr>
<td>Level 1</td>
<td>The tasks at this level require the respondent to read relatively short digital or print continuous, noncontinuous or mixed texts to locate a single piece of information which is identical to or synonymous with the information given in the question or directive. Some tasks may require the respondent to enter personal information into a document, in the case of some noncontinuous texts. Little, if any, competing information is present. Some tasks may require simple cycling through more than one piece of information. Knowledge and skill in recognizing basic vocabulary, evaluating the meaning of sentences, and reading of paragraph text is expected.</td>
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<tr>
<td>Level 2</td>
<td>At this level, the complexity of text increases. The medium of texts may be digital or printed, and texts may comprise continuous, noncontinuous or mixed types. Tasks in this level require respondents to make matches between the text and information, and may require paraphrase or low-level inferences. Some complex pieces of information may be present. Some tasks require the respondent to...</td>
</tr>
<tr>
<td>Level 3</td>
<td>Texts at this level are often dense or lengthy, including continuous, noncontinuous, mixed or multiple pages. Understanding text and rhetorical structures become more central to successfully completing tasks, especially in navigation of complex digital texts. Tasks require the respondent to identify, interpret or evaluate one or more pieces of information and often require varying levels of inferencing. Many tasks require the respondent construct meaning across larger chunks of text or perform multistep operations in order to identify and formulate responses. Often tasks also demand that the respondent disregard irrelevant or inappropriate text content to answer accurately. Competing information is often present, but it is not more prominent than the correct information.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Tasks at this level often require respondents to perform multiple-step operations to interpret, interpret, or synthesize information from complex or lengthy continuous, noncontinuous, mixed, or multiple type texts. Complex inferences and application of background knowledge may be needed to perform successfully. Many tasks require identifying and understanding one or more specific, non-central ideas in the text in order to interpret or evaluate suitable evidence, make or persuasive discuss or relationships. Conditional information is frequently present in tasks at this level and must be taken into consideration by the respondent. Competing information is present and sometimes seemingly as prominent as correct information.</td>
</tr>
<tr>
<td>Level 5</td>
<td>At this level, tasks may require the respondent to search for and integrate information across multiple, dense texts; construct syntheses of similar and contrasting ideas or points of view; or evaluate evidence-based arguments. Application and evaluation of logical and conceptual models of ideas may be required to accomplish tasks. Evaluating reliability of evidentiary sources and selecting key information is frequently a key requirement. Tasks often require respondents to be aware of subtle, rhetorical cues and to make high-level inferences or use specialized background knowledge.</td>
</tr>
</tbody>
</table>
POTENTIAL FOR CUSTOMIZATION AND ADAPTIVE TESTING?

**FULL MODULE**

**General Booklet**

Section A. Reading Components (10 min)
(Part 1. Print Vocabulary; Part 2. Sentence Processing; and Part 3. Passage Comprehension)

Section B. 8 Core Literacy items (7 min)

Fail Core

Pass Core

**Exercise Booklets 1, 2, 3 or 4**
[18 Literacy Items (28 min), Random Assignment]

End of Module

**PARTIAL MODULE**

**General Booklet**

Section A. Reading Components (10 min)
(Part 1. Print Vocabulary; Part 2. Sentence Processing; and Part 3. Passage Comprehension)

Section B. 8 Core Literacy items (7 min)

End of Module
IT’S ALL ABOUT TIME…

• Important information on **fluency** in how long it takes respondents to answer each item
  • With CAPI, this can be tracked easily
  • Should eye movement also be tracked in reading passages?

• **Duration of the mini-LAMP:**
  • How much time is required to do the literacy and numeracy modules?
  • How much time is required for the background questionnaire?
In which language would mini-LAMP be administered in each country? Official language? Major spoken languages?

How would refugee / immigrant languages be handled?

Depends on the objective of the assessment – literacy in any language or literacy in the language(s) of country of residence.
What is covered by the costing estimates?

- Assessment translation / adaptation?
- Sampling?
- Training of enumerators?

<table>
<thead>
<tr>
<th></th>
<th>Sample size=1,500</th>
<th>Sample size=3,000</th>
<th>Sample size=5,000</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Computer-based option</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administering the assessment</td>
<td>119,350</td>
<td>198,450</td>
<td>282,350</td>
</tr>
<tr>
<td>Data production and reporting</td>
<td>38,200</td>
<td>38,200</td>
<td>38,200</td>
</tr>
<tr>
<td><strong>Total cost</strong></td>
<td>157,550</td>
<td>236,650</td>
<td>320,550</td>
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<tr>
<td><strong>Paper-and-pencil option</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administering the assessment</td>
<td>215,808</td>
<td>383,680</td>
<td>N/A</td>
</tr>
<tr>
<td>Data production and reporting</td>
<td>37,200</td>
<td>37,200</td>
<td>N/A</td>
</tr>
<tr>
<td><strong>Total cost</strong></td>
<td>252,528</td>
<td>420,880</td>
<td>N/A</td>
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</table>
PRACTICAL CONSIDERATIONS

- **Enumerator training** – if mini-LAMP is integrated into a household survey, can regular enumerators administer it? What training would they need to have – duration, cost?

- **Within-household sampling** – if mini-LAMP is administered to multiple members of the same household, how to ensure integrity of administration?

- **Future waves** – What is the intended frequency of administering mini-LAMP in the same country to track progress in literacy / numeracy outcomes? How to ensure comparability of this assessment over time?
THANK YOU!

For more information, contact:

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