The Global Alliance to Monitor Learning (GAML)
ERCE from UNESCO Santiago

Cross-national initiatives
The ERCE has almost 30 years of history. Its development began in 1994, with the creation of the Latin American Laboratory for the Assessment of the Quality of Education, and its first application was carried out in 1997.

Most Spanish-speaking Latin American countries and Brazil participate.
In which grades is it applied?
- Third grade (9 years old)
- Sixth grade (12 years old)

What areas does it assess?
- Reading
- Writing
- Mathematics
- Science (only 6th grade)

What are its focuses?
- What students know
  - Multiple choice and open-ended questions in each area

- In which contexts does learning take place
  - Student, family, teacher, and school principal questionnaire

Other domains?
- Socioemotional skills module
  - Empathy
  - Openness to diversity
  - School self-regulation
  - School self-efficacy (2025)
  - Cooperative work (2025)
Regional Comparative and Explanatory Study – ERCE

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Comparative results
ERCE – Assessment framework

Current and official curriculum – participating countries

- Reading/writing
- Mathematics
- Science

3rd and 6th grade

Domains

Deductive analysis

Curricular convergence and coverage

ERCE assessment framework

Source: UNESCO (2020) ¿Qué se espera que aprendan los estudiantes en América Latina? Resultados del análisis curricular ERCE 2019
How are the results reported?

**ERCE achievement benchmarks**

<table>
<thead>
<tr>
<th>IV</th>
<th>Identify prime factorization of natural numbers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>III</td>
<td>Solve more complex problems that require interpreting information and involve two or more operations, including multiplication or division.</td>
</tr>
<tr>
<td>II</td>
<td>Solve simple problems with natural numbers involving estimation or calculations (multiplication or division).</td>
</tr>
<tr>
<td>I</td>
<td>Completing simple numerical sequences (e.g., addition) or inferring the common characteristic of the elements of which they consist.</td>
</tr>
</tbody>
</table>

**Excerpt from math 6th grade**

**ERCE Scale**

- **Mean**: 700
- **Standard deviation**: 100
The minimum proficiency level (MPL) is the benchmark of basic knowledge in a domain (mathematics, reading, etc.) at a given age/grade measured through learning assessments (UIS, 2023).

**Mathematics**

- Grades 2/3: Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.
- End of primary: Students demonstrate skills in number sense, computation, real world problems, basic measurement, 2D shape recognition, and reading and interpreting simple data displays.

**Reading**

- Grades 2/3: Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simple inferences when longer texts are read aloud to them.
- End of primary: Students independently and fluently read simple, short narrative and expository texts. They locate explicitly-stated information, interpret and give some explanations about the key ideas in these texts. They provide simple, personal opinions or judgements about the information, events and characters in a text.

**Alignment with Global Monitoring**
**Reading**

3°

- **Level IV**: 55.7% of the students are capable of…
  - 44.3% are not capable.

- **Level III**: Level of the students are capable of…

  “are able to...read age-appropriate texts, to at least locate information or relationships presented literally, and make inferences from information that is clearly suggested, highlighted, or repeated.”

- **Level II**: 55.7% of the students are capable of…

- **Level I**: 31.2% of the students are capable of…
  - 68.8% are not capable.

**Math**

3°

- **Level IV**: 52.7% of the students are capable of…
  - 47.3% are not capable.

- **Level III**: …at least solving problems that require interpreting information in various formats including tables and graphs; resorting to two or more arithmetic operations; estimating areas and perimeter; computing additions and subtractions of fractions; and identifying relationships of perpendicularity and parallelism in the plane.

- **Level II**: …at least of writing and additively composing natural numbers up to 9,999; identifying elements of geometric figures; reading, interpreting, and organizing information in tables or simple bar graphs; and identifying units of measurement or instruments to measure magnitudes.

6°

- **Level IV**: 82.6% are not capable.

- **Level III**: … reading texts of age-appropriate complexity, making inferences from specific or secondary ideas or from integrating implicit ideas present in different parts of the text. They should establish relationships between verbal and visual information and compare two texts according to their purpose and content.

- **Level II**: 17.4% of the students are capable of…

- **Level I**: … at least writing and additively composing natural numbers up to 9,999; reading age-appropriate texts, to at least locate information or relationships presented literally, and make inferences from information that is clearly suggested, highlighted, or repeated.”
ERCE 2025 Cycle

2022
- Curricular Analysis (Sept 22 – Jan 23)

2023
- Learning assessment and questionnaires elab. (Feb 23 – Oct 23)
- ERCE 2025 field trial sampling (Feb 23 – Jun 23)
- ERCE 2025 field trial (Sept 23 – Jun 24)

2024
- Field trial analysis and main study assembly (Aug 24 – Jan 25)
- Main study sampling (Oct 24 – Jan 25)

2025
- Main study analysis (March 26 – Sept 26)
- ERCE 2025 main study (Apr 25 – Nov 25)

2026
- Launch ERCE 2025 Nov -26

Capacity development
- Item Elaboration (Mar)
- Open-ended questions (Dec)
- Field trial - Survey and data collection (Jul)
- Psychometric analysis (Sep)
- Main study - Survey and data collection (Mar)
- Open-ended questions (Aug)
- Data analysis I (Apr)
- Data analysis II (Nov)
Ground covered...

- Comparability
- Financial sustainability for a 5-year cycle
- Participation of most Latin American countries (15 to 18 in the last three cycles)
- Innovations and new domains
  - Socioemotional skills module
  - Sample design for students in the context of human mobility
- Other contributions to global monitoring
  - Rosetta Stone Project

Recommendations of the external evaluation:

- Ensure financial sustainability
- Define a periodicity for the ERCE cycle
- Inclusion of other countries in the region
- Dissemination of the ERCE results

- Source: UNESCO (2020) Evaluación del Laboratorio Latinoamericano de Evaluación de la Calidad de la Educación
ERCE Main Challenges

**Operational**

• Consolidate the period of the ERCE cycle (5 years?)

• Expand the coverage?
  • Other countries?

**Technical**

• Other indicators? (4.1.1c)

• Address the comparability of the associated factors scales over time