Administration of the Épreuves Standardisées – IPS

Main tests

P1 – English section

Dear teachers,

Thank you for your support at this year's *Épreuves Standardisées (ÉpStan)*. Please note that the *Luxembourg Centre for Educational Testing (LUCET)* of the University of Luxembourg is organising the ÉpStan on behalf of the government; therefore the participation of your class is mandatory.

On the following pages of this document you will find some detailed explanations on how to administer the tests and questionnaires. Please read this manual carefully. If you have any questions about the administration of the ÉpStan or about entering data that are not answered in this document, you can contact us via this telephone number ☎ **46 66 44 9777** or via e-mail ✉ **info@epstan.lu**.

Thank you again for your cooperation!

With best regards,

The ÉpStan Team, University of Luxembourg

Contact information

There are 2 different contact points for support, depending on the type of problem or the nature of the question. In order to ensure that you can be helped quickly, please first check which of the two phone numbers best suits your query:

For **organizational** questions:

☎ 46 66 44 **9777**
✉ **info@epstan.lu**

At this number/email address you can reach someone who can help you with questions/problems regarding the organization of the ÉpStan, or who can give you information about the testing procedure (e.g., material not sufficient, requesting data carriers, etc.).

For **technical** questions:

☎ 46 66 44 **4999**

At this number you can reach a computer scientist who can help you if you have problems using the coding masks or playing the audio file:

- You see an error message on the screen:
  Please write down or photograph the exact error message before calling.
- Coding masks do not work as described in the instructions or in the video:
  Please check the name and version of the browser before calling.
- You see the wrong class when you log in to the coding masks:
  Please have your IAM code and the code of your class ready before calling.

Table of contents

1 Instructions for administration

1.1 Checklist

The following steps are the most important in administering the ÉpStan:

☐ Check the material for completeness immediately after receiving it via mail.

☐ Check the preliminary class list and add missing students in SCOLARIA if necessary. Check the final class list and update if necessary.

☐ Conduct the two main tests, the pretest and the student questionnaire at the appropriate times.

☐ Distribute the parent questionnaire to the children and collect them again after they have been filled out by the parents.

☐ After concluding the tests (main tests and pretest), enter the children's answers into the digital coding masks.

☐ Send all the materials (**except for the class list!**) in their respective envelopes back to the University of Luxembourg by **7th of December, 2023** at the latest.

1.2 Timetable for test administration

One test day is set for the two main tests and the pretest. Please make sure to administer the tests according to this schedule:

Date	Test booklet	Test time
14.11.2023	Mathematics : booklet 1 (main test)	40 minutes
16.11.2023	Mathematics : booklet 2 (main test)	40 minutes
21.11.2023	Lëtzebuergesch Héierverstoen (pretest)	35 minutes
between 07.11. and 28.11.2023	Student questionnaire	50 minutes

Time indications are pure testing time. Please plan an extra 5 to 10 minutes for explanations, especially for the first test (Mathematics : booklet 1).

1.3 Required material

You should have received the following materials in the first few days after the All Saints' Holidays.

Teacher material

- Manual for the administration of the *Épreuves Standardisées* (this manual)
- Manual for the administration of the student questionnaire
- Manual for the administration of the pretest

Student material

- Test booklets
  - Test booklets Mathematics 1 (one booklet per student + 1 additional booklet)
  - Test booklets Mathematics 2 (one booklet per student + 1 additional booklet)
  - Test booklets "Lëtzebuergesch Héierverstoen" (one booklet per student + 1 additional booklet) plus audio file

- Questionnaires
  - Student questionnaires (one questionnaire per student + 1 additional questionnaire)
  - Parent questionnaires (one questionnaire per student + 1 additional questionnaire) with envelopes (one envelope per student + 1 additional envelope)

If the material is not complete or not sufficient, please contact us immediately (✉ info@epstan.lu, ☎ 46 66 44 9777)!

1.4 Preparation of the test administration

At the beginning of the school year, the coordinator responsible for your school (hereafter referred to as the ÉpStan coordinator) will send you a preliminary class list (without student codes) to check for accuracy. If changes need to be made (e.g., students are missing or appear on your list by mistake), please enter them in SCOLARIA by the **09th of October**. After the **09th of October** there is no automatic transfer of data changes made within SCOLARIA. From this point onwards, changes to the class list must thus always be communicated to the ÉpStan coordinator.

The ÉpStan coordinator should send you the final version of your class list (to be identified through existing student codes and the title „Class list for testing") no later than the first day after the All Saints' Holidays. This list is essential for the tests and questionnaires. If all the students in your class are listed on the final version of the class list, you do not need to do anything. However, if you still need to add students by hand, please make a copy of the class list and return this copy to your Épstan coordinator so that the additional students can be assigned to your class.

Class list for testing				
Code	**Surname**	**Name**	**Matricule**	**Parent questionnaire returned?**
1234	PEACH	Peter	2003-01-01-123-55	☒
1235	BERRY	Berta	2003-02-02-123-66	☒
1236	...	...	...	☐

When you receive the class and student results, the class list is necessary to identify the individual results and report them correctly. Thus, please keep this important document in a safe place. **For reasons of confidentiality, we are not allowed to receive any personal information from students and therefore ask you not to send the class list neither to the LUCET nor the SCRIPT.**

> **Important!**
>
> Please use the class list to distribute the test materials to the students. Each student must receive the material **showing the code that you will find next to their name in the class list.** Otherwise it is not possible to match the results to individual students!
>
> **Please make sure to match the WHOLE set of testing materials to each child, as described above. Please do not use any materials that have been assigned to a different class!**

NOTE:

In compliance with the GDPR guidelines on data protection, a pseudonymisation procedure is used for the *Épreuves Standardisées* (ÉpStan). For each test, each student receives a unique numerical code which does not allow to draw any conclusions about their identity. Only this code is used by the university when evaluating the test and questionnaire data. To be able to follow the students longitudinally without compromising their anonymity towards the university, each student is given a constant, unique identifier. The secure matching of these identifiers to the students is done by itrust Consulting as a so-called *Trusted Third Party* (TTP). In this way, neither the LUCET, nor the Ministry of Education have access to the test results of individual students.

1.5 Main test administration

You will need the following materials to administer the main tests:

- The final **class list** (see p. 8), which you have received from the ÉpStan coordinator.
- The **test booklets** including a return envelope (addressed to the University of Luxembourg).

- One **extra test booklet**, so that you can guide the students through the test. If you need the additional test booklet for a student, please order another one as soon as possible (✉ **info@epstan.lu**, ☎ **46 66 44 9777**).

The students need the following materials:

- two pencils (in case one breaks or no longer writes)
- 4 coloured pencils (red, yellow, blue and green)
- an eraser

1.5.1 General instructions

Please follow these steps:

1. Advise students not to start until they are asked to do so.

2. Distribute the test booklets: Please make sure that each student receives the test booklet that is assigned to them in the class list.

> **The four-digit code on the test booklet must match the code assigned to the student's name in the class list!**
> For example, the student Peter PEACH in our example receives the test booklet "Mathematics booklet 1" with the code "1234".

3. On the first pages of each test booklet, students are given a short **test instruction**.

4. Please ask the students to listen carefully.

5. Students should work through the test from the beginning to the end following your instructions. You will find the test-specific instructions from page 10 onwards. Students should only turn to the next page when you ask them to do so. Students should work thoroughly, not talk to each other nor copy from each other.

6. For the multiple choice exercises, please make sure to point out that there is **only one correct answer**.

7. Please do not give the students any kind of assistance during the test. If they have any questions, please read the short instructions in the test booklet again. Questions regarding content that would facilitate the solution of the task may not be answered.

8. Collect all the test booklets at the end of the test. Score the test booklets by using the digital coding masks (see p. 12).

If you have any doubts regarding the participation of a student in one or more tests, please contact the *Direction de région* for a decision to be taken.

1.5.2 Particularties Mathematics: Test booklets 1 and 2

The *mathematics tests* are intended to assess mathematical skills only and should not be influenced by language skills. We have therefore included pictorial rather than linguistic tasks in this test. If a student still does not understand the task due to linguistic hurdles, please provide help by paraphrasing or translating the question. However, the explanation should not simplify the content of the task.

For each task, please read the instructions to the students. The students then work on the task on their own. You may repeat the instructions, but you may not help with the solution. The latter also applies to the example and training tasks, which are marked by a red **T**. These training tasks help illustrate the task format (tick, colour, connect, etc.). When doing a training task, please check that each student has understood the task format. To aid comprehension, you may once more refer to the pictogram in the top right-hand corner of the test booklet, which the students should already know from the test instructions.

If you notice that your class needs a 5 minute break during the mathematics test, you can do so after task 9 in test booklet 1 and after task 25 in test booklet 2.

Please distribute the test booklets and ask the class not to open them yet. Explain to the students:

„In this booklet, there are many different tasks that we will now work on together. It is important that you listen to me carefully because I will tell you what to do for each task. All you need is a pencil, one blue, one red, one green and one yellow pen and one eraser.“

Wait until all students have their materials ready. Get the additional test booklet and stand in front of the class.

„Open your test booklet now.“

Please read page 3 of the booklet:

„Dear student, we are about to start a series of exercises. Some are easy, while others are a little more difficult. Do not worry if you cannot solve all of them or get some wrong. Just do your best. Before starting a new task, you will see an example, or we will complete a training task.“ Then say: **„Now go to the next page.“**

Please read page 5 of the booklet and point to the appropriate pictogram:

„Together, we will have a look at what you are supposed to do within the different tasks. Draw, mark with a cross, connect, write numbers and colour.“

We ask you to guide the students through all the tasks:

- *Before some task formats, there will be a training task (exercise). Training tasks are marked by a red **T** in the top left corner, test items are numbered continuously.*
- *Read the instructions for each task and ask the students to work on it alone.*
- *When doing the training tasks, make sure that all students have understood the task, otherwise read the information again and refer to the solved example in the green box.*
- ***If there are questions about the tasks, please only repeat the task instructions**.*

When all the students have completed a task, please turn the page and say:

„**Now go to the next page.**"

1.6 Administration of the parent questionnaire

Please distribute the parent questionnaires (incl. envelope) using the student codes printed on the cover page. You are free to do this on any day between the **07th and 17th of November, 2023.**

You will need the following to distribute the parent questionnaires:

- The **class list** (see p. 8) that you have received from the ÉpStan coordinator
- The **parent questionnaires** (the questionnaire contains all questions in German, French, Portuguese and English)

Please follow these steps:

1. Please hand out the parent questionnaires (incl. envelope) to your students.
2. **Make sure that each student receives the parent questionnaire with the appropriate code, as specified in the class list.**
3. Please mark on the class list whether or not you have handed out and retrieved the parent questionnaire for each student.
4. Ask the students to return the questionnaires in the sealed envelope as soon as possible.
5. Return the questionnaires in a **sealed envelope** to the LUCET.

NOTE:
The barcodes on the parent and student questionnaires contain information that is only necessary for automatic readability, i.e. the type of questionnaire (top left) and the consecutive number of the questionnaire (top right).

1.7 Evaluation of the ÉpStan

The corrections of the tests are done via digital coding masks.

The use of the coding masks is intuitive and explained in an instruction video in the application. **Please also note that we do not include coding/evaluation instructions, as the correct solutions are always shown in the digital coding masks.** A paper version of the coding guide to assist you during the coding can be downloaded from **https://coding.epstan.lu**.

You can access the digital coding masks via the following link or via the QR code:

https://coding.epstan.lu

Next to each task you will find a small box indicating the task number for your (and our) orientation (e.g., M123101 for mathematics - P1 - year 2023 - booklet 1 - task 01). You can disregard these boxes as they do not have to be filled out. You will also find this task number in the digital coding masks.

Basic rules for coding:

- **An answer is correct**, if the student's answer is exactly as shown in the picture, grammar and spelling do not matter. Mirror-inverted letters and/or numbers are also to be evaluated as correct in *P1*.

- **An answer is incorrect**, if the student's answer is different from what is shown in the picture. An answer is also considered incorrect if the task has only been partially worked on, only partially answered correctly or if the original, possibly even correct answer has been clearly removed again.

- **A task is considered as not answered**, if the task has not been worked on at all.

The digital coding masks can be used on computers as well as on mobile devices. If you would like to add an additional teacher for coding, you can request this in the coding masks. If, contrary to expectations, you should have technical problems, then please contact the following (technical) helpline ☎ **46 66 44 49 99**.

1.8 Return of materials to the LUCET

We offer two alternatives to return the materials to the LUCET. With the test materials that have been delivered to you, you will find a return envelope (a separate envelope for each test/questionnaire!). You only need to send the **five** return envelopes by post, as they are already stamped (see Return Option 1).
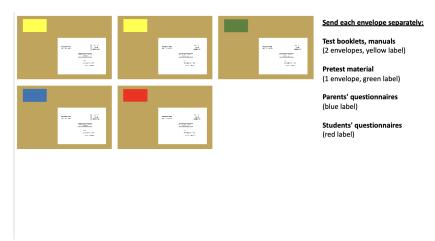
Alternatively, you can return all test booklets (yellow label on the return envelope) and the pretest material (green label on the return envelope) to the LUCET by recycling the shipping box in which you have received all the ÉpStan material (see Return Option 2). **In order to do so, you need to close the box with adhesive tape and stick the prepaid return label that was attached to the information sheet over the mailing label.** When making use of return option 2, the stamped return envelopes that go back into the box (two envelopes with a yellow label and one envelope with a green label) do not have to be sealed. You can fix the material with a rubber band as upon reception. **The red and the blue envelope are handled with priority and must therefore be sent individually and not included in the box.** You can drop off the box at any parcel acceptance point of the Post. Please make sure that the box is well sealed.

While we are still offering the two return alternatives this year, we would like to inform you that using the shipping box will be the only option of return available from the 2024/2025 school year onwards in order to save resources.
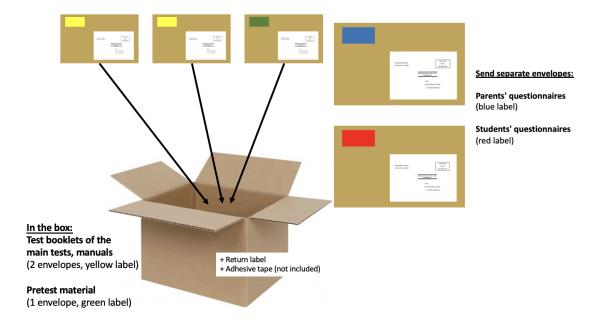
> **Important!**
>
> All test booklets, questionnaires as well as the manuals must be sent to the university **at the latest by 7th of December, 2023**. **Materials sent in later cannot be considered.** Exceptions on a case-by-case basis, such as in the case of sick leave may be granted after consultation with the LUCET.
>
> **The class list remains with you so that you can match the ÉpStan results to the children. Please do not send the class list neither to the LUCET nor the MENJE.**

Return Option 1: 5 separated envelopes

Send each envelope separately:

Test booklets, manuals
(2 envelopes, yellow label)

Pretest material
(1 envelope, green label)

Parents' questionnaires
(blue label)

Students' questionnaires
(red label)

Return Option 2: „Recycling of the shipping box" − 1 box + two sepearate envelopes

Send separate envelopes:

Parents' questionnaires
(blue label)

Students' questionnaires
(red label)

In the box:
**Test booklets of the
main tests, manuals**
(2 envelopes, yellow label)

Pretest material
(1 envelope, green label)

+ Return label
+ Adhesive tape (not included)

1.9 Feedback reports

The results of your class provided in a class report as well as individual reports for each child in your class will be made available for download in mid-February via https://feedback.epstan.lu. You will be notified by the MENJE in due course.

2 What to do if . . . ?

My class list is not correct: At the beginning of the school year, the ÉpStan coordinator of your school will provide you with a preliminary class list (without student codes) for you to check. If there are any changes to be made (students are missing or appear incorrectly on your list), please enter them in SCOLARIA by **09th of October**. After **09th of October** no automatic transfer of changes from SCOLARIA to itrust is possible, so from this point on changes to the class list must always be reported to the ÉpStan coordinator. In October you will receive the class list with the student codes for the ÉpStan tests. There is one additional code per class, in case one missing student has to be registered after the first checking of the list. If that is the case, please make a copy of the new class list and return it to your ÉpStan coordinator so that they can forward the information to itrust. If the additional code is not sufficient, please note the information under „Material is not sufficient".

Material is not sufficient: In this case, contact the ÉpStan coordinator of your primary school as early as possible. The ÉpStan coordinator can request additional codes from itrust. We will be automatically informed of any changes and send the additional material (for each additional code we send a complete set of tests and questionnaires).

Test material is not complete: Please contact the ÉpStan team as soon as possible (✉ **info@epstan.lu**, ☎ **46 66 44 9777**) to reorder missing material! Do not use materials from other classes under any circumstances.

A student has difficulties with understanding the language when taking the tests: In the mathematics tests, you may help the students with linguistic hurdles by paraphrasing the questions or explaining unknown vocabulary. This is not permitted in the language test (pretest).

Student is ill/not present at the test: If possible, students who, for example, were unable to take the test due to illness should take the test on another date within the testing period under conditions that are as standardized as possible. This means that they take the test on their own in a quiet atmosphere and under supervision. If this is not possible, please enter the reason for non-participation in the digital coding masks. The same applies to the processing of the student questionnaire: The questionnaire should be completed within the given test period under standardized conditions.

Student changes school/class during the test phase: If a new student joins your class during the test phase, please use the additional code and the material with this code for this student and complete your class list accordingly. Please make a copy of the class list and be sure to return the completed class list to your ÉpStan coordinator so that they can forward the information to **itrust**

consulting. itrust consulting will add the test results to your feedback documents. If the additional code is already assigned, please see the note under „Material is not sufficient".

Parent/student questionnaires distributed incorrectly: Please inform the parents immediately that they will receive new questionnaires and contact the ÉpStan team (✉ **info@epstan.lu**, ☎ **46 66 44 9777**) to request new questionnaires. The procedure for the student questionnaires should also be repeated, as an incorrect assignment could distort the results. In this case, please contact the ÉpStan team as well (✉ **info@epstan.lu**, ☎ **46 66 44 9777**) to request new questionnaires.

I share my class with another teacher, but only <u>I can see the class</u> in the coding masks: Please request the addition of the other teacher in the coding masks. To that end, you will need the full name, IAM code and email address of your colleague.

I share my class with another teacher, but only <u>they have access</u> to the class in the coding masks: Ask your colleague to add you to the coding masks. To that end, they will need your name, IAM code and email address.

I am a substitute teacher doing the ÉpStan with a class, but I do not have access to the class in the coding masks: If the actual teacher of the class is not available or not able to add you in the coding masks, make a request in the coding masks yourself. You have to enter the class number (e.g., 21999) and a short explanation as to why you need access to the class. Before the class can be activated, a query is sent to the Ministry of Education, which must approve the access.

There is no or only a very poor internet connection in my class and the demo version of the audio file does not play or only plays haltingly: Please request a data carrier with the audio material at ✉ **info@epstan.lu** or at ☎ **46 66 44 9777**. Please do this at least 3 days before the test so that we can ensure that you receive the data carrier in time.

The audio streaming password does not work: Remember that each password is only unlocked from the prescribed test day onward. Please also note that the login and password are case sensitive.

If you have any questions that are not answered here, please do not hesitate to contact us. You can contact us by e-mail ✉ info@epstan.lu or by telephone ☎ 46 66 44 9777.

3 General information on the ÉpStan

The *Épreuves Standardisées (ÉpStan)* serve as instruments for school monitoring in Luxembourg and consist of written tests and questionnaires, which record key linguistic and mathematical competences or central aspects of the quality of teaching, the school and classroom climate and motivation to learn. Currently, competences in mathematics, Luxembourgish and German listening comprehension (or French listening comprehension in the scope of the pilot project *Zesumme wuessen!*), as well as precursors of the written language acquired in cycle 1 are tested at the beginning of the second cycle (2.1). Then, at the beginning of the third cycle (3.1), the competences in mathematics, reading and listening comprehension in German acquired in the second cycle are assessed, and at the beginning of the fourth cycle (4.1) the competences in mathematics, reading comprehension in German and reading comprehension in French acquired in the third cycle are assessed. In secondary education, at the beginning of Grade 7 (7ᵉ) and Grade 9 (5ᵉ), competencies in mathematics as well as in German reading comprehension and French reading comprehension are assessed. In all participating class levels, questionnaires are used to record learning motivation, aspects of the school and classroom climate and socio-economic background (via parents' educational qualifications and professional activities).

Since the 2022/2023 school year, the Luxembourg School Monitoring Programme *Épreuves Standardisées* (ÉpStan) will be gradually extended to the *International Public Schools* (IPS). In line with schools following the Luxembourgish curriculum, academic competencies of all students are assessed in grades P1/Stage 1, P3/Stage 3 and P5/Stage 5 in primary school, and in S1/7ᵉ and S3/5ᵉ in secondary school. While the competencies in mathematics are assessed in all participating grades since 2022/23, the P1/Stage 1 classes of the International Public Schools will participate in the 2023/24 school year for the first time in additional ÉpStan competency tests (e.g., listening comprehension in the language of literacy instruction) in the scope of pretests. These pretests are used to evaluate tasks that have been validated in the student population of schools following the Luxembourgish curriculum in terms of content fit, format, and feasibility in the student population of the International Public Schools. In addition to the competency tests in the various domains, the participating grades levels furthermore complete the parent and student questionnaires.

3.1 Background

With the international comparative tests of recent years, such as PISA, the awareness of the need for systematic quality development and assurance in the Luxembourgish school system has been raised. National educational standards have been defined and, with their legal anchoring in 2009, set the

course for a results-oriented management of the school system, in which the achievement of these standards is the focus of interest. With the aim of ensuring a quality culture through systematic review of the educational goals defined, Luxembourg has established a national school monitoring programme with the ÉpStan. With the foundation of the *Luxembourg Centre for Educational Testing (LUCET)*, the ÉpStan were integrated into the University of Luxembourg as a structural mandate of the government in 2014.

3.2 Selection of competences

A test of a few hours, based on standardised answer formats, can only measure a limited section of all competences provided for in the education system. For this reason, a representative selection of competences that can be recorded in the most economical and standardised way possible is chosen: mathematical competence, listening and reading comprehension in German and in French. In the mathematics test, the tasks are assigned to the content areas „Numbers and operations", "Space and form" and „Dependence and change" as well as the process competences „Specific basic skills" and „Problem solving and modelling". The global language tests are made up of the sub-competences „Localising and reproducing information immanent in texts and classifying texts globally" and „Applying reading strategies, analysing and interpreting texts".

Since the school year 2022/2023, mathematical competences have been assessed in the International Public Schools. Since 2023/24, additional competency tests (e.g., listening comprehension in the language of literacy instruction) are taking place in P1/Stage 1 in the form of larger pretests to evaluate the content fit, format, and feasibility of the competency tests. These pretests therefore do not (yet) allow any feedback on the students' results.

3.3 Development of the test items

The ÉpStan are standardised tests that pass through a large number of qualitative and quantitative test loops. These test loops are necessary to enable performance comparisons between school types and over time. The test tasks used in the ÉpStan (the so-called items) are developed by teachers from Luxembourg in cooperation with staff and researchers affiliated to the MENJE and the LUCET. In addition to a multi-stage revision process, each item goes through a pretest, which specifically checks the quality of the questions. Only items that have been proven suitable are integrated into the main test. A disadvantage of this procedure is that teachers only get a superficial insight into the items. This has two reasons: On the one hand, the items must somehow be related to each other so that the results of the individual years are comparable. The items required for this cannot be published because they will also be used in the upcoming years. This so-called anchoring makes it possible to compare the results over the years. On the other hand, the development of the items as described above is

very costly. If a large number of items were to be published each year, this would mean unmanageable additional work.

3.4 Standardisation and Task Formats

Standardised tests such as the ÉpStan are necessary to enable a synchronical and diacronical comparisons of the performances between different school types. Standardised tests, unlike non-standardised tests, are able to guarantee objectively comparable criteria for each student in each year.

Both the test structure/content and its execution and evaluation are subject to strict specifications. This prevents subjective distortion, which can arise in the case of class tests, for example. An objective evaluation is simplified by the use of multiple-choice questions or items with only very limited answer options, such as numbers or individual words. These so-called closed and semi-open items ensure a uniform evaluation, which can usually only be guaranteed with great effort in the case of open questions that are answered by free text. The closed answer format also facilitates computer-assisted data collection. This has the advantage that the evaluation and thus the feedback can be carried out more quickly. For this reason, the ÉpStan are carried out in secondary schools in a digital form on tablets and computers; in primary schools, teachers enter the results through the newly developed coding mask application according to a precisely defined evaluation scheme. Open response formats have the advantage of providing diagnostically useful information and are therefore rightly very popular with teachers. However, they are difficult to reconcile with the goal of achieving the most standardised and objective assessment of performance possible: they require a high level of correction by specially trained coders and are therefore time-consuming and costly. Since closed and semi-open response formats developed on a scientific basis also allow a wide range of complex competences to be recorded, as defined in the educational standards and the *Socles de Compétences*, the ÉpStan are based exclusively on these.

3.5 Questionnaires

The student questionnaires serve to gather important information on family background, school career, motivation to learn and the school and classroom climate. At the primary school level, there is also a parent questionnaire, which serves to collect additional information on the socio-economic family background that we cannot reliably collect via the student questionnaire. All information is evaluated in a pseudonymised way. At no time can neither the MENJE nor the LUCET attribute the information from the questionnaires to students or parents by name. The information on family background is needed to be able to carry out the statistical analysis of the „fair comparison" in the class report. The influence of different student characteristics is considered in the „fair comparison". The question to what extent the differences between classes go beyond what would have been statistically expected due to the different student population is answered. By placing the performance profile of one's own class

in relation to classes with a comparable socio-cultural and socio-economic composition, teachers who work very effectively under difficult conditions, for example, can also receive positive and scientifically proven performance feedback on the respective class.

3.6 Final feedback on the results

Evaluations of the collected data are published in a series of reports at different levels. At class level, class or subject teachers receive feedback on the performance of their class and of individual students (*individual level*). At primary school level, the school presidents and the *direction de région* receive a summary of the results of all their schools in comparison with all other schools in Luxembourg (*school level*). For the secondary schools, the results at school level are made available to the school directorates. The school results are also made available to the *Division du traitement de données sur la qualité de l'encadrement et de l'offre scolaire et éducative* of the MENJE. Finally, a specially created *ÉpStan Dashboard* summarises the results at national level (*national level*). This is made available to all interested parties via the website https://dashboard.epstan.lu. Under no circumstances is it possible to draw conclusions at subordinate levels; for example, the national report does not identify the results of individual schools, the school reports do not allow conclusions to be drawn about the results of individual classes, and it is at no time possible to identify individual students.

In summary, the ÉpStan contribute to a far-reaching evaluation of the Luxembourgish education system. In order to achieve this, the ÉpStan are characterised by:

- focusing on the Luxembourgish education system and its specificities,
- applying a broad content: mathematics, German and French, as well as questions about the school climate and motivation to learn,
- providing feedback of results by means of nationwide representative statistics at student, class, school and national level.

3.7 Data protection

According to the guidelines of the European General Data Protection Regulation, data protection is guaranteed by a pseudonymisation procedure. For each test, all students receive a unique numerical or letter code which cannot be used to draw any conclusions about their identity. Only this code is used by the university when evaluating the test and questionnaire data. In order to be able to examine the development of the students over the years without violating their anonymity towards the university, each student also receives a constant, unique identification number. The company itrust consulting s.à.r.l., a so-called *Trusted Third Party* (TTP), has been commissioned with the secure storage of the „keys" by which the identification numbers can be assigned to the students. This ensures that neither the LUCET, nor the Ministry of Education can draw conclusions on the identity of the students

or access their individual test results. In order to enable the class or subject teachers to assign the students' results to their class, a list is provided before the ÉpStan, which allows the students to be assigned to the respective numerical or alphabetical codes. Neither the LUCET nor the Ministry of Education have access to this list, as it is also only accessible via itrust to the respective school/cycle coordinators.

Notes

Thank you for your support!