



LUCET

Luxembourg Centre for Educational Testing



1) **Standardised achievement tests** to assess **key competences** of primary and secondary school students in Luxembourgish, German, French and mathematics

2) **Student and parent questionnaires** to assess **background variables** (such as gender, socio-economic status, language(s) spoken at home) and **personality traits** (such as motivation).

- With the results of the Épreuves Standardisées from autumn 2020, a first set of comprehensive data was available to provide preliminary answers to the questions of the extent to which school closures during the first phase of the pandemic (spring 2020) had an impact on student performance and how home-schooling was perceived by parents and students.

Results from ÉpStan 2020

A brief review



1. There was no systematic negative trend in competency scores.
2. Regardless of socio-economic status and language background, German listening comprehension significantly deteriorated in Grade 3.
3. Overall, students and parents tended to cope well with home-schooling, but did not particularly enjoy it.
4. From an academic point of view, already disadvantaged students of low socioeconomic status who did not speak a language of instruction at home or attended a branch of ESG were stronger affected by the pandemic.

Results from ÉpStan 2020

Explanatory hypotheses and recommendations



Explanatory hypotheses of the results:

- Short duration of complete school closures
- High level of digitisation in schools
- Frequent and differentiated contact with teachers



2020



Possible developments in the ÉpStan 2021:

- Competency scores still stable?
- Coping with constantly changing policies?
- Situation of already disadvantaged students?

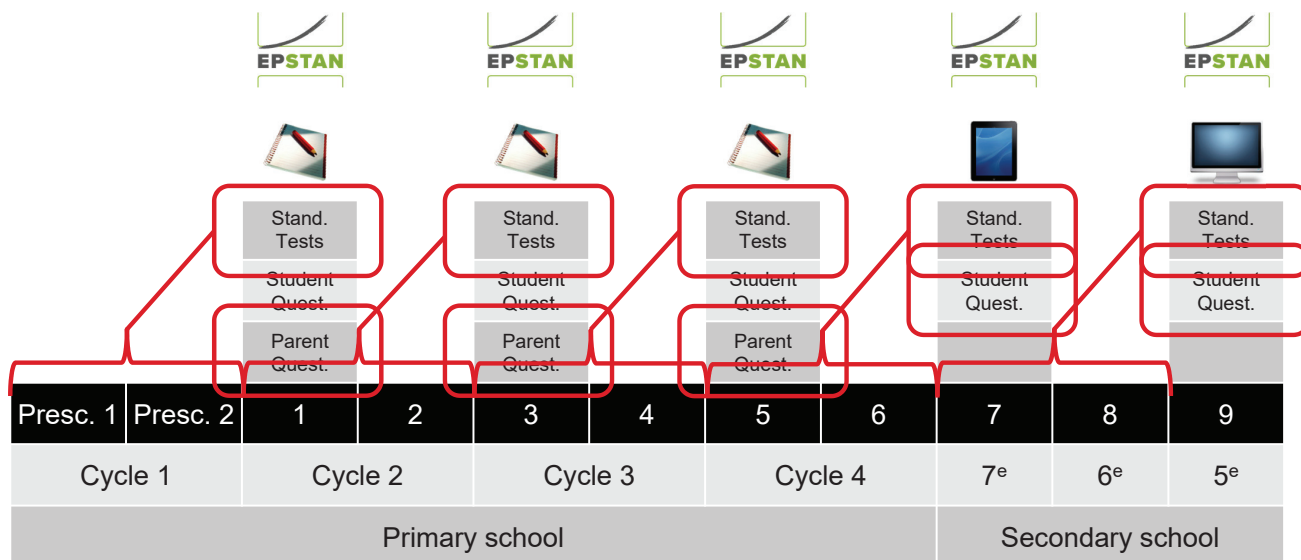


Recommendations drawn from the results:

- Promoting (oral) German skills as early as possible
- Targeted support for already disadvantaged students

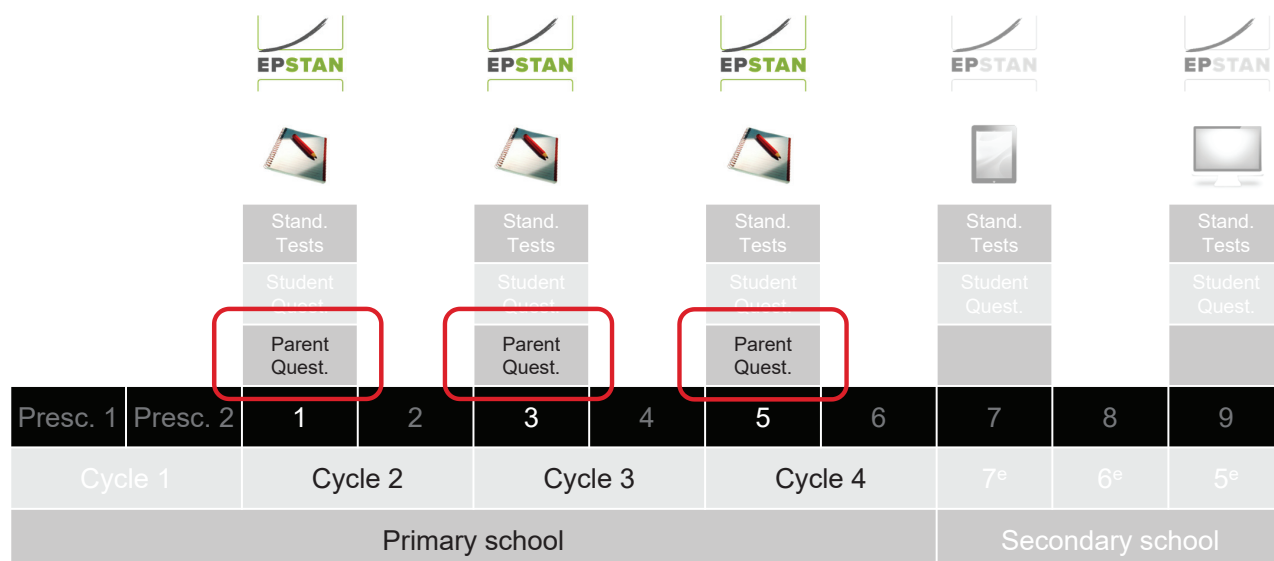
Results from ÉpStan 2021

Data basis and design



Results from ÉpStan 2021

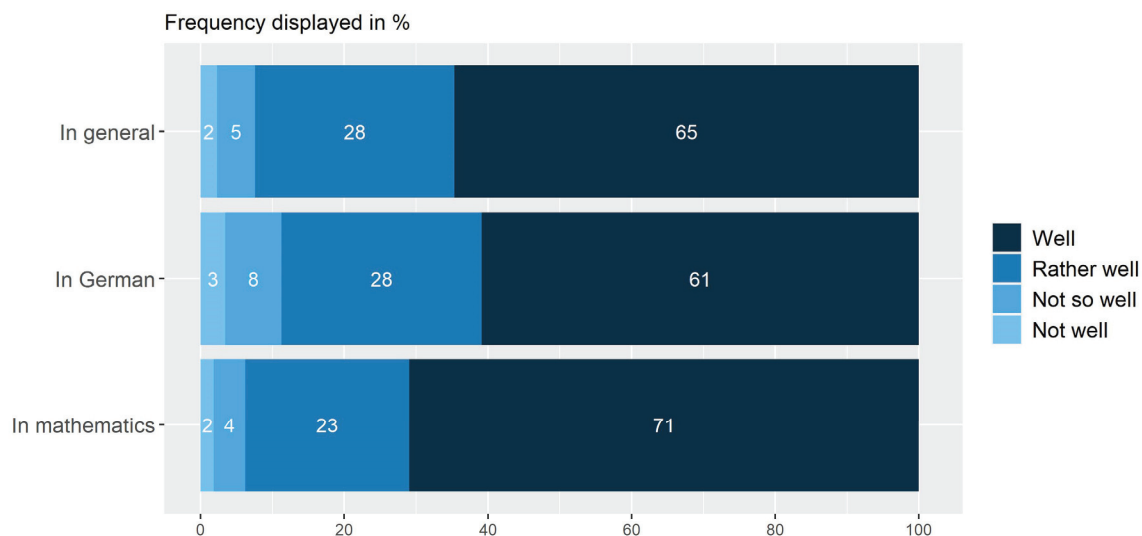
Primary school parent questionnaire



- The following results are exemplified for Grade 3.

Results from ÉpStan 2021

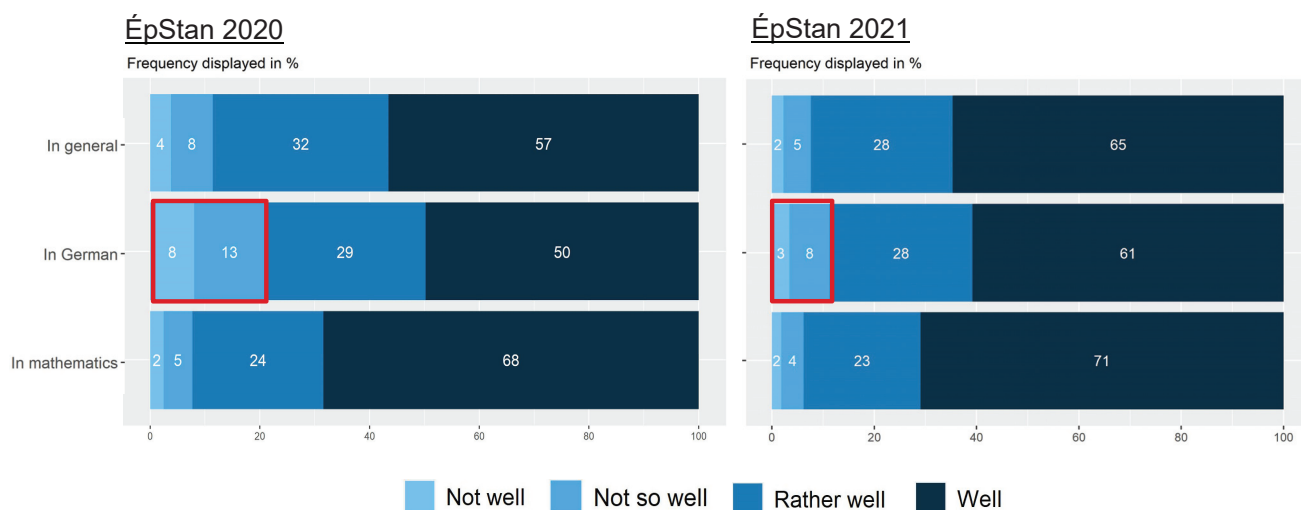
Parent questionnaire Grade 3: Coping



- Across all grades, students coped rather well with classes in general and in mathematics (as well as in French in Grade 5), while German was perceived to be more challenging.

Results from ÉpStan 2021

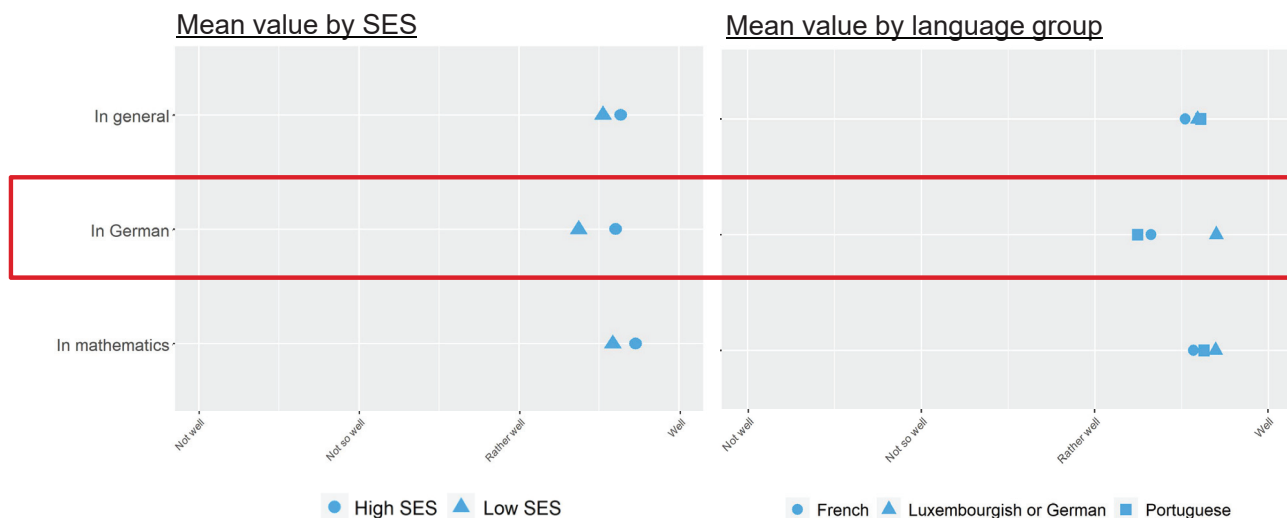
Parent questionnaire Grade 3: Coping



- These results follow the pattern observed in ÉpStan 2020 and show that the students coped even slightly better with the protective and hygienic measures taken in the school year 2020/2021 than with the widely applied home-schooling. This is particularly evident for German.

Results from ÉpStan 2021

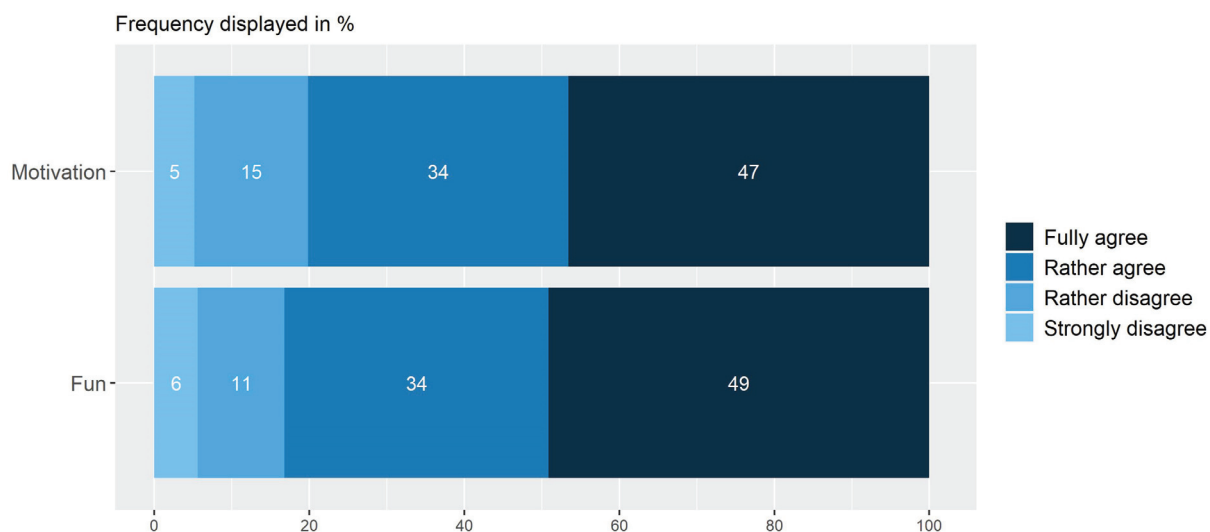
Parent questionnaire Grade 3: Coping by SES and language group



- As in ÉpStan 2020, in particular parents of socio-economically disadvantaged students and of students who do not speak Luxembourgish/German at home, indicated that they coped somewhat less well with German in the context of the protection and hygiene measures.

Results from ÉpStan 2021

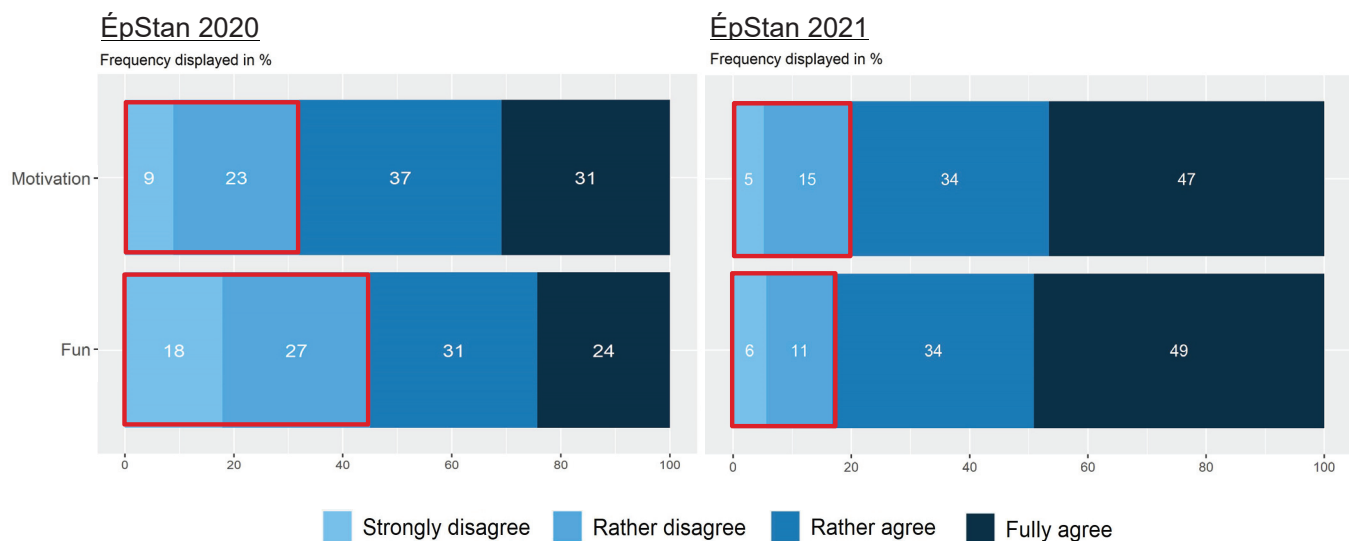
Parent questionnaire Grade 3: Motivation and fun



- Across all grades, according to their parents, the majority of primary school students were just as motivated as usual and had fun at school, despite the protective and hygienic measures taken to fight the pandemic.

Results from ÉpStan 2021

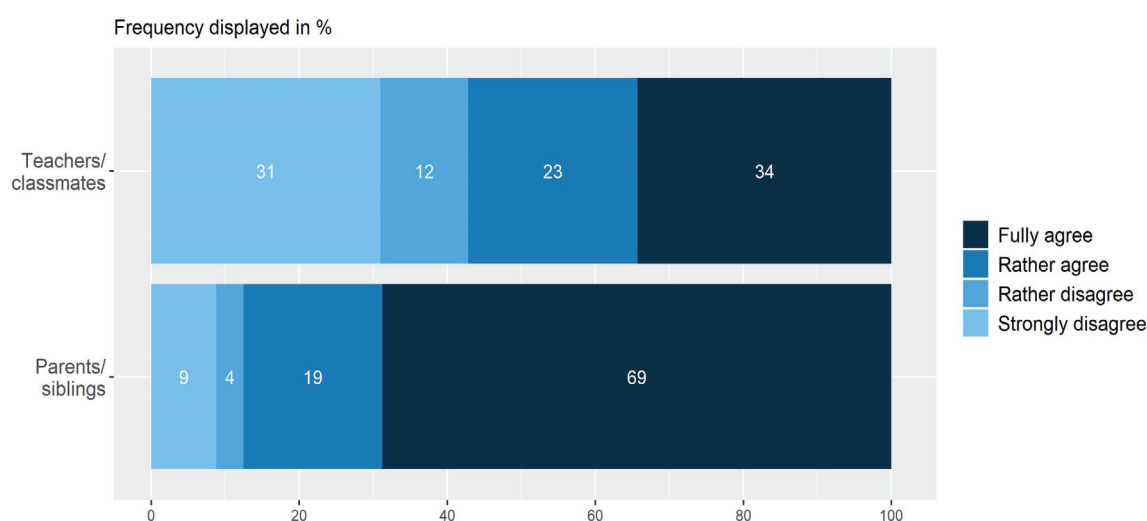
Parent questionnaire Grade 3: Motivation and fun



- In contrast to the ÉpStan 2020, it is clear that, according to their parents, primary school students were considerably more motivated than during the widely applied home-schooling despite the protective and hygiene measures taken in the school year 2020/2021. This observation is especially true for fun.

Results from ÉpStan 2021

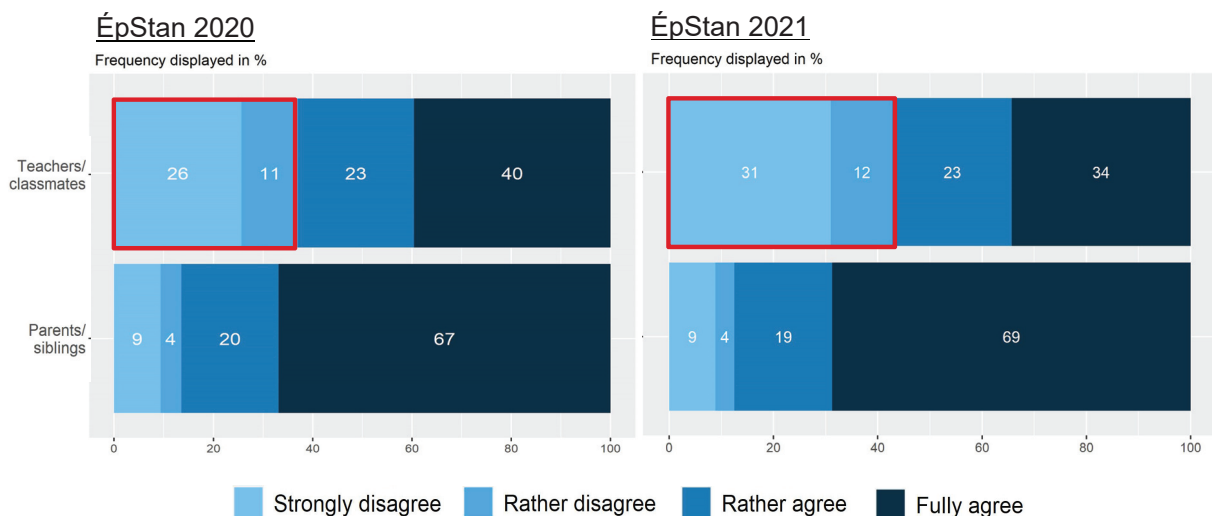
Parent questionnaire Grade 3: Support



- While the vast majority of parents stated that their child received additional help from parents and/or siblings when needed in the last school year, the picture is much less uniform regarding extra help from teachers and/or classmates. Almost one third denied having received additional support from teachers and/or classmates.

Results from ÉpStan 2021

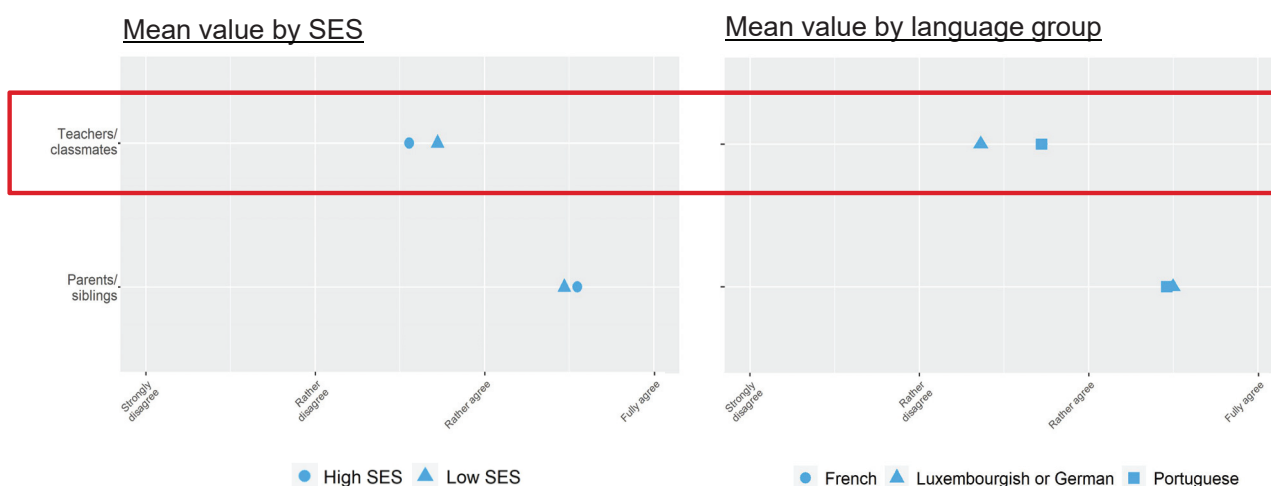
Parent questionnaire Grade 3: Support



- Considering additional support from parents and/or siblings, there is no difference between perceptions from last school year and the widely applied home-schooling. In contrast, however, the percentage of parents who (rather) deny having received additional help from teachers and/or classmates has slightly increased.

Results from ÉpStan 2021

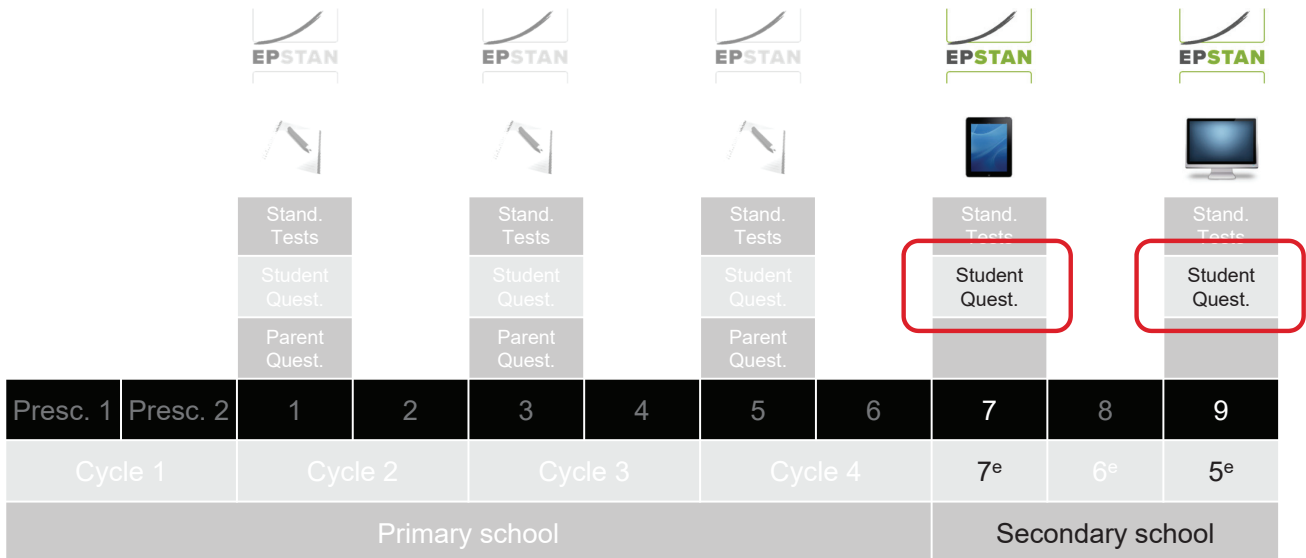
Parent questionnaire Grade 3: Support by SES and language group



- Although the proportion of parents who (tend to) deny having received additional support from teachers and/or classmates has increased, it is evident that teachers have continued to offer their additional help in a differentiated way. Indeed, parents of socio-economically disadvantaged students and of those who do not speak Luxembourgish/German at home tend to report slightly more additional help from teachers.

Results from ÉpStan 2021

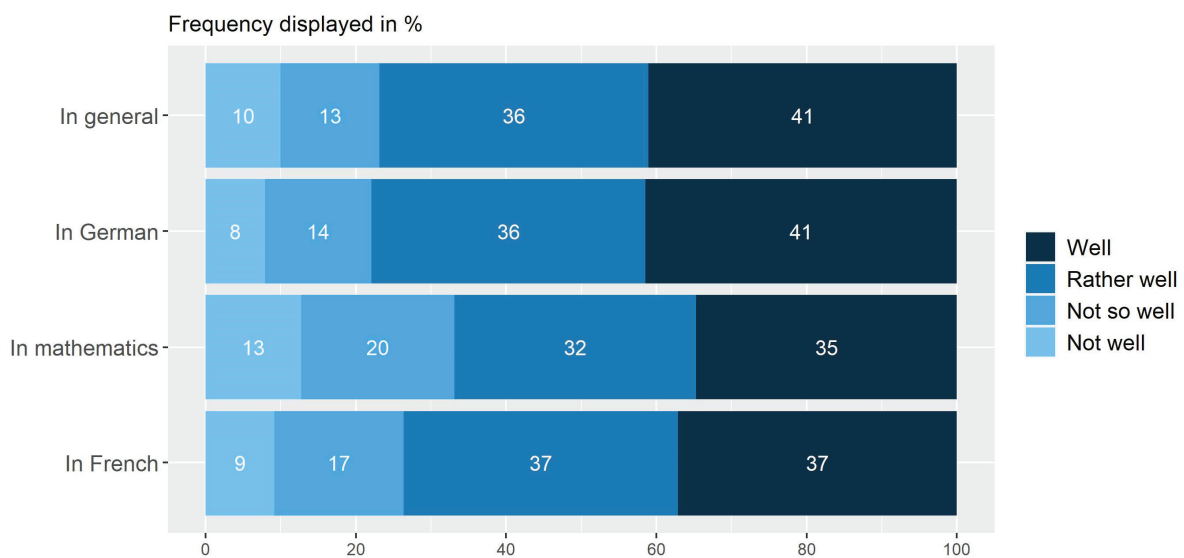
Secondary school student questionnaire



- The following results are exemplified for Grade 9.

Results from ÉpStan 2021

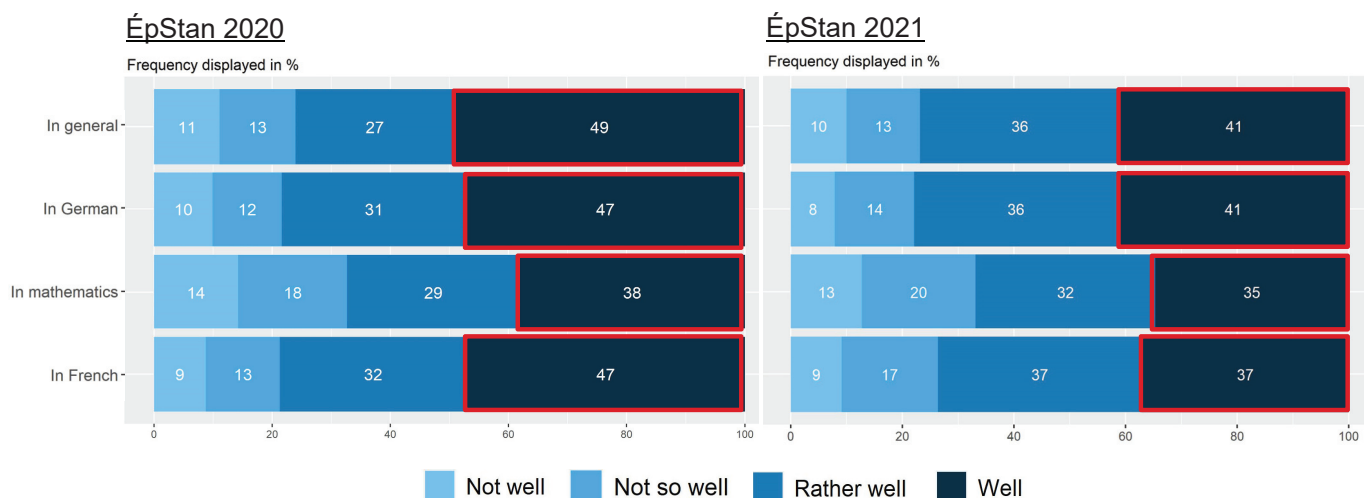
Student questionnaire Grade 9: Coping



- Across all grades, secondary school students (tended to) cope well in general, as well as in German and French, while this was found to be somewhat more challenging in Mathematics.

Results from ÉpStan 2021

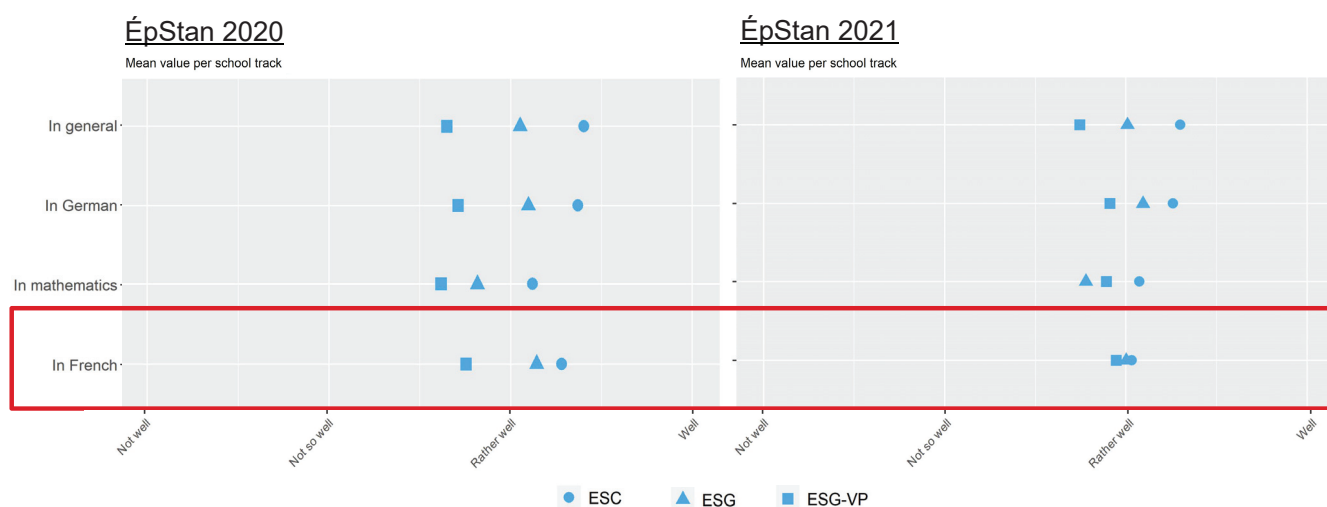
Student questionnaire Grade 9: Coping



- Compared to ÉpStan 2020, secondary school students tended to cope somewhat less well with the protective and hygiene measures taken in the school year 2020/2021 in general and across all subjects than during the widely applied home-schooling. This contrasts with the slightly better coping observed for primary school students according to their parents.

Results from ÉpStan 2021

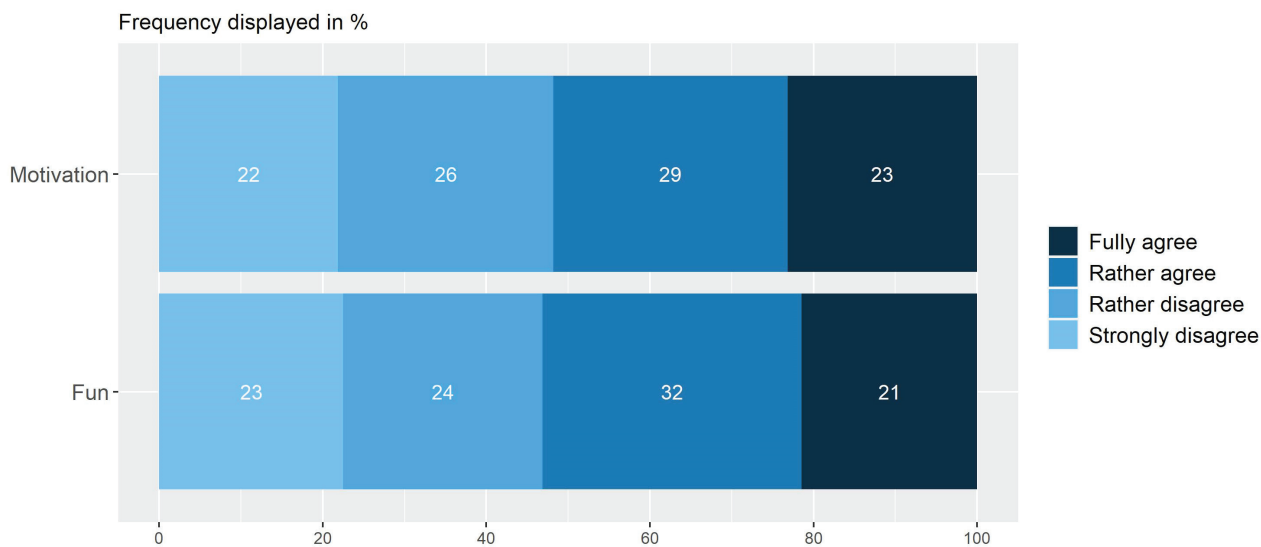
Student questionnaire Grade 9: Coping by school track



- As in ÉpStan 2020, students in the lower tracks (ESG and ESG-VP) in particular reported that they coped somewhat worse than ESC students with the protection and hygiene measures in general as well as in the subjects German and Mathematics. Overall, however, students of the different school tracks seem to have converged their perceptions for the school year 2020/2021. This is particularly evident in French.

Results from ÉpStan 2021

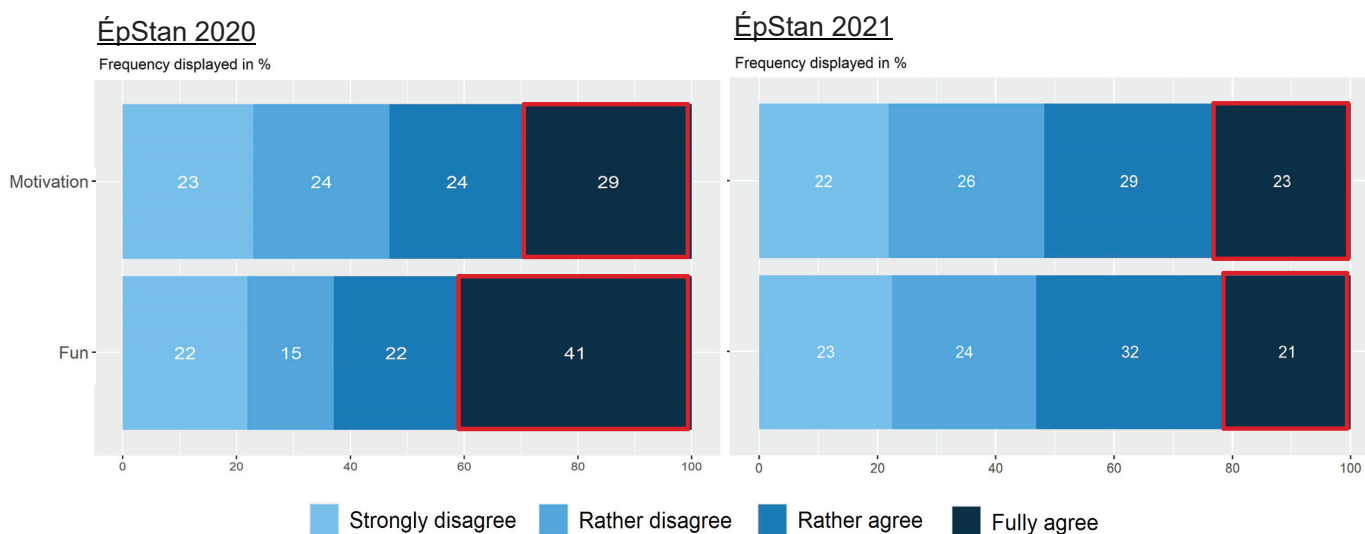
Student questionnaire Grade 9: Motivation and fun



- Across all grades and in the light of the protective and hygienic measures taken to fight the pandemic, only about half of the secondary school students stated that they were as motivated as usual. A similar picture emerges when looking at fun in school.

Results from ÉpStan 2021

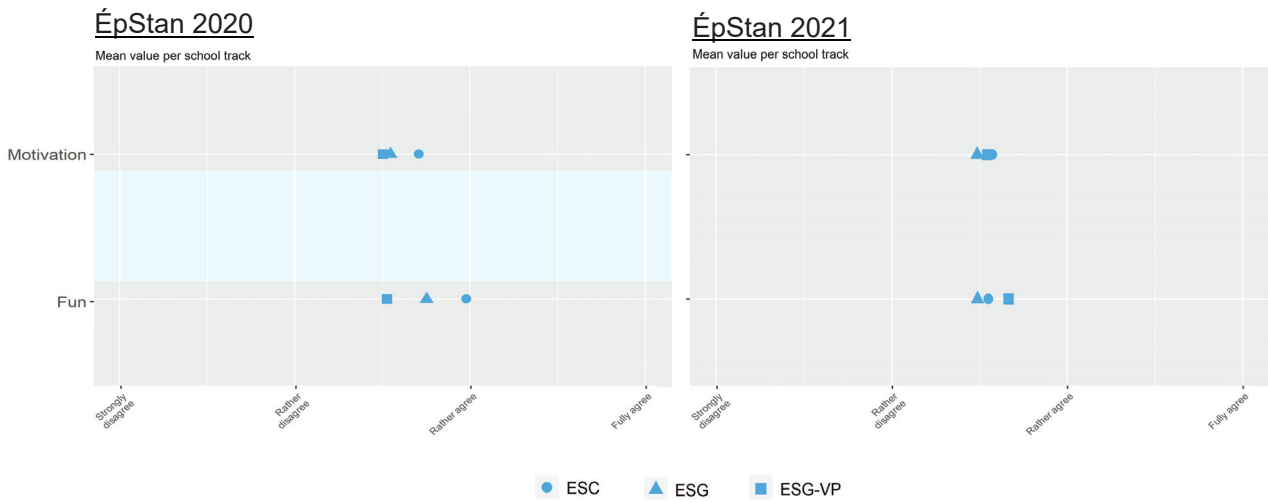
Student questionnaire Grade 9: Motivation and fun



- In contrast to the findings in primary school, secondary school students were not more motivated in the context of the protective and hygiene measures taken in the school year 2020/2021 than during the widely applied home-schooling. The proportion of those who expressed agreement even decreased, especially in terms of perceived fun.

Results from ÉpStan 2021

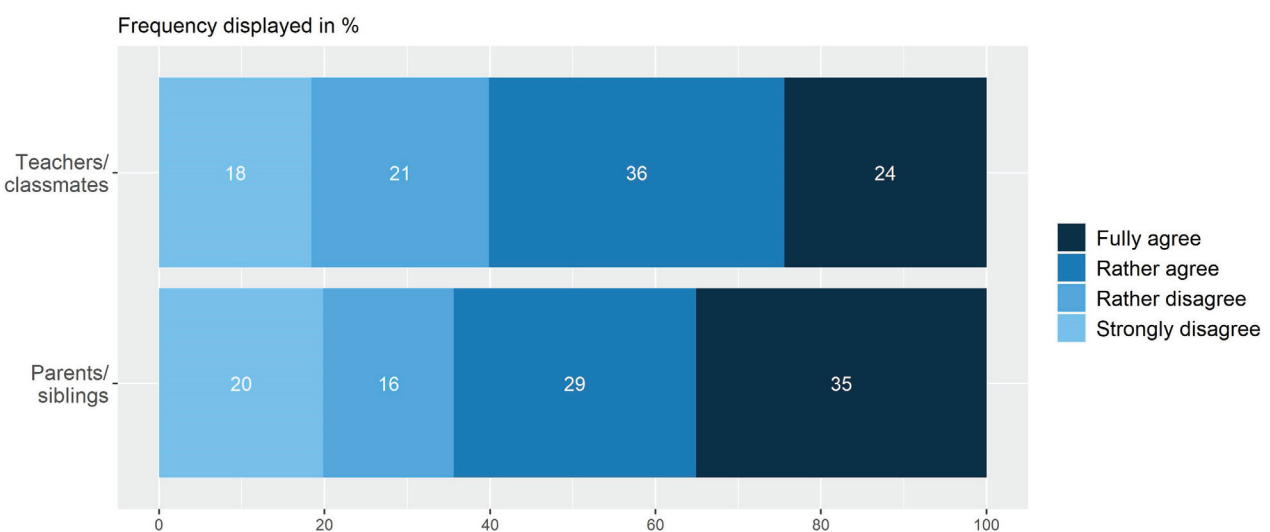
Student questionnaire Grade 9: Motivation and fun by school track



- While secondary school students of the lower tracks (ESG and ESG-VP) reported to be less motivated than ESC students in the ÉpStan 2020, there are no more differences in their motivation and also in terms of perceived fun in the school year 2020/2021. Students of the different tracks seem to have converged their perception.

Results from ÉpStan 2021

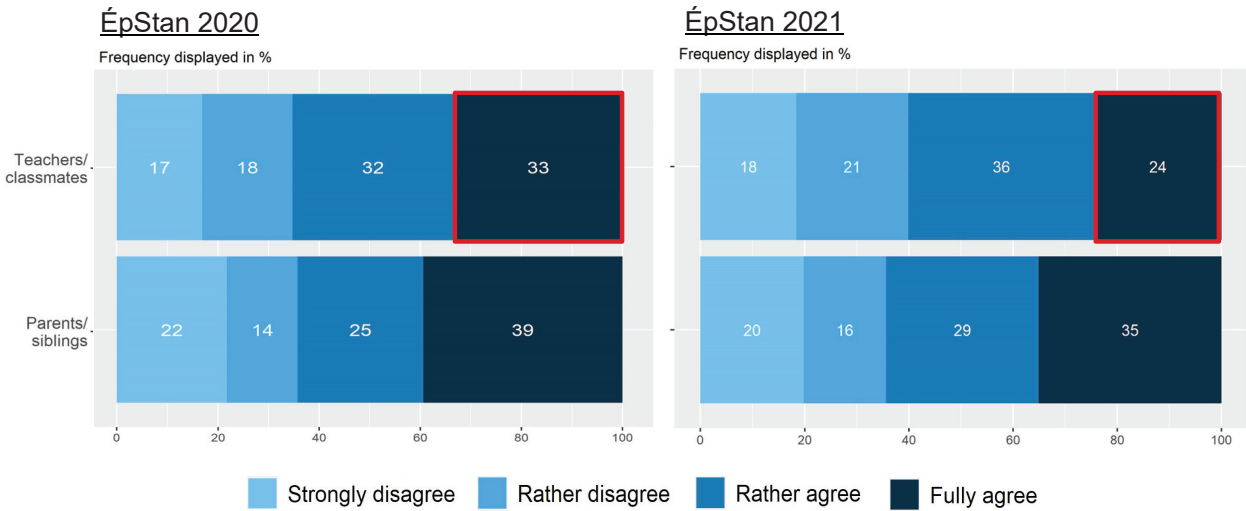
Student questionnaire Grade 9: Support



- About two thirds of secondary school students received additional help when needed in the school year 2020/2021, both from parents and/or siblings and from teachers and/or classmates. The additional support from parents and/or siblings seems to be less frequent compared to primary school, which may be due to more demanding lesson content.

Results from ÉpStan 2021

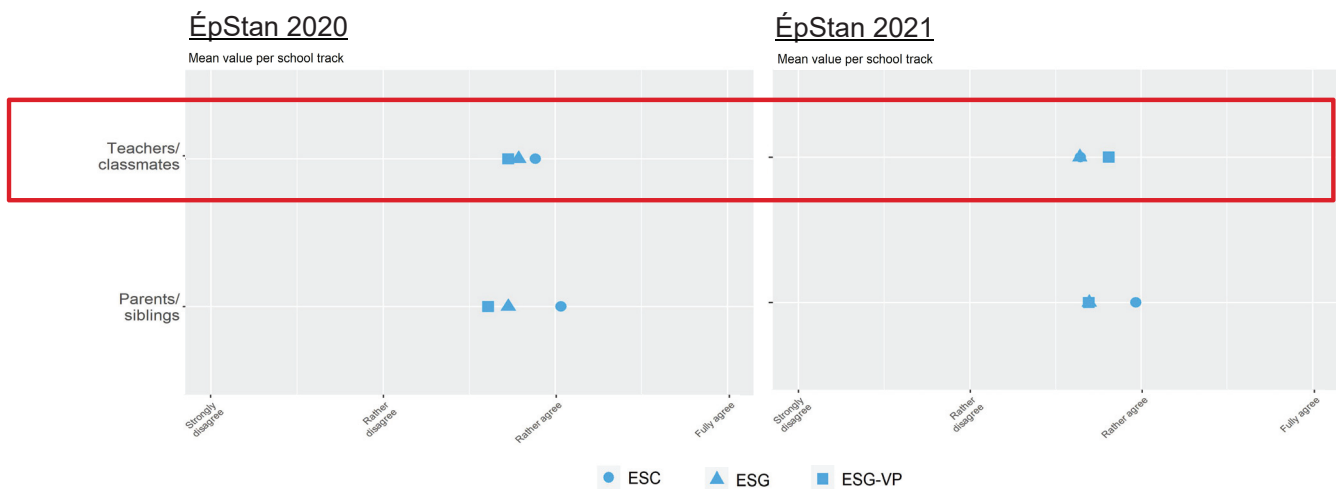
Student questionnaire Grade 9: Support



- Regarding the additional help from parents and/or siblings, there is no difference between perceptions from last school year and widely applied home-schooling. In contrast, however, the percentage of secondary school students who (tend to) agree that they have received additional help from teachers and/or classmates has slightly decreased.

Results from ÉpStan 2021

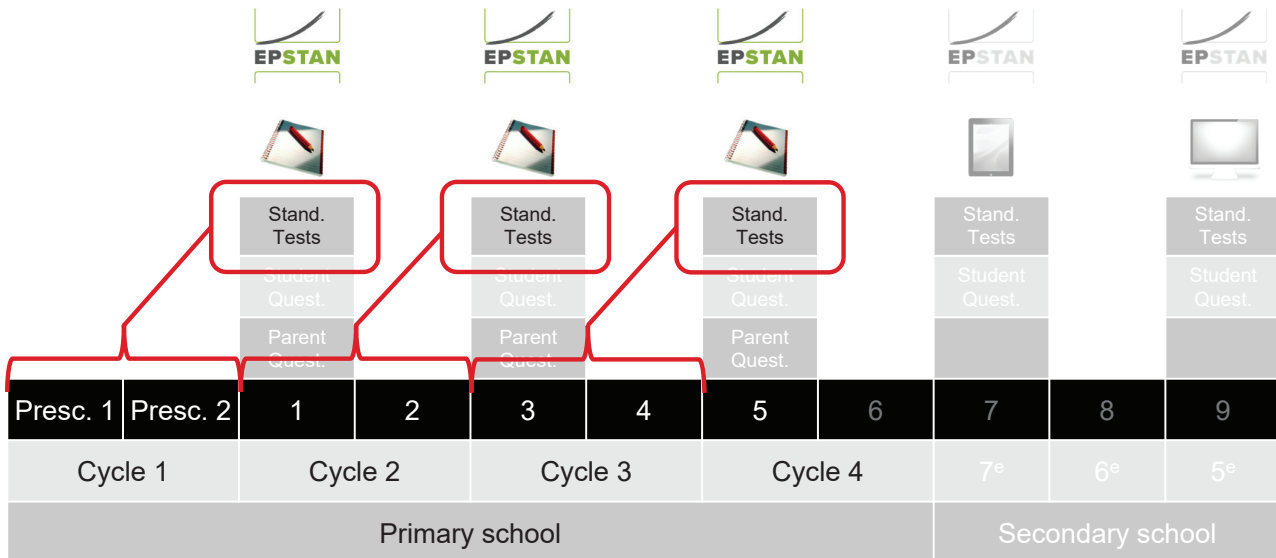
Student questionnaire Grade 9: Support by school track



- Although the percentage of students who (tend to) agree that they have received additional support from teachers and/or classmates has decreased, it appears that teachers have offered their additional help in a more differentiated way this school year, in contrast to the results of ÉpStan 2020. Indeed, mainly ESG-VP students report additional help from teachers.

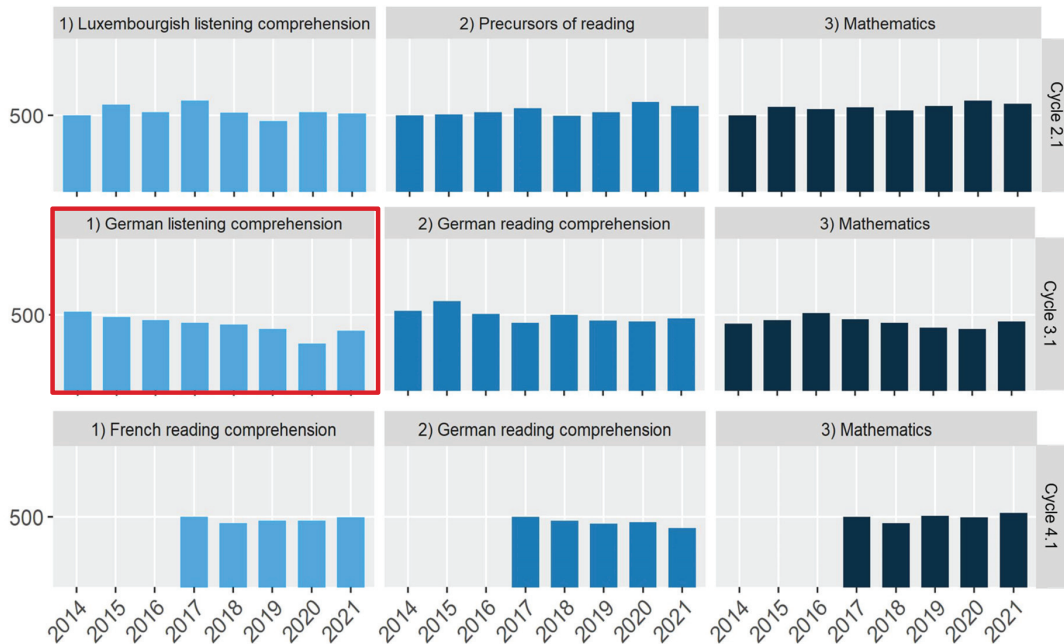
Results from ÉpStan 2021

Standardised competency tests in primary school



Results from ÉpStan 2021

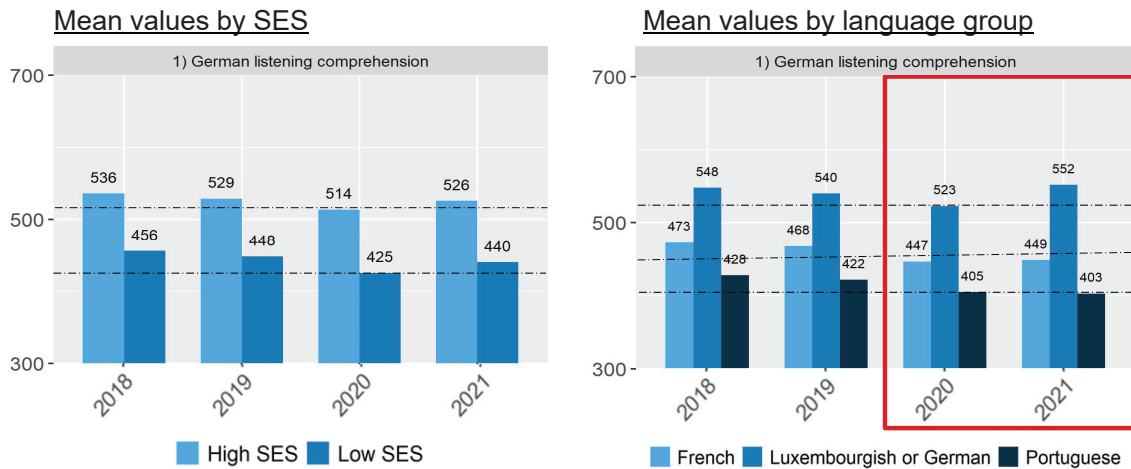
Standardised competency tests in primary school: Mean values by school year



- Overall, the competency scores proved to be rather stable even after two years of pandemic. The deterioration in German listening comprehension observed in ÉpStan 2020, which was independent of socio-economic background, seems to have been absorbed at first glance.

Results from ÉpStan 2021

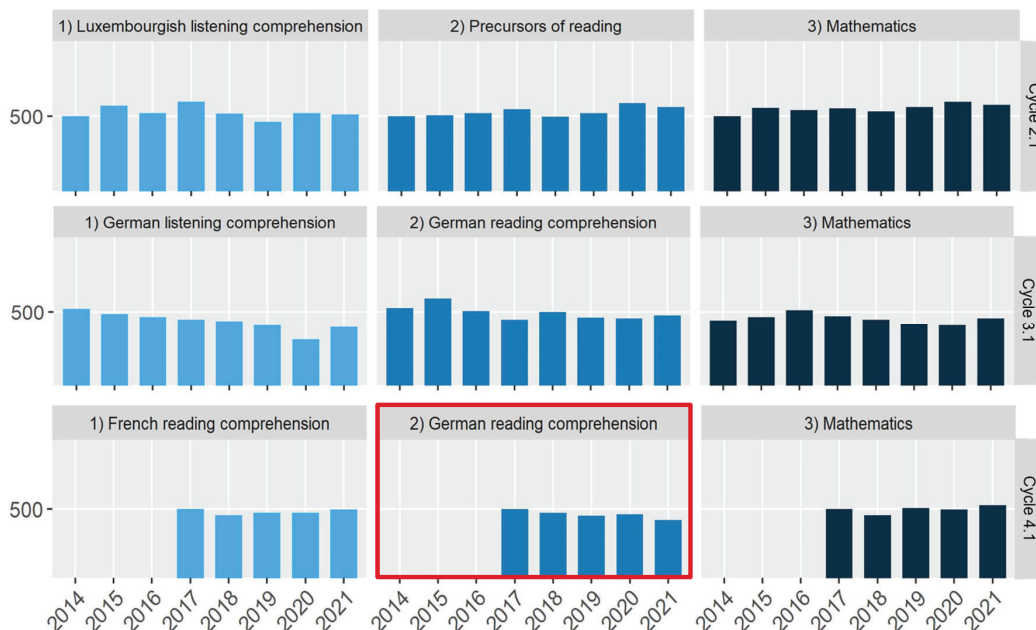
Standardised competency tests in primary school: Grade 3 mean values by school year, SES and language group



- While the competency scores in German listening comprehension have improved in general and also independently of socio-economic background, a more differentiated picture emerges when looking at the different language groups. Students who speak German or Luxembourgish at home have considerably improved compared to ÉpStan 2020 whereas students who speak French or Portuguese at home, on the other hand, remain at the same level as after the first pandemic year.

Results from ÉpStan 2021

Standardised competency tests in primary school: Mean values by school year



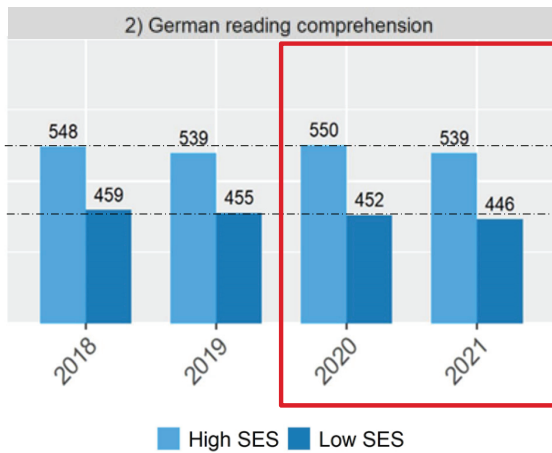
- While in ÉpStan 2020 there only was a clear decline in German listening comprehension, ÉpStan 2021 also showed a slight drop of the competency scores in German reading comprehension for Grade 5. This drop was already emerging in Grade 3 for students who speak French at home.

Results from ÉpStan 2021

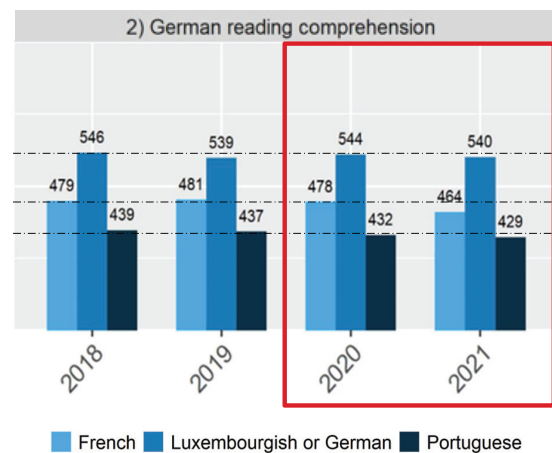
Standardised competency tests in primary school: Grade 5 mean values by school year, SES and language group



Mean values by SES



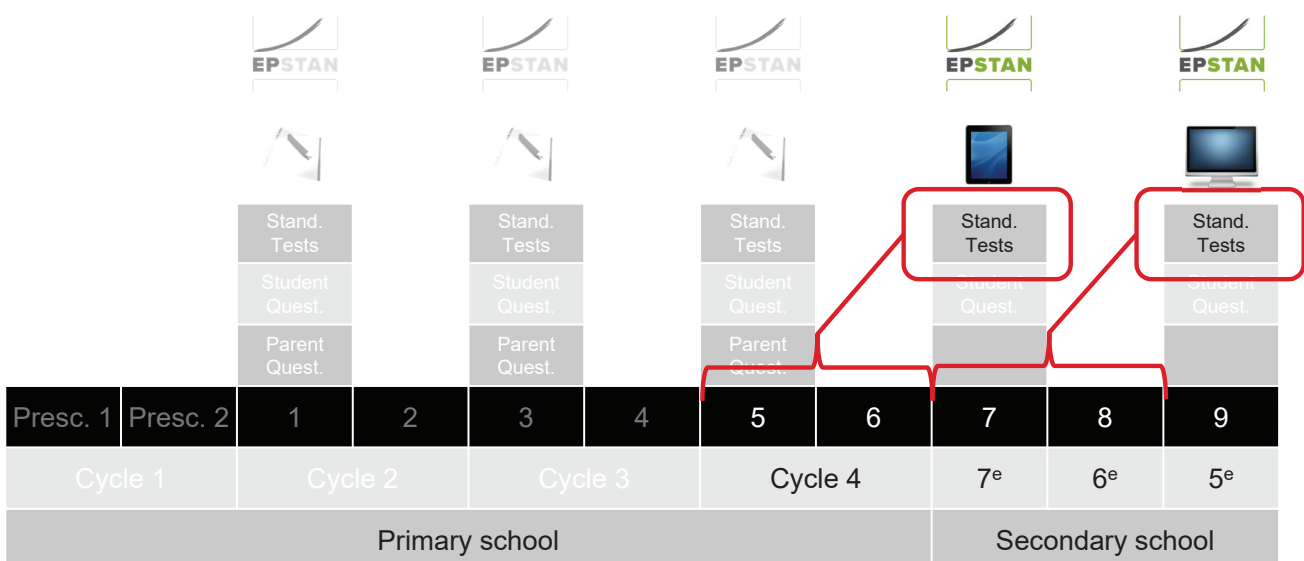
Mean values by language group



- In contrast to German listening comprehension (Grade 3), the decline in competency in German reading comprehension (Grade 5) applies to all students, regardless of socio-economic status and language background. However, this drop is particularly visible for students who speak French at home and can also already be observed in German reading comprehension in Grade 3.

Results from ÉpStan 2021

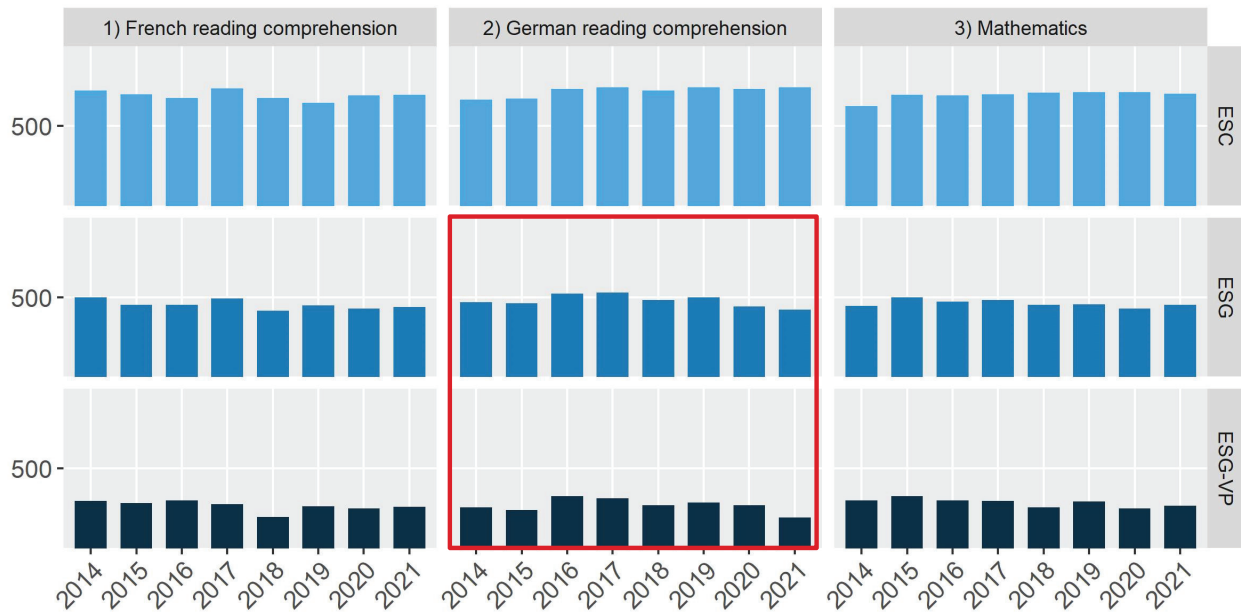
Standardised competency tests in secondary school



- The following results are exemplified for Grade 9.

Results from ÉpStan 2021

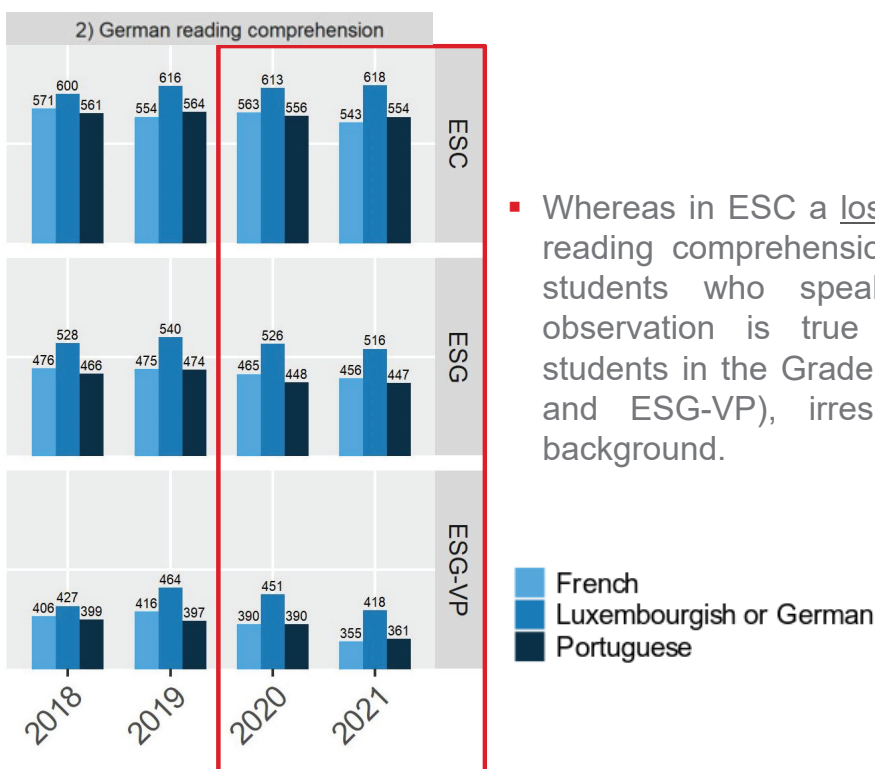
Standardised competency tests in secondary school: Grade 9 mean values by school year and school track



- As in primary school, the competency scores of secondary school students are also largely stable, especially in ESC. There only is a clear(er) decline in the competency scores of German reading comprehension in the lower tracks (ESG and ESG-VP).

Results from ÉpStan 2021

Standardised competency tests in secondary school: Grade 9 mean values by school track and language group



- Whereas in ESC a loss of competency in German reading comprehension is particularly evident for students who speak French at home, this observation is true for all secondary school students in the Grade 9 lower school tracks (ESG and ESG-VP), irrespective of their language background.

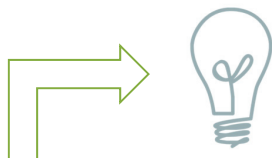
■ French
■ Luxembourgish or German
■ Portuguese

Results from ÉpStan 2021

Main findings and recommendations

Main findings:

- Still no systematic negative trend in competency scores
- At first glance: Improvement of German listening comprehension (Grade 3)
 - Only for students who speak Luxembourgish/German at home
 - The other language groups remain at the level observed after the first wave
- Decline of German reading comprehension
 - Independent of SES and language background (Grade 5)
 - In the school tracks ESG and ESG-VP (Grade 9)
- The pandemic seems to continue to reinforce already existing differences



2021



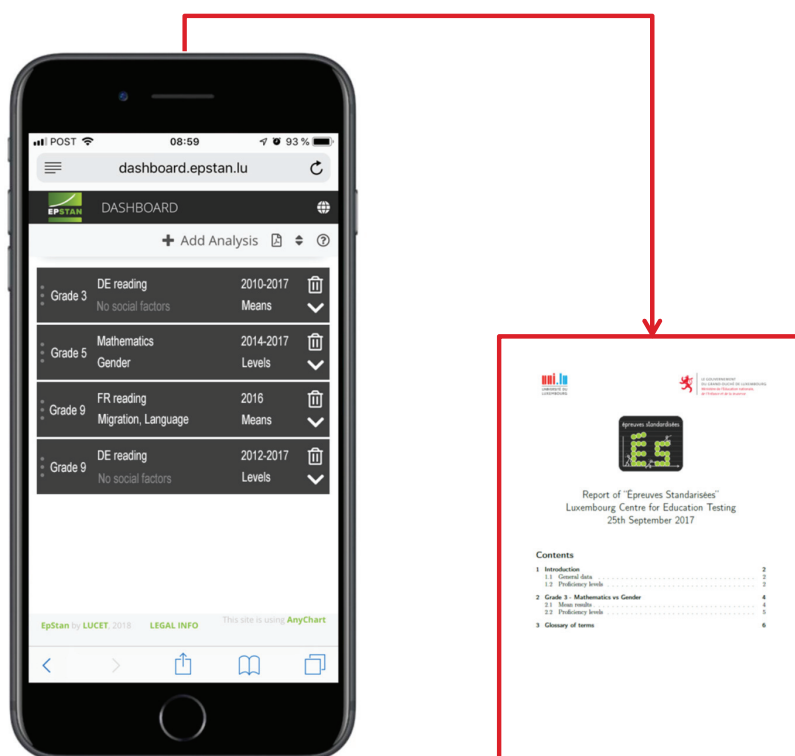
ÉpStan 2022: First longitudinal results

Recommendations drawn from the results:

- Promote German listening comprehension in an even more differentiated way
- Promote German reading comprehension across all groups
- Particular attention to already disadvantaged students

Results from ÉpStan 2021

ÉpStan Dashboard (dashboard.epstan.lu)



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What is the impact of the COVID-19
pandemic on our education system?

First insights from the November 2021 Éducation et
Prof. Dr Antoine Fischbach, Head of LU Luxembourg

THANK
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Nationaler
Bildungsbericht
LUXEMBURG 2021



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