The Global Alliance to Monitor Learning (GAML)

ERCE from UNESCO Santiago

Cross-national initiatives

Regional Comparative and Explanatory Study – ERCE
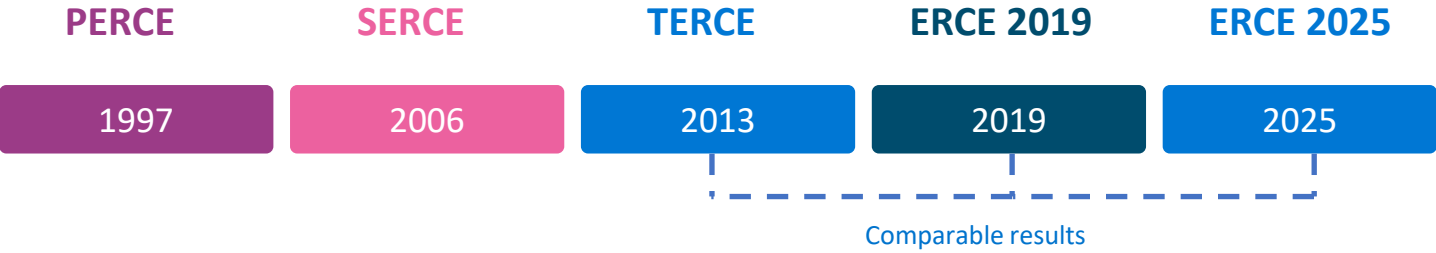
Comparability based on 2013

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.

PERCE	SERCE	TERCE	ERCE 2019	ERCE 2025
1997	2006	2013	2019	2025

Comparable results

Regional Comparative and Explanatory Study – ERCE

In which grades is it applied?	What areas does it assess?	What are its focuses?	Other domains?

Third grade (9 years old)
Sixth grade (12 years old)

Reading
Writing
Mathematics
Science (only 6th grade

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

Socioemotional skills module
- Empathy
- Openness to diversity
- School self-regulation
- School self-efficiency (2025)
- Cooperative work (2025)

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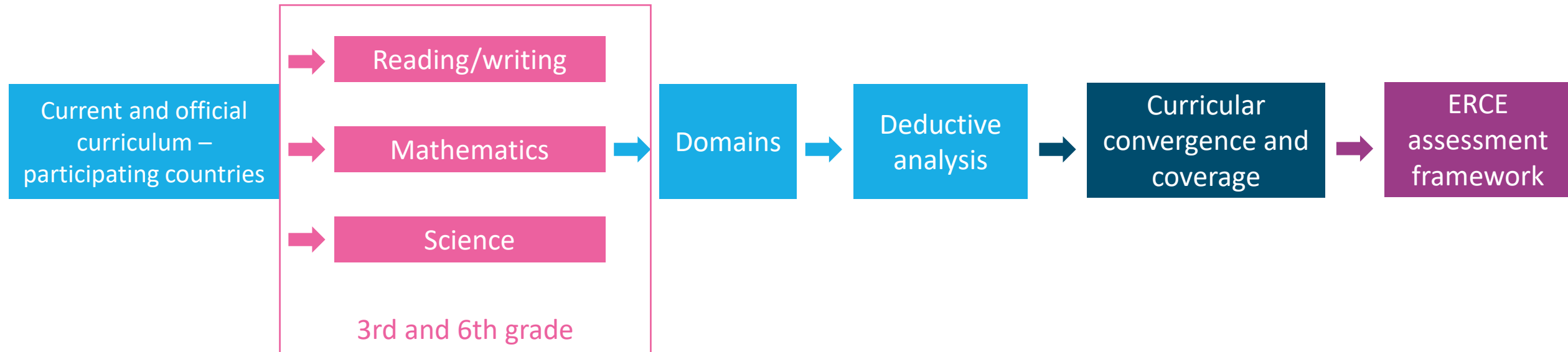Student, family, teacher, and school principal questionnaire

Socioemotional skills module
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PERCE — 1997
SERCE — 2006
TERCE — 2013
ERCE 2019 — 2019
ERCE 2025 — 2025

Comparable results

México
Cuba
República Dominicana
Honduras
Guatemala
El Salvador
Nicaragua
Costa Rica
Panamá
Venezuela
Colombia
Ecuador
Perú
Brasil
Bolivia
Paraguay
Chile
Argentina
Uruguay

- TERCE, ERCE 2019 and ERCE 2025
- TERCE and ERCE 2025
- ERCE 2019 and ERCE 2025
- ERCE 2025
- TERCE and ERCE 2019

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

unesco

Laboratorio Latinoamericano Evaluación Calidad Educación

Educación 2030

How are the results reported?

ERCE achievement benchmarks

IV — Identify prime factorization of natural numbers.

III — Solve more complex problems that require interpreting information and involve two or more operations, including multiplication or division.

II — Solve simple problems with natural numbers involving estimation or calculations (multiplication or division).

I — Completing simple numerical sequences (e.g., addition) or inferring the common characteristic of the elements of which they consist.

Excerpt from math 6th grade

ERCE Scale

Mean
700

Standard deviation
100

Alignment with Global Monitoring

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).

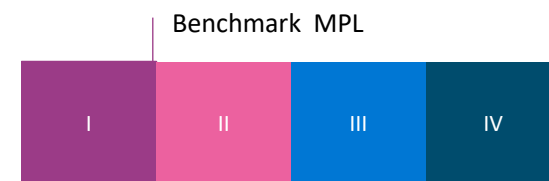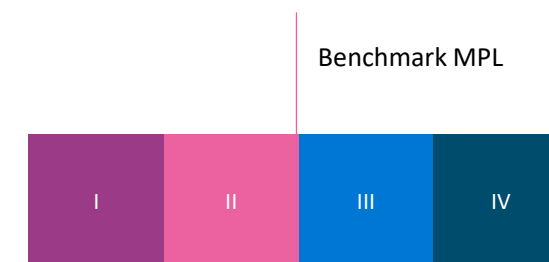| Education level	Test grade	Mathematics	Reading	ERCE achievement benchmark
Grades 2/3	3°	Students demonstrate skills in number sense and computation, reading simple data displays, shape recognition and spatial orientation.	Students read aloud and comprehend many single written words, particularly familiar ones, and extract explicit information from sentences. They make simple inferences when longer texts are read aloud to them.	Benchmark MPL — I, II, III, IV
End of primary	6°	Students demonstrate skills in number sense, computation, real world problems, basic measurement, 2D shape recognition, and reading and interpreting simple data displays	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.	Benchmark MPL — I, II, III, IV

Reading

3°

44,3% are not cap.

Level I

Minimum proficiency Level

55,7% of the students are capable of...

Level IV

Level III

Level II

"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."

6°

68,8% are not capable

Level I

Level II

Minimum proficiency Level

31,2% of the students are capable of...

Level IV

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.

Math

3°

47,3% are not cap.

Level I

Minimum proficiency Level

52,7% of the students are capable of...

Level IV

Level III

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°

82,6% are not capable

Level I

Level II

Minimum proficiency Level

17,4% of the students are capable o

Level IV

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.

- 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

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