intsvy: An R Package for Analysing International Large-Scale Assessment Data

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Abstract

This paper introduces **intsvy**, an R package for working with international assessment data (e.g., PISA, TIMSS, PIRLS). The package includes functions for importing data, performing data analysis, and visualising results. The paper describes the underlying methodology and provides real data examples. Tools for importing data allow useRs to select variables from student, home, school, and teacher survey instruments as well as for specific countries. Data analysis functions take into account the complex sample design (with replicate weights) and rotated test forms (with plausible values of achievement scores) in the calculation of point estimates and standard errors of means, standard deviations, regression coefficients, correlation coefficients, and frequency tables. Visualisation tools present data aggregates in standardised graphical form.

Keywords: international assessments, complex survey analysis, replicate weights, plausible values.

1. Introduction

International large-scale assessments (LSA) studies measure student performance through standardised achievement tests and administer questionnaires to collect data on students, their families, and schools that shed light on the mechanisms responsible for student performance in a number of countries. The results have received a great deal of attention from researchers and policymakers around the world and have had significant impact on educational policy and on the educational debate. The Programme for International Student Assessment (PISA), the Trends in International Mathematics and Science Study (TIMSS), and the Progress in International Reading Literacy Study (PIRLS) stand out for their impact, comparative trend data, and number of participating countries. More recently, attention is directed as well towards the International Computer and Information Literacy Study (ICILS) and the Programme for the International Assessment of Adult Competencies (PIAAC). The data from PISA, TIMSS, PIRLS, ICILS, and PIAAC are publicly available, but its use is somewhat limited by available analytical tools for handling the complex design of LSA studies.

The design of international LSA studies involves complex sampling and testing procedures that have consequences on the analysis stage. Sampling is conducted in two stages: schools are selected in the first stage and students in the second stage. Testing uses a rotated design consisting of different test versions comparable through a common core of items. Datasets contain sampling variables (e.g., replicate weights) and plausible values of achievement scores in order to account for the complex sampling and test design, respectively. Traditional statistical procedures cannot handle these design complexities. Further, the organisation of public datasets from TIMSS and PIRLS in a large number of files by country and survey instrument is not straightforward for users and requires commercial software alternatives (e.g., IDB Analyzer in combination with SPSS) in order to merge and select data. Package **intsvy** facilitates access to international assessment data by providing tools for importing data and conducting analysis while soundly considering the sample and test design in the calculation of statistics and associated standard errors. **intsvy** is an acronym for international surveys.

2. Complex design of international LSA

Obtaining point estimates of any statistic of interest θ (e.g., mean, correlation, percentage, regression coefficient) is not particularly complicated with international assessment data. Standard procedures weighted by the total sampling weight can be used to calculate θ for the observed data. For student performance, the average of plausible values estimates yields the estimate of group-level student performance,

$$\theta = \frac{1}{M}\sum_{i=1}^{M}\theta_i \tag{1}$$

where M is the number of imputations, typically 5 in international assessments, θ_i is the average score for plausible value M, and θ is the average estimate of student performance.

What is particularly challenging is the calculation of the standard error of θ, that is, the uncertainty associated with its estimation. This is because the complex test and sampling design introduce two sources of error in the estimation of θ: imputation error and sampling error, respectively. And these errors cannot be calculated with standard routines of statistical software. The calculation of correct standard errors is important for making valid comparisons of performance between countries or boys and girls, for example. It is for this reason that specialised tools like the **intsvy** package are required.

2.1. Rotated test design

The total item pool of international assessments consists of hundreds of items that demand hours of testing time in order to produce valid and reliable measures of student achievement constructs. Clearly, it is not feasible to administer a test including the entire item pool for logistic, fatigue, and testing time issues in general. International assessments employ a rotated design form in order to achieve a balance between validity and reasonable testing time. Test items are arranged into clusters that in turn are distributed between booklets administered to students. Clusters are distributed such that it is possible to link test booklets through clusters in common. Cluster linkage between booklets ensures the comparability of results between students and reporting on the same scale. Rotated test forms introduce technical complexities in the estimation of student performance, since students respond only to a subset of items, the ones in the booklet, but inferences on student performance are made as if the students had responded to the entire assessment through plausible value techniques (von Davier, Gonzalez, and Mislevy 2009).

The plausible values approach combines item response theory and latent regression techniques to produce unbiased estimates of student performance at the population level. Plausible values are random draws from the estimated posterior distribution of student performance given student responses to the subset of test items and background information collected in questionnaires. Importantly, plausible values are not used to infer performance at the individual level, since students responded only to a subset of the items and measurement errors at the individual level tend to be large. The average of plausible values estimates was calculated in Equation 1. The variance reflects uncertainty in the estimation associated with making multiple imputations of plausible values based on the posterior distribution of student performance. The formula of the imputation variance, $Var_{imp}[\theta]$, is as follows (Little and Rubin 1987):

$$Var_{imp}[\theta] = \frac{1}{M-1}\sum_{i=1}^{M}(\theta_i - \theta)^2 \quad (2)$$

2.2. Complex sample design

Student samples in international LSA are selected in two stages: schools are sampled in the first stage and students within the school in the second stage. For example, 15-year-olds are sampled randomly within schools in PISA and intact classes within schools are sampled randomly in TIMSS and PIRLS. The sampling error takes into account the uncertainty related with the sample selection, as different samples of schools and students from the population not necessarily yield the same estimates. The sampling error formula under two-stage sampling cannot assume that observations are independent as in random sampling because students within schools tend to share similar characteristics, for example, family socio-economic status (SES) and the instructional setting. Compared to random sampling, the dependency of observations within schools in two-stage sampling tends to reduce the amount of information and increase the uncertainty of estimates, that is, the standard error. For example, a two-stage sample of 100 students per school in 10 schools will likely yield less information than a random sample of 1000 students. In one extreme scenario, if all students within schools are identical the two-stage sample will represent 10 students and not 1000. In the other extreme, if all students within schools are uncorrelated the two-stage sample size will be 1000. In real data the dependency of observations lies between these two scenarios (i.e., a sample size of 10 and 1000 students).

Replicate weights are used in international LSA to calculate sampling errors. Each replicate weight represents a sample of schools and the variability between estimates of the replicate weights samples the uncertainty due to school sample selection or the sampling error. Like multilevel models, replicate weights estimation introduces randomness in the selection of schools. Multilevel models do it by introducing random effects and replicate weights estimation by creating different samples in the data while maintaining the traditional ordinary least squares (OLS) model. From this perspective, replicate weights can be regarded as a case of adapting the data to the model and multilevel models as one of adapting the model to the data. Further, school sample variation with replicate weights of international LSA is not entirely random but takes into account stratification (e.g., one school is selected at random within each stratum for each replicate weight). As a result, multilevel models and replicate weights estimation do not yield exactly the same results. To the extent that multilevel models do not take into account stratification information in random effects, they tend and produce standard errors that are larger than for regression analysis using replicate weights. There are different replication techniques for two-stage sampling. TIMSS and PIRLS employ Jackknife Repeated Replication (JRR) and PISA employs Balanced Repeated Replication (BRR) with Fay's modification. The principles underpinning these techniques and worked examples are presented in technical reports of international assessments (e.g., OECD 2014b). Here we will just present the formulas.

The sampling variance for PIRLS and TIMSS is:

$$Var_{sml}[\theta] = \sum_{j=1}^{R} (\theta_j - \theta)^2 \tag{3}$$

The sampling variance in PISA is:

$$Var_{sml}[\theta] = \frac{1}{G(1-k)} \sum_{j=1}^{R} (\theta_j - \theta)^2 \tag{4}$$

R is the number of replicate weights, 75 Jackknife replicate weights in PIRLS and TIMSS and 80 BRR replicate weights in PISA. For PIAAC estimation is slightly more complicated because different replication methods and numbers of replications were used in different countries. Thus the general formula for the sampling variance in PIAAC is:

$$Var_{sml}[\theta] = c \sum_{j=1}^{R} (\theta_j - \theta)^2 \tag{5}$$

where $c = \frac{G-1}{G}$ (so called random groups (delete-one) approach) for Australia, Austria, Canada, Denmark and Germany while $c = 1$ (so called paired jackknife) for other countries. See `intsvy::piaacReplicationScheme` table or PIAAC Technical Report (OECD 2013b) for more details.

For student performance data, the sampling variance is the average across the 5 plausible values:

$$Var_{sml}[\theta] = \frac{1}{5} \left(Var_1[\theta] + Var_2[\theta] + Var_3[\theta] + Var_4[\theta] + Var_5[\theta] \right) \tag{6}$$

TIMSS and PIRLS, however, use an unbiased shortcut for calculating the sampling variance. Instead of the average, the sampling variance is equal to the sampling variance for the first plausible value, $Var_1[\theta]$.

2.3. Standard error formula

The total standard error for single observed variables in international assessment data is equal to the sampling error. For the plausible values of student performance the standard error additionally takes into account imputation error. The total variance formula combines the sampling error and the imputation error as follows:

$$Var_{tot}[\theta] = Var_{sml}[\theta] + \left(1 + \frac{1}{M}\right) \times Var_{imp}[\theta] \tag{7}$$

The standard error is the square root:

$$SE[\theta] = \sqrt{Var_{tot}[\theta]} \tag{8}$$

3. Overview of the package

There are different statistical tools for conducting analysis with international assessment data while handling replicate weights and plausible values. The IEA has produced the International Database (IDB) Analyzer, an SPSS add-on application for importing and analysing data from IEA studies (e.g., PIRLS, TIMSS) and PISA. The National Center for Education Statistics (NCES) has developed the International Data Explorer (`https://nces.ed.gov/surveys/international/ide/`), a web-based tool for creating tables and charts with data from PISA, PIRLS, TIMSS, and PIAAC. The OECD has published SPSS and SAS macros for conducting analysis with PISA (OECD 2009). Mplus is able to perform structural equation modelling while incorporating replicate weights. In Stata, **repest** (Avvisati and Keslair 2014) and `pv` (Macdonald 2008) modules handle plausible values and replicate weights with IEA and OECD data. Non-commercial alternatives in R to analyse survey data include packages **survey** (Lumley 2004), **BIFIEsurvey** (BIFIE 2015), **lavaan.survey** (Oberski 2014), and the `asdfree.com` code repository (Damico 2015). Moreover packages DAKS (Ünlü and Sargin 2010) and multilevelPSA (Bryer and Pruzek 2011) include additional functionalities for psychometric analyses.

Package **intsvy** provides a non-commercial and extendible alternative to the IDB Analyzer. Unlike available packages in R for survey analysis, **intsvy** is tailored towards the analysis of international assessment data specifically. For example, as with the IDB Analyzer, an important purpose of the package is to provide functions to import data from studies conducted by the International Association for the Evaluation of Educational Achievement (IEA), such as TIMSS and PIRLS. Also, analysis functions calculate estimates by education system, percentages of students by international benchmarks (e.g., TIMSS and PIRLS) and proficiency levels (e.g., PISA), estimate percentiles for achievement scores with plausible values, and implicitly assume the replication method used, for example BRR for PISA and JRR with one plausible values used for estimation of sampling error in TIMSS and PIRLS. That is, the useR is not required to enter study-specific parameters (e.g., the replication method, names of weight variables and plausible values) in the analysis or to know in-depth study-specific estimation procedures. With that, **intsvy** facilitates access and analysis of international assessments. At the same time, study-specific parameters can be modified and the package can be extended to handle data from other studies.

Package **intsvy** includes functions for importing data and for data analysis. Data importation functions include `intsvy.var.label` for printing variable names and variable labels by instrument as well as names of participating countries, and `intsvy.select.merge` for selecting and

Function	Class of returned object	Generic plot function
`intsvy.table()`, `pisa.table()`, `piaac.table()`, `pirls.table()`, `timms.table()`	`intsvy.table`	`plot.intsvy.table()`
`intsvy.mean.pv()`, `pisa.mean.pv()`, `piaac.mean.pv()`, `pirls.mean.pv()`, `timms.mean.pv()`, `intsvy.mean()`, `pisa.mean()`, `piaac.mean()`, `pirls.mean()`, `timms.mean()`	`intsvy.mean`	`plot.intsvy.mean()`
`intsvy.reg.pv()`, `pisa.reg.pv()`, `piaac.reg.pv()`, `pirls.reg.pv()`, `timms.reg.pv()`, `intsvy.reg()`, `pisa.reg()`, `piaac.reg()`, `pirls.reg()`, `timms.reg()`	`intsvy.reg`	`plot.intsvy.reg()`

Table 1: Analytical functions implemented in **intsvy** package are presented in first column. The second column presents classes of returned objects. For each class, a generic version of `plot()` function, full name of these functions is presented in the third column.

merging data into a single data frame. Analysis functions include `intsvy.mean.pv` for calculating means with plausible values, `intsvy.mean` for calculating means, `intsvy.table` for producing frequency tables, `intsvy.log.pv` for estimating logistic regression with plausible values, `intsvy.log` for estimating logistic regression, `intsvy.per.pv` for calculating percentiles with plausible values, `intsvy.ben.pv` for calculating percentages of students at each benchmarks or proficiency levels, `intsvy.reg` for running regression, and `intsvy.reg.pv` for running regression with plausible values.

Alternatively, study-specific functions (e.g., `pisa.reg.pv`, `timss.table`) that call generic functions (e.g., `intsvy.reg.pv`, `intsvy.table`) can be used. For example, the following functions produce the same output of average mathematics scores by country using PISA data, one using the study-specific function `pisa.mean.pv` and the other with the generic function `intsvy.mean.pv`.

```
R> pisa.mean.pv(pvlabel = "MATH", by = "IDCNTRYL", data = pisa)
R> intsvy.mean.pv(pvnames = paste0("PV", 1:5, "MATH"), by = "IDCNTRYL",
+    data = pisa, config = pisa_conf)
```

The argument `config=pisa_conf` supplies study-specific parameters (e.g., replication method, name of weight variables) for the analysis. Study-specific parameters (e.g., `pisa_conf`, `pirls_conf`) are contained in a script that is part of the package. The script and therefore package **intsvy** can be extended to handle data from other international assessment studies with the `intsvy.config()` function.

The architecture of the package is presented in Table 1. For example, the output of functions `piaac.table`, `timms.table`, `pirls.table`, `pisa.table`, or the generic `intsvy.table` is an object of the class `intsvy.table`, and a plot can be produced with `plot.intsvy.table`.

Below data analysis examples are presented for the different functions. More examples alongside video tutorials for **intsvy** can be found at http://users.ox.ac.uk/~educ0279/.

4. Applied examples

Package **intsvy** uses the formulas above to calculate point estimates (e.g., Equation 1) and correct standard errors (see Equation 8) for different statistics, including means, standard deviations, percentages, correlations, and regression coefficients with data from observed variables or plausible values of student performance. As usual, the package can be installed and loaded into R by running:

```
R> install.packages("intsvy")
R> library("intsvy")
```

4.1. Select and merge data

Package **intsvy** provides tools for selecting and importing data into R. Data can be imported in two steps. First, generic function `intsvy.var.label` facilitate data selection by reporting variable names, variable labels, and names of participating countries in available datasets. Secondly, generic function `intsvy.select.merge` produces a single data frame for selected variables and countries. Sampling variables (i.e., replicate weights and total weights) and plausible variables are selected automatically and a country identifier variable with the long version of the country name (IDCNTRYL) is created. Alternatively, study-specific functions (e.g., pisa.var.label, pirls.select.merge) can be used.

TIMSS, PIRLS, and ICILS

Variable names, variable labels, and participating countries in PIRLS 2011 are printed with

```
R> pirls.var.label(folder = "C:/PIRLS/PIRLS 2011/Data")
```

The `folder` argument indicates where the multiple data files are located. The output is automatically stored in a text file located in the working directory (i.e., `getwd()`). The location and name of the output file can be modified with the `output` and `name` arguments.

Alternatively, the same output with data characteristics can be produced with the generic `intsvy.var.label` function,

```
R> intsvy.var.label(folder = "C:/PIRLS/PIRLS 2011/Data",
+    config = pirls_conf)
```

where the argument `config = pirls_conf` provides specific parameters for the PIRLS study.

Similarly, the data from TIMSS and ICILS can be described with

```
R> intsvy.var.label(folder = "C:/TIMSS/TIMSS 2011/Grade 8/Data"),
+    config = timss8_conf)
```

```
R> intsvy.var.label(folder = file.path(getwd(), "ICILS 2013"),
+    config = icils_conf)
```

where again `config = timss8_conf` and `icils_conf` contain specific parameters for the data of TIMSS Grade 8 and ICILS.

Subsequently, selected data of specific variables and countries can be imported into a single data frame using `intsvy.select.merge` or study-specific functions (e.g., `timssg8.select.merge`, `timssg4.select.merge`, and `pirls.select.merge`). Data importing tools are particularly useful for TIMSS, PIRLS, and ICILS because original datasets available from the IEA Data Repository (http://rms.iea-dpc.org/) are organised in a large number of data files by country, school grade, and survey instrument (e.g., student questionnaire, home questionnaire, teacher questionnaire) and useRs are usually not familiar with the data administrative structure.

For example, selected variables from the student and school questionnaire in TIMSS 2011 Grade 8 for Australia, Bahrain, Armenia, and Chile are imported by

```
R > timss8g <- intsvy.select.merge(folder = file.path(getwd(),
+     "TIMSS 2011"), countries = c("AUS", "BHR", "ARM", "CHL"),
+     student = c("BSDGEDUP", "ITSEX", "BSDAGE", "BSBGSLM", "BSDGSLM"),
+     school = c("BCBGDAS", "BCDG03"), config = timss8_conf)
```

It is assumed that TIMSS data files were downloaded from the IEA Data Repository and stored in the location of `folder`. The same dataset can be imported using `timssg8.select.merge`

```
R> timss8g <- timssg8.select.merge(folder =
+    "C:/TIMSS/TIMSS 2011/Grade 8/Data", countries = c("AUS", "BHR",
+    "ARM", "CHL"), student = c("BSDGEDUP", "ITSEX", "BSDAGE", "BSBGSLM",
+    "BSDGSLM"), school = c("BCBGDAS", "BCDG03"))
```

The resulting data frame `timss8g` contains the selected data. Number of boys and girls by education system can be calculated with

```
R> with(timss8g, table(IDCNTRYL, ITSEX))

           ITSEX
IDCNTRYL     GIRL  BOY
  Armenia    2894 2952
  Australia 3747 3809
  Bahrain    2288 2352
  Chile      3133 2702
```

Data from the mathematics teacher questionnaire or the science teacher questionnaire can be selected using the arguments `math.teacher` or `science.teacher`. For example, the data frame `timss_mt` contains variables `"BTBG02", "BTBG04", "BTBGTCS"` from the mathematics teacher questionnaire in addition to selected data from the student and school questionnaire.

```
R> timss_mt <- timssg8.select.merge(folder =
+    "C:/TIMSS/TIMSS 2011/Grade 8/Data", countries = c("AUS", "BHR",
+    "ARM", "CHL"), student = c("BSDGEDUP", "ITSEX", "BSDAGE", "BSBGSLM",
+    "BSDGSLM"), math.teacher = c("BTBG02", "BTBG04", "BTBGTCS"),
+    school = c("BCBGDAS", "BCDG03"))
```

The data frame `timss_st` contains the same teacher variables but for the science teacher.

```
R> timss_st <- timssg8.select.merge(folder =
+    "C:/TIMSS/TIMSS 2011/Grade 8/Data", countries = c("AUS", "BHR",
+    "ARM", "CHL"), student = c("BSDGEDUP", "ITSEX","BSDAGE", "BSBGSLM",
+    "BSDGSLM"), science.teacher = c("BTBG02", "BTBG04", "BTBGTCS"),
+    school = c("BCBGDAS", "BCDG03"))
```

As before, it is assumed that teacher data was downloaded in SPSS format and stored in the directory specified in `folder` or subfolders of this directory. Variable selection is facilitated by `intsvy.var.label`.

Selected PIRLS 2011 data from the student, home, and school questionnaires can be imported into a single data frame with the `pirls.select.merge` function

```
R> pirls <- pirls.select.merge(folder = "C:/PIRLS/PIRLS 2011/Data",
+    countries = c("AUS", "AUT", "AZE", "BFR"),
+    student = c("ITSEX", "ASDAGE", "ASBGSMR"),
+    home = c("ASDHEDUP", "ASDHOCCP", "ASDHELA", "ASBHELA"),
+    school = c("ACDGDAS", "ACDGCMP", "ACDG03"))
```

or alternatively with the generic `intsvy.select.merge` function:

```
R> pirls <- intsvy.select.merge(folder= file.path(getwd(), "PIRLS 2011"),
+    countries = c("AUS", "AUT", "AZE", "BFR"),
+    student = c("ITSEX", "ASDAGE", "ASBGSMR"),
+    home = c("ASDHEDUP", "ASDHOCCP", "ASDHELA", "ASBHELA"),
+    school = c("ACDGDAS", "ACDGCMP", "ACDG03"), config = pirls_conf)
```

A cross-tab of parental education levels by education system can be produced with the selected `pirls` data:

```
R> with(pirls, table(ASDHEDUP, IDCNTRYL))
```

```
                                           IDCNTRYL
ASDHEDUP                                   Australia Austria Azerbaijan Belgium (French)
UNIVERSITY OR HIGHER                            1336    1005       1296             1631
POST-SECONDARY BUT NOT UNIVERSITY               1243     881       1175              401
UPPER SECONDARY                                  449    2281       1393              607
LOWER SECONDARY                                  125     156        479              338
SOME PRIMARY,LOWER SECONDARY OR NO SCHOOL          9      42        171              160
NOT APPLICABLE                                    16      35         17               41
```

It is also possible to import data from the teacher questionnaire in PIRLS using the argument `teacher`, for example:

```
R> pirls_teach <- pirls.select.merge(folder = file.path(getwd(),
+    "PIRLS 2011"), countries = c("AUS", "AUT", "AZE", "BFR"),
+    student = c("ITSEX", "ASDAGE", "ASBGSMR"),
+    home = c("ASDHEDUP", "ASDHOCCP", "ASDHELA", "ASBHELA"),
+    teacher = c("ATBG01", "ATBG02", "ATBG03"),
+    school = c("ACDGDAS", "ACDGCMP", "ACDG03"))
```

Also ICILS data for selected countries and variables can be imported as follows:

```
R> icils <- intsvy.select.merge(folder = file.path(getwd(), "ICILS 2013"),
+    countries = c("AUS", "POL", "SVK"),
+    student = c("S_SEX", "S_TLANG", "S_MISEI"),
+    school = c("IP1G02J", "IP1G03A"), config = icils_conf)
```

The number of boys and girls in the sample by education system in the `icils` data frame can be printed as follows:

```
R> with(icils, table(IDCNTRY, S_SEX))

                  S_SEX
IDCNTRY             Boy Girl
  Australia        2641 2685
  Poland           1500 1370
  Slovak Republic  1503 1471
```

PISA and PIAAC

The data from PISA has a different structure. Original datasets available from the OECD website (http://www.oecd.org/pisa/pisaproducts/) are organised in large files for the student, school, and parent questionnaire containing data for all participating countries. Accordingly, study-specific functions to describe (i.e., `pisa.var.label`) and import (i.e., `pisa.select.merge`) the data have a different structure with arguments for entering names of original data files directly.

For PISA, names of variables and participating countries can be printed with

```
R> pisa.var.label(folder = "C:/PISA/PISA 2012/Data", school.file =
+    "INT_SCQ12_DEC03.sav", student.file = "INT_STU12_DEC03.sav")
```

where arguments `school.file`, `student.file`, and `parent.file` indicate the names of original files located in the `folder`.

The function `pisa,select.merge` can be used to create a data frame with selected data. For example, selected data from the student and school questionnaire can be imported for Hong Kong, the United States, Sweden, Poland, and Peru, as follows:

```
R> pisa <- pisa.select.merge(folder = "C:/PISA/PISA 2012/Data",
+    school.file = "INT_SCQ12_DEC03.sav",
+    student.file = "INT_STU12_DEC03.sav",
+    student = c("ST01Q01", "ST04Q01", "ST08Q01", "ST09Q01",
+    "ST115Q01", "ESCS", "PARED"), school = c("CLSIZE", "TCSHORT"),
+    countries = c("HKG", "USA", "SWE", "POL", "PER"))
```

An alternative way to access data from PIAAC or PISA studies is by using R packages with converted data. Since these datasets have significant size, up to few hundreds MB, they are not available on CRAN. But they can be downloaded from pbiecek account on github.

Packages with consecutive releases of PISA data are named **PISA2000lite**, **PISA2003lite**, **PISA2006lite**, **PISA2009lite**, **PISA2012lite**) while the package with PIAAC data is named **PIAAC**. For example, the following code installs the package with PISA 2012 data:

```
R> library("devtools")
R> install_github("pbiecek/PISA2012lite")
```

Dictionaries with variable names are available in `student2012dict`, `school2012dict` and `parent2012dict` vectors. With aid of the `grep` function it is possible to find a desired variable. Here is an example for finding the variable with the number of books at home.

```
R> library("PISA2012lite")
R> grep(student2012dict, pattern = "books", value = TRUE)

                                   ST26Q10
                 "Possessions - textbooks"
                                   ST26Q11
"Possessions - <technical reference books>"
                                   ST28Q01
                  "How many books at home"
```

Variable names, such as `ST28Q01` can be used to extract information of specific variables from data frames `student2012`, `school2012` and `parent2012`. For example,

```
R> table(student2012["ST28Q01"])

     0-10 books         11-25 books          26-100 books
          95042               97335                135184
  101-200 books       201-500 books   More than 500 books
          68350               49267                 28587
```

For PIAAC, the data can be loaded with

```
R> library("devtools")
R> install_github("pbiecek/PIAAC")
```

A single data frame with PIAAC data is available in the `piaac` data frame while a dictionary for variable names is stored in the `piaacdict` vector.

```
R> library("PIAAC")
R> grep(piaacdict, pattern = "Number of books", value = TRUE)
```

```
                                  J_Q08
"Background - Number of books at home"
```

A frequency table with number of books at home is produced by

```
R> table(piaac["J_Q08"])
```

```
   10 books or less      11 to 25 books        26 to 100 books
              21590               23069                  47999
   101 to 200 books    201 to 500 books    More than 500 books
              25938               20125                  10760
```

4.2. Average achievement scores with plausible values

Functions `pisa.mean.pv`, `piaac.mean.pv`, `timss.mean.pv`, and `pirls.mean.pv` calculate average estimates and associated standard errors for achievement variables with plausible values. Three main arguments are supplied by the useR: `pvlabel`, `by`, and `data`. Argument `pvlabel` indicates the part of the label in common for the plausible values variables (e.g., `"READ"`, `"MATH"`). Argument `by` defines the level of grouping for the analysis (e.g., `"IDCNTRYL"`) and may contain more than one level (e.g., `c("IDCNTRYL", "SEX")`). And argument `data` defines the dataset to be used in the analysis. Alternatively, generic function `intsvy.mean.pv` can be used.

PISA and PIAAC

For example, in PISA 2012, the average math performance by education system and associated standard errors can be calculated as follows (see OECD 2014a, p. 305):

```
R> pisa.mean.pv(pvlabel = "MATH", by = "IDCNTRYL", data = pisa)
```

```
                  IDCNTRYL Freq   Mean s.e.    SD  s.e
1         China, Hong Kong 4670 561.24 3.22 96.31 1.92
2                     Peru 6035 368.10 3.69 84.36 2.20
3                   Poland 4607 517.50 3.62 90.37 1.89
4                   Sweden 4736 478.26 2.26 91.75 1.28
5 United States of America 4978 481.37 3.60 89.86 1.30
```

The argument `pvlabel = "MATH"` refers to the name suffix in common of the variables containing the plausible values variables: `PV1MATH`, `PV2MATH`, `PV3MATH`, `PV4MATH`, and `PV5MATH`. For science and reading, this argument should be changed to `pvlabel = "READ"` and `pvlabel = "SCIE"`, for example.

The same output can be produced with

```
R> intsvy.mean.pv(pvnames = paste0("PV", 1:5, "MATH"), by = "IDCNTRYL",
+    data = pisa, config = pisa_conf)
```

where the structure is similar to `pisa.mean.pv` but names of plausible values are entered directly in `pvnames` and specific parameters for the PISA dataset are entered in the `config` argument.

More levels of grouping can be included in the analysis. For example the following code produces results by education system (`IDCNTRYL`) and the student's sex (`ST04Q01`), while exporting results (`export=TRUE`) into a comma-separated value (csv) file (see OECD 2014a, p. 305):

```
R> pisa.mean.pv(pvlabel = "MATH", by = c("IDCNTRYL", "ST04Q01"),
+    data = pisa, export = TRUE, name = "PISA mean by sex",
+    folder = "C:/PISA/PISA 2012/Results")

                   IDCNTRYL ST04Q01 Freq   Mean s.e.     SD  s.e
1          China, Hong Kong  Female 2161 552.96 3.94  90.51 2.23
2          China, Hong Kong    Male 2509 568.38 4.55 100.49 2.18
3                      Peru  Female 3118 358.92 4.75  83.44 2.61
4                      Peru    Male 2917 377.82 3.65  84.24 2.51
5                    Poland  Female 2388 515.53 3.76  86.38 1.59
6                    Poland    Male 2219 519.56 4.25  94.32 2.65
7                    Sweden  Female 2378 479.63 2.41  87.60 1.60
8                    Sweden    Male 2358 476.92 2.97  95.63 1.88
9  United States of America  Female 2453 479.00 3.91  87.08 1.71
10 United States of America    Male 2525 483.65 3.81  92.40 1.61
```

The `name` of the resulting .csv file is "PISA mean by sex.csv" and it is located in the `folder` "C:/PISA/PISA 2012/Results". It can be imported directed into a spreadsheet for further analysis or for formatting for publication.

For PIAAC, numeracy average performance can be calculated with `piaac.mean.pv` function with

```
R> head(piaac.mean.pv(pvlabel = "NUM", by = "CNTRYID", data = piaac))

         CNTRYID  Freq   Mean s.e.    SD  s.e
1        Austria  5130 275.04 0.88 48.84 0.64
2        Belgium  5463 280.39 0.83 49.27 0.67
3         Canada 26683 265.24 0.70 55.60 0.54
4 Czech Republic  6102 275.73 0.93 43.59 0.78
5        Germany  5465 271.73 1.00 52.68 0.74
6        Denmark  7328 278.28 0.73 51.13 0.59
```

or with the generic `intsvy.mean.pv` function

```
R> head(intsvy.mean.pv(pvnames = paste0("PVNUM", 1:10), by = "CNTRYID",
+    data = piaac, config = piaac_conf))
```

Results by country and age group can be produced with:

```
R> head(piaac.mean.pv(pvlabel = "NUM", by = c("CNTRYID", "AGEG10LFS"),
+    data = piaac)
```

```
  CNTRYID  AGEG10LFS Freq   Mean s.e.    SD  s.e
1 Austria 24 or less  898 279.27 1.63 46.15 1.82
2 Austria      25-34  958 282.06 1.73 49.98 1.63
3 Austria      35-44 1117 281.35 2.01 50.26 1.40
4 Austria      45-54 1188 274.48 1.67 46.49 1.24
5 Austria    55 plus  969 257.48 1.74 46.83 1.47
6 Belgium 24 or less  994 282.82 1.74 45.07 1.63
```

TIMSS, PIRLS, and ICILS

Similar analysis can be conducted with TIMSS and PIRLS data. Mathematics average performance by education system in TIMSS 2011, Grade 8 can be calculated with (see Foy, Arora, and Stanco 2013, p. 15)

```
R> timss.mean.pv(pvlabel = "BSMMAT", by = "IDCNTRYL", data = timss8g)
```

```
   IDCNTRYL  Freq   Mean s.e.    SD  s.e
1   Armenia 23384 466.59 2.73 90.68 1.73
2 Australia 30224 504.80 5.09 85.42 3.36
3   Bahrain 18560 409.22 1.96 99.57 1.72
4     Chile 23340 416.27 2.59 79.65 1.85
```

or using `intsvy.mean.pv`

```
R> intsvy.mean.pv(pvnames = paste0("BSMMAT0", 1:5), by = "IDCNTRYL",
+    data = timss8g, config = timss8_conf)
```

Unlike PISA, the argument `pvlabel` in study-specific functions for TIMSS and PIRLS refers to the prefix of the variable names containing the plausible values. For example, variable names of math plausible values in TIMSS are `BSMMAT01`, `BSMMAT02`, `BSMMAT03`, `BSMMAT04`, and `BSMMAT01` and variable names of reading plausible values in PIRLS are `ASRREA01`, `ASRREA02`, `ASRREA03`, `ASRREA04`, and `ASRREA05`. When using the generic `intsvy.mean.pv`, names of plausible values are entered directly in the argument `pvnames`, for example for mathematics in TIMSS `pvnames = paste0("BSMMAT0",1:5)`, where

```
R> paste0("BSMMAT0", 1:5)
```

```
[1] "BSMMAT01" "BSMMAT02" "BSMMAT03" "BSMMAT04" "BSMMAT05"
```

As with other functions, results can be exported into a .csv file using the `export=TRUE` argument.

TIMSS results by education system and student's sex can be calculated with (see Foy *et al.* 2013, p. 18)

```
R> timss.mean.pv(pvlabel = "BSMMAT", by = c("IDCNTRYL", "ITSEX"),
+    data = timss8g)

   IDCNTRYL ITSEX  Freq   Mean s.e.     SD  s.e
1   Armenia  GIRL 11576 471.52 3.07  87.13 1.81
2   Armenia   BOY 11808 461.86 3.21  93.72 2.24
3 Australia  GIRL 14988 500.41 4.72  82.72 3.59
4 Australia   BOY 15236 509.16 7.26  87.80 4.82
5   Bahrain  GIRL  9152 430.78 2.51  87.23 1.93
6   Bahrain   BOY  9408 387.89 3.07 106.20 2.26
7     Chile  GIRL 12532 409.46 3.23  79.97 2.39
8     Chile   BOY 10808 423.94 3.05  78.59 2.03
```

In PIRLS 2011, reading performance results by country can be calculated equally with the following two commands (see Foy and Drucker 2013, p. 15)

```
R> pirls.mean.pv(pvlabel = "ASRREA", by = "IDCNTRYL", data = pirls)
R> intsvy.mean.pv(pvnames = paste0("ASRREA0", 1:5), by = "IDCNTRYL",
+    data = pirls, config = pirls_conf)

          IDCNTRYL Freq   Mean s.e.    SD  s.e
1        Australia 6126 527.37 2.21 80.22 1.31
2          Austria 4670 528.88 1.95 63.38 0.95
3       Azerbaijan 4881 462.30 3.33 67.83 1.68
4 Belgium (French) 3727 506.12 2.88 64.67 1.57
```

Reading performance by country and student's sex can be calculated by (see Foy and Drucker 2013, p. 18):

```
R> pirls.mean.pv(pvlabel = "ASRREA", by = c("IDCNTRYL", "ITSEX"),
+    data = pirls)

          IDCNTRYL ITSEX Freq   Mean s.e.    SD  s.e
1        Australia  GIRL 3048 535.79 2.67 78.20 1.62
2        Australia   BOY 3078 519.20 2.73 81.30 1.75
3          Austria  GIRL 2274 532.76 2.18 62.00 1.21
4          Austria   BOY 2396 525.19 2.32 64.44 1.48
5       Azerbaijan  GIRL 2241 469.57 3.56 67.31 1.94
6       Azerbaijan   BOY 2640 455.82 3.47 67.63 1.85
7 Belgium (French)  GIRL 1815 508.85 3.11 63.11 2.01
8 Belgium (French)   BOY 1912 503.51 3.11 66.02 1.62
```

ICILS average performance results by education system can be calculated with

```
R> intsvy.mean.pv(pvnames = paste0("PV", 1:5, "CIL"), by = "IDCNTRY",
+    data = icils, config = icils_conf)

          IDCNTRY Freq   Mean s.e.    SD  s.e
1       Australia 5326 541.65 2.27 77.53 1.61
2          Poland 2870 537.21 2.31 77.22 1.60
3 Slovak Republic 2974 517.16 4.54 90.39 3.35
```

4.3. Average estimates without plausible values

Means and standard errors for variables without plausible values, that is, for all of the other variables in the datasets, can be calculated with functions `pisa.mean`, `piaac.mean`, `timss.mean`, `pirls.mean` or with the generic function `intsvy.mean`.

PISA and PIAAC

For example, the following code calculates the average highest level of education of parents in years of schooling (`PARED`) by education system in PISA 2012 (see OECD 2013a, p. 183):

```
R> pisa.mean(variable = "PARED", by = "IDCNTRYL", data = pisa)

                   IDCNTRYL Freq  Mean Std.err.
1         China, Hong Kong 4477 11.41     0.14
2                     Peru 5960 11.46     0.14
3                   Poland 4481 12.68     0.06
4                   Sweden 4496 14.09     0.04
5 United States of America 4869 13.65     0.09
```

The same output can be produced with the generic function:

```
R> intsvy.mean(variable = "PARED", by = "IDCNTRYL", data = pisa,
+    config = pisa_conf)
```

The following example with PIAAC data calculates the average score in the index of use of reading skills at home (`READHOME`) by country:

```
R> head(piaac.mean(variable = "READHOME", by = "CNTRYID", data = piaac))

         CNTRYID  Freq Mean s.e.
1        Austria  4962 2.15 0.01
2        Belgium  4945 1.94 0.01
3         Canada 26508 2.27 0.01
4 Czech Republic  6051 1.86 0.02
5        Germany  5357 2.28 0.02
6        Denmark  7226 2.18 0.01
```

The same output can be produced with,

```
R> head(intsvy.mean(variable = "READHOME", by = "CNTRYID", data = piaac,
+    config = piaac_conf))
```

TIMSS and PIRLS

For TIMSS 2011, the following code calculates the average of the index *Students Like Learning Mathematics* (BSBGSLM) by education system (see Foy *et al.* 2013, p. 27):

```
R> timss.mean(variable = "BSBGSLM", by = "IDCNTRYL", data = timss8g)

   IDCNTRYL     n  Mean Std.err.
1   Armenia 22504 10.87     0.05
2 Australia 29556  9.32     0.06
3   Bahrain 18324  9.77     0.03
4     Chile 23088  9.76     0.04
```

For PIRLS 2011, the following calculates the average of the index *Early Literacy Activities before Beginning Primary School* by education system (see Foy and Drucker 2013, p. 28):

```
R> pirls.mean(variable = "ASBHELA", by = "IDCNTRYL", data = pirls)

           IDCNTRYL    n  Mean Std.err.
1         Australia 3232 10.84     0.06
2           Austria 4393  9.98     0.03
3        Azerbaijan 4509  9.47     0.07
4 Belgium (French) 3383  9.69     0.04
```

As before, the generic function `intsvy.mean` can be used to reproduce the same output.

4.4. Regression analysis

Functions `pisa.reg.pv`, `timss.reg.pv`, `pirls.reg.pv`, and the generic function `intsvy.reg.pv` perform regression analysis.

PISA and PIAAC

Differences in mean performance calculated previously for boys and girls can be tested for statistical significance using a regression approach. For example, significance tests can be conducted in PISA 2012 as follows (see OECD 2014a, p. 305):

```
R> pisa.reg.pv(pvlabel = "MATH", x = "ST04Q01", by = "IDCNTRYL", data = pisa)

$`China, Hong Kong`
            Estimate Std. Error t value
```

```
(Intercept)   552.96       3.94  140.18
ST04Q01Male    15.42       5.69    2.71
R-squared       0.01       0.00    1.31

$Peru
            Estimate Std. Error t value
(Intercept)   358.92       4.75   75.53
ST04Q01Male    18.90       3.92    4.82
R-squared       0.01       0.01    2.33

$Poland
            Estimate Std. Error t value
(Intercept)   515.53       3.76  137.28
ST04Q01Male     4.03       3.42    1.18
R-squared       0.00       0.00    0.59

$Sweden
            Estimate Std. Error t value
(Intercept)   479.63       2.41  199.08
ST04Q01Male    -2.71       2.98   -0.91
R-squared       0.00       0.00    0.41

$`United States of America`
            Estimate Std. Error t value
(Intercept)   479.00       3.91  122.52
ST04Q01Male     4.65       2.80    1.66
R-squared       0.00       0.00    0.81
```

The same output can be produced with the generic function:

```
R> intsvy.reg.pv(pvlabel = "MATH", x = "ST04Q01", by = "IDCNTRYL",
+    data = pisa, config = pisa_conf)
```

Argument `x` defines the independent variable(s), in this case `ST04Q01`, but more variable can be included separated by commas (e.g., `x=c("ST04Q01", "ESCS")`). The output is a list with regression results by education system. Coefficient `ST04Q01Male` captures differences between boys and girls and its t-value indicates whether they are statistically significant.

Regression results including replicate estimates and residuals can be stored in an object and retreived for further analysis. For example, `pisa_ses` contains results of a regression of mathematics performance on the student's sex and the index of economic, social, and cultural status (ESCS):

```
R> (pisa_ses <- pisa.reg.pv(pvlabel = "MATH", x = c("ST04Q01", "ESCS"),
+    by = "IDCNTRYL", data = pisa))

$`China, Hong Kong`
            Estimate Std. Error t value
```

```
(Intercept)   576.70       3.78  152.71
ST04Q01Male    13.97       4.85    2.88
ESCS           26.63       2.64   10.09
R-squared       0.08       0.01    5.47

$Peru
            Estimate Std. Error t value
(Intercept)   400.25       4.64   86.18
ST04Q01Male    17.94       2.70    6.65
ESCS           33.06       2.03   16.25
R-squared       0.25       0.02   10.37

$Poland
            Estimate Std. Error t value
(Intercept)   524.71       3.40  154.16
ST04Q01Male     3.08       2.90    1.06
ESCS           40.94       2.43   16.85
R-squared       0.17       0.02    9.99

$Sweden
            Estimate Std. Error t value
(Intercept)   472.28       2.15  219.20
ST04Q01Male    -1.63       2.82   -0.58
ESCS           35.88       1.93   18.60
R-squared       0.11       0.01    9.86

$`United States of America`
            Estimate Std. Error t value
(Intercept)   473.44       3.06  154.53
ST04Q01Male     5.35       2.76    1.94
ESCS           35.40       1.67   21.25
R-squared       0.15       0.01   11.15
```

The internal structure of the object is displayed with

```
R> str(pisa_ses)
```

The object contains a list with five elements, one for each education system. In turn, each element is a list containing other five elements, for example,

```
R> names(pisa_ses[["Poland"]])

[1] "replicates" "residuals"  "var.w"      "var.b"      "reg"
```

where `var.w` and `var.b` contain the variance within (i.e., sampling error) and between (i.e., imputation error) of regression coefficients, `reg` is a data frame with final regression results, `replicates` and `residuals` are lists again with five elements, one for each plausible value, containing replicate estimates and residuals. For example, `pisa_ses[["Poland"]][["replicates"]][[1]]` is a matrix with 80 rows (replicate estimates) and 4 columns (two independent variables plus the intercept and R-square estimate). We could extract replicate estimates of the `ESCS` coefficient for the first plausible value in Poland as follows:

```
R> ses_poland <- pisa_ses[["Poland"]][["replicates"]][[1]][, "ESCS"]

42.07649 40.98270 39.14176 38.98344 41.59449 42.05496 40.19260 40.06118 41.28489
42.82519 42.53080 41.71617 40.34559 39.40429 39.46687 39.60190 39.41995 40.62789
43.28493 40.11655 39.04703 40.43572 39.94689 39.74147 42.28428 40.56935 41.63238
41.46390 42.78709 41.67165 42.05021 42.24958 39.32631 39.37853 42.62428 40.96276
40.44445 42.49273 41.51235 40.10086 41.68467 40.52989 41.01771 41.25057 42.06840
41.39297 42.15673 39.83328 42.33829 41.07867 40.64886 41.64340 40.63151 40.67320
40.48224 38.49012 39.56156 40.08746 42.28798 41.10616 41.85513 41.43549 39.03060
39.47442 42.17569 41.19665 41.23608 39.64308 42.14948 43.17910 43.43041 41.75910
40.60300 39.82030 40.97268 39.74404 40.47266 41.53352 43.61999 40.71401
```

The distribution of replicate estimates can be visualised with `hist(ses_poland)` or with `ggplot(as.data.frame(ses_poland), aes(x=ses_poland)) + geom_density()` if package **ggplot2** is available. It indicates sampling error in the estimation of the `ESCS` coeffient.

Logistic regression can be performed with and without plausible values with functions `intsvy.log.pv` and `intsvy.log`.

With plausible values, the following code estimates the probability of being above proficiency level 5 in mathematics as a function of `ESCS`. The argument `cutoff` in `intsvy.log.pv` defines the level at which the plausible values are dichotomised, in this case 606.99, the lowest score at proficiency level 5. The binary dependent variable takes the value of one for scores above the `cutoff` and the value of zero for scores below the `cutoff`.

```
R> intsvy.log.pv(pvlabel = "MATH", cutoff = 606.99, x = "ESCS",
+    by = "IDCNTRYL", data = pisa, config = pisa_conf)

$`China, Hong Kong`
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -0.28       0.07   -4.22 0.76    0.67   0.86
ESCS         0.52       0.06    9.30 1.68    1.51   1.87

$Peru
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -5.17       0.37  -13.92 0.01    0.00   0.01
ESCS         1.97       0.41    4.86 7.16    3.24  15.85

$Poland
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -1.61       0.09  -18.70 0.20    0.17   0.24
ESCS         0.86       0.06   14.78 2.37    2.11   2.66
```

```
$Sweden
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.91       0.10  -29.00 0.05    0.04   0.07
ESCS         0.95       0.09   11.07 2.60    2.19   3.07

$`United States of America`
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.87       0.13  -22.10 0.06    0.04   0.07
ESCS         1.03       0.10    9.93 2.79    2.28   3.41
```

The output reports odds ratios and associated confidence intervals in addition to coefficients, standard errors, and t-values. The same output can be produced with

```
R> pisa.log.pv(pvlabel = "MATH", cutoff = 606.99, x = "ESCS",
+    by = "IDCNTRYL", data = pisa)
```

It is also possible to run a logistic regression without plausible values. We could for example estimate a regression of skipping class or school on having arrived late for school. The dependent binary variable is SKIP:

```
R> pisa$SKIP[!(pisa$ST09Q01 == "None" & pisa$ST115Q01 == "None")] <- 1
R> pisa$SKIP[pisa$ST09Q01 == "None" & pisa$ST115Q01 == "None"] <- 0
```

The independent variable is LATE:

```
R> pisa$LATE[!pisa$ST08Q01 == "None"] <- 1
R> pisa$LATE[pisa$ST08Q01 == "None"] <- 0
```

The logistic regression model can be estimated with the generic `intsvy.log` or with

```
R> pisa.log(y = "SKIP", x = "LATE", by = "IDCNTRYL", data = pisa)
```

```
$`China, Hong Kong`
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -3.08       0.08  -37.98 0.05    0.04   0.05
LATE         1.40       0.14   10.29 4.07    3.11   5.31

$Peru
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -1.93       0.08  -24.49 0.15    0.13   0.17
LATE         0.91       0.07   12.47 2.48    2.15   2.87

$Poland
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -1.79       0.07  -26.72 0.17    0.15   0.19
```

```
LATE         1.59       0.09   18.03 4.89    4.11   5.81

$Sweden
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.14       0.08  -26.26 0.12    0.10   0.14
LATE         1.41       0.09   15.33 4.08    3.41   4.89

$`United States of America`
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -1.24       0.05  -25.55 0.29    0.26   0.32
LATE         0.86       0.06   13.29 2.36    2.08   2.68
```

The following provides an example of regression with literacy scores as dependent variable and the participant's sex and country as independent variable for PIAAC data.

```
R> rmodelLG <- piaac.reg.pv(pvlabel = "LIT", x = "GENDER_R",
+    by = "CNTRYID", data = piaac)
R> head(summary(rmodelLG))

$Austria
               Estimate Std. Error t value
(Intercept)      271.53       1.04  259.90
GENDER_RFemale    -4.14       1.32   -3.13
R-squared          0.00       0.00    1.58

$Belgium
               Estimate Std. Error t value
(Intercept)      278.09       0.97  287.08
GENDER_RFemale    -5.27       1.21   -4.36
R-squared          0.00       0.00    2.17

$Canada
               Estimate Std. Error t value
(Intercept)      274.49       0.86  317.75
GENDER_RFemale    -2.30       1.20   -1.92
R-squared          0.00       0.00    1.04

$`Czech Republic`
               Estimate Std. Error t value
(Intercept)      275.68       1.26  219.47
GENDER_RFemale    -3.36       1.63   -2.06
R-squared          0.00       0.00    1.04

$Germany
               Estimate Std. Error t value
(Intercept)      272.35       1.17  233.35
GENDER_RFemale    -5.13       1.49   -3.46
```

```
R-squared           0.00        0.00    1.73

$Denmark
               Estimate Std. Error t value
(Intercept)      270.58        1.03  262.31
GENDER_RFemale     0.43        1.36    0.31
R-squared          0.00        0.00    0.21
```

TIMSS and PIRLS

Tests of mean differences between boys and girls in TIMSS 2011, Grade 8 can be performed using a regression approach (see Foy *et al.* 2013, p. 21):

```
R> timss.reg.pv(pvlabel = "BSMMAT", by = "IDCNTRYL", x = "ITSEX",
+     data = timss8g)

$Armenia
            Estimate Std. Error t value
(Intercept)   471.52       3.07  153.75
ITSEXBOY       -9.66       3.10   -3.12
R-squared       0.00       0.00    1.61

$Australia
            Estimate Std. Error t value
(Intercept)   500.41       4.72  105.93
ITSEXBOY        8.75       6.90    1.27
R-squared       0.00       0.00    0.83

$Bahrain
            Estimate Std. Error t value
(Intercept)   430.78       2.51  171.50
ITSEXBOY      -42.89       3.99  -10.74
R-squared       0.05       0.01    5.44

$Chile
            Estimate Std. Error t value
(Intercept)   409.46       3.23  126.86
ITSEXBOY       14.48       3.63    3.99
R-squared       0.01       0.00    1.89
```

The same mean differences test can be performed for PIRLS 2011 with a regression (see Foy and Drucker 2013, p. 21):

```
R> pirls.reg.pv(pvlabel = "ASRREA", by = "IDCNTRYL", x = "ITSEX",
+     data = pirls)
```

```
$Australia
            Estimate Std. Error t value
(Intercept)   535.79       2.67  200.57
ITSEXBOY      -16.58       3.11   -5.33
R-squared       0.01       0.00    2.69

$Austria
            Estimate Std. Error t value
(Intercept)   532.76       2.18  244.47
ITSEXBOY       -7.58       2.31   -3.28
R-squared       0.00       0.00    1.50

$Azerbaijan
            Estimate Std. Error t value
(Intercept)   469.57       3.56  131.76
ITSEXBOY      -13.75       2.34   -5.87
R-squared       0.01       0.00    2.83

$`Belgium (French)`
            Estimate Std. Error t value
(Intercept)   508.85       3.11  163.70
ITSEXBOY       -5.34       2.34   -2.28
R-squared       0.00       0.00    1.26
```

Or, alternatively the generic function `intsvy.reg.pv` can be used. Estimates of the student's sex coefficient and its significance indicate whether differences in performance are significant or not.

As before, regression results can be stored in an object for further analysis. We will run the previous regressions again adding one independent variable, `BSBGSLM` in TIMSS, which is an index of how much students like learning mathematics, and `ASBHELA` in PIRLS which is the index of early literacy activities at home.

```
R> timss_like <- timss.reg.pv(pvlabel = "BSMMAT", by = "IDCNTRYL",
+    x = c("ITSEX", "BSBGSLM"), data = timss8g)
R> pirls_ela <- pirls.reg.pv(pvlabel = "ASRREA", by = "IDCNTRYL",
+    x = c("ITSEX", "ASBHELA"), data = pirls)
```

Regression output is stored in `timss_like` and `pirls_ela`. Each object contains a list with 4 elements, one for each education system, and each element contains subsequently a list with 5 elements, "replicates", "residuals", "var.w", "var.b", and "reg", which were defined before. For example, the following code retrieves replicate estimates of the `BSBGSLM` coefficient in Armenia:

```
R> timss_like[["Armenia"]][["replicates"]]["BSBGSLM", ]
```

```
14.40393 14.40868 14.40630 14.42747 14.37334 14.48769 14.48622 14.51251 14.32393
14.35014 14.50217 14.38748 14.39684 14.59483 14.45280 14.61934 14.57194 14.44492
```

```
14.45032 14.50967 14.49500 14.51275 14.57372 14.56054 14.39929 14.42700 14.49025
14.43539 14.56288 14.45032 14.57931 14.33413 14.40722 14.55553 14.43632 14.43211
14.27126 14.59756 14.32969 14.38869 14.54852 14.53549 14.50043 14.51721 14.45310
14.43263 14.46947 14.48207 14.25279 14.56621 14.52981 14.64656 14.45000 14.59240
14.37293 14.49626 14.46675 14.54470 14.44254 14.38694 14.53548 14.48653 14.70168
14.33766 14.39654 14.42391 14.16629 14.55612 14.54893 14.52109 14.41987 14.31163
14.50034 14.54029 14.49955
```

And replicate estimates in of `ASBHELA` in the PIRLS are

```
R> pirls_ela[["Austria"]][["replicates"]]["ASBHELA", ]
```

```
6.647543 6.621735 6.926274 6.678866 6.493569 6.655119 6.390782 6.842242 6.740721
6.744588 6.894772 6.764584 6.643804 6.775036 6.590024 6.783385 6.669917 6.740220
6.685306 6.668547 6.731161 6.751432 6.725246 6.733174 6.724699 6.721245 6.728969
6.702780 6.676040 6.716751 6.690387 6.727374 6.768041 6.712929 6.742293 6.759743
6.811520 6.774926 6.818189 6.709386 6.800808 6.731151 6.769157 6.704779 6.791188
6.761945 6.714407 6.809463 6.732153 6.661421 6.829403 6.750774 6.747446 6.663115
6.714879 6.732332 6.729358 6.758309 6.687473 6.747249 6.726204 6.679196 6.606491
6.704352 6.915786 6.669182 6.659201 6.782277 6.735618 6.770567 6.670142 6.627251
6.636306 6.828700 6.744802
```

The distribution indicates variability due to sampling error and can be used in further analysis. Note that unlike the example above with PISA, it is not necessary to indicate the plausible value because TIMSS and PIRLS always use the first plausible value to calculate the sampling error.

Function `summary` can be used to print regression results without rounding output, for example:

```
R> summary(timss_like)
```

```
$Armenia
               Estimate  Std. Error   t value
(Intercept) 311.1680384 10.28824804 30.244998
ITSEXBOY     -5.5578132  3.01928392 -1.840772
BSBGSLM      14.8104129  0.88127636 16.805640
R-squared     0.1017481  0.01151245  8.838095

$Australia
               Estimate  Std. Error    t value
(Intercept) 360.6344877 10.51957182 34.2822402
ITSEXBOY      4.4935709  6.37453920  0.7049248
BSBGSLM      15.2874963  1.08093043 14.1429049
R-squared     0.1195406  0.01537603  7.7744789

$Bahrain
```

```
                Estimate Std. Error    t value
(Intercept) 302.5794155 9.80668067  30.854417
ITSEXBOY    -41.7903743 4.05984207 -10.293596
BSBGSLM      13.1924987 0.97558460  13.522660
R-squared     0.1183311 0.01246678   9.491712

$Chile
                 Estimate  Std. Error   t value
(Intercept) 319.68963174 6.646494043 48.098987
ITSEXBOY      9.97722603 3.528629481  2.827507
BSBGSLM       9.47331854 0.659845216 14.356880
R-squared     0.06149681 0.008147222  7.548193
```

A logistic regression with TIMSS data for performance above the international benchmark (i.e., `cutoff= 550`) is produced by

```
R> timss.log.pv(pvlabel = "BSMMAT", cutoff = 550, by = "IDCNTRYL",
+    x = c("ITSEX", "BSBGSLM"), data = timss8g)

$Armenia
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -5.64       0.41  -13.66 0.00    0.00   0.01
ITSEXBOY     0.04       0.10    0.38 1.04    0.85   1.27
BSBGSLM      0.36       0.04   10.35 1.44    1.34   1.54

$Australia
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -4.56       0.31  -14.95 0.01    0.01   0.02
ITSEXBOY     0.10       0.18    0.57 1.11    0.78   1.56
BSBGSLM      0.38       0.03   11.66 1.46    1.37   1.55

$Bahrain
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -5.33       0.43  -12.44 0.00    0.00   0.01
ITSEXBOY    -0.23       0.19   -1.20 0.79    0.54   1.16
BSBGSLM      0.29       0.04    6.51 1.34    1.23   1.46

$Chile
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -6.04       0.33  -18.24 0.00    0.00   0.00
ITSEXBOY     0.15       0.22    0.70 1.17    0.76   1.79
BSBGSLM      0.30       0.03    9.97 1.35    1.27   1.43
```

Using PIRLS data, the following code estimates a logistic regression of reading performance above the high international benchmark on the student's sex and the index of early literacy activities.

```
R> pirls.log.pv(pvlabel = "ASRREA", cutoff = 550, by = "IDCNTRYL",
+    x = c("ITSEX", "ASBHELA"), data = pirls)

$Australia
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -1.88       0.32   -5.82 0.15    0.08   0.29
ITSEXBOY    -0.10       0.13   -0.75 0.91    0.71   1.17
ASBHELA      0.17       0.03    6.59 1.19    1.13   1.25

$Austria
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.19       0.30   -7.39 0.11    0.06   0.20
ITSEXBOY    -0.10       0.07   -1.37 0.90    0.78   1.05
ASBHELA      0.18       0.03    6.75 1.20    1.14   1.27

$Azerbaijan
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.78       0.56   -4.97 0.06    0.02   0.19
ITSEXBOY    -0.37       0.17   -2.24 0.69    0.50   0.96
ASBHELA      0.07       0.06    1.26 1.07    0.96   1.20

$`Belgium (French)`
            Coef. Std. Error t value   OR CI95low CI95up
(Intercept) -2.96       0.42   -7.00 0.05    0.02   0.12
ITSEXBOY     0.00       0.10   -0.03 1.00    0.81   1.22
ASBHELA      0.20       0.04    4.77 1.22    1.12   1.32
```

Also, functions `intsvy.log`, `pisa.reg`, `timss.reg`, `pirls.reg`, and the generic `intsvy.reg` perform regression analysis for observed variables without plausible values.

4.5. Frequency tables

Functions `pisa.table`, `piaac.table`, `timss.table`, and `pirls.table` produce frequency tables including percentages and associated standard errors.

For example, the following code produces the frequency and percentage of students in each school grade level (i.e., `variable="ST01Q01"`) by education system in PISA 2012 (see OECD 2014a, p. 274):

```
R> pisa.table(variable = "ST01Q01", by = "IDCNTRYL", data = pisa)

                IDCNTRYL ST01Q01 Freq Percentage Std.err.
1       China, Hong Kong       7   51       1.06     0.14
2       China, Hong Kong       8  300       6.47     0.41
3       China, Hong Kong       9 1205      25.94     0.72
4       China, Hong Kong      10 3088      65.01     0.91
5       China, Hong Kong      11   26       1.51     1.36
6                   Peru       7  150       2.69     0.44
```

```
7                        Peru       8  466        7.79      0.54
8                        Peru       9 1056       18.10      0.67
9                        Peru      10 2907       47.68      0.95
10                       Peru      11 1456       23.74      0.82
11                     Poland       7   20        0.53      0.13
12                     Poland       8  158        4.08      0.37
13                     Poland       9 4416       94.89      0.42
14                     Poland      10   13        0.50      0.22
15                     Sweden       7    1        0.03      0.03
16                     Sweden       8  159        3.69      0.35
17                     Sweden       9 4496       94.05      0.64
18                     Sweden      10   80        2.23      0.54
19 United States of America       8    6        0.26      0.14
20 United States of America       9  538       11.74      1.06
21 United States of America      10 3633       71.21      1.10
22 United States of America      11  794       16.58      0.83
23 United States of America      12    7        0.21      0.11
```

With PIAAC data, the percentages of age groups by country can be calculated as follows:

```
R> head(piaac.table(variable = "AGEG10LFS", by = "CNTRYID", data = piaac))

  CNTRYID  AGEG10LFS Freq Percentage Std.err.
1 Austria 24 or less  898      16.00     0.04
2 Austria      25-34  958      19.11     0.06
3 Austria      35-44 1117      22.18     0.07
4 Austria      45-54 1188      23.83     0.07
5 Austria    55 plus  969      18.89     0.04
6 Belgium 24 or less  994      15.33     0.03
```

With TIMSS data, it is possible to calculate the percentage of students according to how much they like learning mathematics reported by own students (see Foy *et al.* 2013, p. 29):

```
R> timss.table(variable = "BSDGSLM", by = "IDCNTRYL", data = timss8g)

    IDCNTRYL                                BSDGSLM  Freq Percentage Std.err.
1     Armenia          LIKE LEARNING MATHEMATICS  9684      42.92     0.97
2     Armenia SOMEWHAT LIKE LEARNING MATHEMATICS  8724      39.48     0.76
3     Armenia   DO NOT LIKE LEARNING MATHEMATICS  4096      17.60     0.97
4   Australia          LIKE LEARNING MATHEMATICS  4272      15.67     0.94
5   Australia SOMEWHAT LIKE LEARNING MATHEMATICS 11940      39.81     0.87
6   Australia   DO NOT LIKE LEARNING MATHEMATICS 13344      44.53     1.41
7     Bahrain          LIKE LEARNING MATHEMATICS  4288      23.75     0.64
8     Bahrain SOMEWHAT LIKE LEARNING MATHEMATICS  7024      38.37     0.86
9     Bahrain   DO NOT LIKE LEARNING MATHEMATICS  7012      37.88     0.84
10      Chile          LIKE LEARNING MATHEMATICS  5156      22.06     0.86
11      Chile SOMEWHAT LIKE LEARNING MATHEMATICS  9164      40.21     0.89
12      Chile   DO NOT LIKE LEARNING MATHEMATICS  8768      37.73     0.97
```

And using school level data, we can calculate the percentage of students in schools classified by the socio-economic composition reported by principals (see Foy *et al.* 2013, p. 36):

```
R> timss.table(variable = "BCDG03", by = "IDCNTRYL", data = timss8g)

     IDCNTRYL                          BCDG03  Freq Percentage Std.err.
1     Armenia                   MORE AFFLUENT  8340      34.78     3.70
2     Armenia   NEITHER MORE AFFLUENT...       5316      24.25     3.59
3     Armenia              MORE DISADVANTAGED  8632      40.97     3.68
4   Australia                   MORE AFFLUENT  8472      32.49     3.36
5   Australia   NEITHER MORE AFFLUENT...      10140      38.54     3.74
6   Australia              MORE DISADVANTAGED  7200      28.97     3.11
7     Bahrain                   MORE AFFLUENT  7816      45.30     0.32
8     Bahrain   NEITHER MORE AFFLUENT...       4572      27.87     0.23
9     Bahrain              MORE DISADVANTAGED  4204      26.83     0.34
10      Chile                   MORE AFFLUENT  3244      12.16     2.32
11      Chile   NEITHER MORE AFFLUENT...       5564      31.66     4.07
12      Chile              MORE DISADVANTAGED  8476      56.18     3.86
```

As before, the same tables can be produced with the generic `intsvy.table` function.

4.6. Performance benchmarks

Functions `pisa.ben.pv`, `timss.ben.pv`, and `pirls.ben.pv` calculate percentages of students in each proficiency level and associated standard errors. Proficiency levels are defined by PISA, TIMSS, and PIRLS studies and can be modified by the user.

For example, in PISA 2012 the percentage of students in each math proficiency level can be calculated as follows (see OECD 2014a, p. 298):

```
R> pisa.ben.pv(pvlabel = "MATH", cutoff = c(357.77, 420.07, 482.38,
+    544.68, 606.99, 669.30), by = "IDCNTRYL", data = pisa)

               IDCNTRYL       Benchmarks Percentage Std. err.
1         China, Hong Kong        <= 357.77       2.57      0.36
2         China, Hong Kong (357.77, 420.07]       5.94      0.61
3         China, Hong Kong (420.07, 482.38]      12.02      0.77
4         China, Hong Kong (482.38, 544.68]      19.69      0.97
5         China, Hong Kong (544.68, 606.99]      26.07      1.09
6         China, Hong Kong  (606.99, 669.3]      21.45      0.96
7         China, Hong Kong          > 669.3      12.26      0.95
8                     Peru        <= 357.77      46.97      1.79
9                     Peru (357.77, 420.07]      27.61      0.88
10                    Peru (420.07, 482.38]      16.13      1.00
11                    Peru (482.38, 544.68]       6.66      0.68
12                    Peru (544.68, 606.99]       2.06      0.38
13                    Peru  (606.99, 669.3]       0.55      0.20
```

```
14                      Peru          > 669.3       0.03       0.03
15                    Poland        <= 357.77       3.28       0.38
16                    Poland (357.77, 420.07]      11.10       0.77
17                    Poland (420.07, 482.38]      22.08       0.93
18                    Poland (482.38, 544.68]      25.46       0.94
19                    Poland (544.68, 606.99]      21.34       1.12
20                    Poland  (606.99, 669.3]      11.74       0.78
21                    Poland          > 669.3       5.00       0.80
22                    Sweden        <= 357.77       9.55       0.68
23                    Sweden (357.77, 420.07]      17.53       0.76
24                    Sweden (420.07, 482.38]      24.69       0.92
25                    Sweden (482.38, 544.68]      23.93       0.78
26                    Sweden (544.68, 606.99]      16.30       0.69
27                    Sweden  (606.99, 669.3]       6.46       0.49
28                    Sweden          > 669.3       1.55       0.25
29 United States of America        <= 357.77       7.96       0.73
30 United States of America (357.77, 420.07]      17.89       0.98
31 United States of America (420.07, 482.38]      26.25       0.84
32 United States of America (482.38, 544.68]      23.34       0.93
33 United States of America (544.68, 606.99]      15.79       0.91
34 United States of America  (606.99, 669.3]       6.58       0.61
35 United States of America          > 669.3       2.19       0.34
```

The argument `cutoff` specifies proficiency levels for math performance in PISA 2012. These values are the default, can be omitted for 2012 data, and should be modified for data with different proficiency levels. The same output can be produced with

```
R> intsvy.ben.pv(pvlabel = "MATH", by = "IDCNTRYL", data = pisa,
+    config = pisa_conf)
```

Likewise, `intsvy.ben.pv` calculates the percentage of students according to performance levels established by TIMSS and PIRLS. For example, for TIMSS 2011, Grade 8 (see Foy *et al.* 2013, p. 24):

```
R> timss.ben.pv(pvlabel = "BSMMAT", by = "IDCNTRYL", cutoff =
+    c(400, 475, 550, 625), data = timss8g)

    IDCNTRYL       Benchmark Percentage Std. err.
1     Armenia At or above 400      76.38      1.16
2     Armenia At or above 475      49.02      1.37
3     Armenia At or above 550      17.65      0.88
4     Armenia At or above 625       3.23      0.40
5   Australia At or above 400      89.17      1.08
6   Australia At or above 475      62.94      2.40
7   Australia At or above 550      28.65      2.63
8   Australia At or above 625       8.68      1.68
```

```
9    Bahrain At or above 400      53.49      0.79
10   Bahrain At or above 475      26.19      0.65
11   Bahrain At or above 550       7.97      0.68
12   Bahrain At or above 625       1.26      0.25
13     Chile At or above 400      56.86      1.57
14     Chile At or above 475      22.95      1.11
15     Chile At or above 550       5.35      0.62
16     Chile At or above 625       0.56      0.16
```

And for PIRLS 2011 (see Foy and Drucker 2013, p. 24):

```
R> pirls.ben.pv(pvlabel = "ASRREA", by = "IDCNTRYL", data = pirls)

           IDCNTRYL       Benchmark Percentage Std. err.
1         Australia At or above 400      92.93      0.67
2         Australia At or above 475      75.62      1.03
3         Australia At or above 550      41.91      1.14
4         Australia At or above 625       9.93      0.65
5           Austria At or above 400      97.10      0.35
6           Austria At or above 475      80.38      0.94
7           Austria At or above 550      39.05      1.50
8           Austria At or above 625       5.22      0.54
9        Azerbaijan At or above 400      81.86      1.60
10       Azerbaijan At or above 475      45.16      2.10
11       Azerbaijan At or above 550       8.94      0.93
12       Azerbaijan At or above 625       0.44      0.28
13 Belgium (French) At or above 400      93.79      1.08
14 Belgium (French) At or above 475      70.39      1.67
15 Belgium (French) At or above 550      25.50      1.39
16 Belgium (French) At or above 625       2.25      0.49
```

As before, the argument `cutoff` can be omitted since these are the benchmark levels established by PIRLS 2011. For different benchmarks, the cut-off values can be modified. Also, more grouping levels for the analysis can be added with `by` and same results can be reproduced with the generic `intsvy.ben.pv` function.

4.7. Calculating percentiles

Percentiles and associated standard errors can be calculated with study-specific functions `pisa.per.pv`, `pirls.per.pv`, `timss.per.pv` or with the generic function `intsvy.per.pv`. For example, the 10th, 25th, 75th, and 90th percentile in mathematics achievement can be calculated with (see OECD 2014a, p. 309):

```
R> pisa.per.pv(pvlabel = "MATH", per = c(10, 25, 75, 90), by = "IDCNTRYL",
+    data = pisa)

                 IDCNTRYL Percentiles  Score Std. err.
1         China, Hong Kong          10 430.48      6.16
```

```
2          China, Hong Kong         25 498.84      4.69
3          China, Hong Kong         75 628.59      3.47
4          China, Hong Kong         90 679.44      4.20
5                      Peru         10 264.04      3.38
6                      Peru         25 310.55      3.61
7                      Peru         75 421.14      4.90
8                      Peru         90 477.75      6.74
9                    Poland         10 401.80      2.77
10                   Poland         25 453.82      3.29
11                   Poland         75 579.85      4.89
12                   Poland         90 636.04      6.05
13                   Sweden         10 360.11      3.54
14                   Sweden         25 414.76      2.90
15                   Sweden         75 542.72      2.73
16                   Sweden         90 596.32      2.87
17 United States of America         10 367.60      3.90
18 United States of America         25 417.71      3.73
19 United States of America         75 543.29      4.40
20 United States of America         90 600.43      4.26
```

Or, alternatively, the same table can be produced with

```
R> intsvy.per.pv(pvlabel = "MATH", per = c(10, 25, 75, 90),
+    by = "IDCNTRYL", data = pisa, config = pisa_conf)
```

The following code calcualtes specific percentiles for reading achievement in PIRLS:

```
R> pirls.per.pv(pvlabel = "ASRREA", per = c(5, 10, 25, 50, 75, 90, 95),
+    by = "IDCNTRYL", data = pirls)
```

```
          IDCNTRYL Percentiles  Score Std. err.
1        Australia           5 383.04      4.45
2        Australia          10 418.05      3.39
3        Australia          25 476.81      2.51
4        Australia          50 534.14      2.83
5        Australia          75 583.32      2.37
6        Australia          90 624.83      1.56
7        Australia          95 648.37      3.10
8          Austria           5 417.61      3.51
9          Austria          10 444.27      3.25
10         Austria          25 487.15      1.99
11         Austria          50 532.85      3.14
12         Austria          75 573.28      1.62
13         Austria          90 606.82      4.32
14         Austria          95 626.33      3.71
15      Azerbaijan           5 342.56      5.54
```

```
16       Azerbaijan          10 370.31      5.19
17       Azerbaijan          25 418.67      5.04
18       Azerbaijan          50 466.91      3.58
19       Azerbaijan          75 508.81      2.98
20       Azerbaijan          90 546.00      3.32
21       Azerbaijan          95 567.11      4.16
22 Belgium (French)           5 391.31      7.94
23 Belgium (French)          10 420.05      4.63
24 Belgium (French)          25 466.06      3.90
25 Belgium (French)          50 508.94      2.85
26 Belgium (French)          75 551.03      1.96
27 Belgium (French)          90 586.42      3.67
28 Belgium (French)          95 606.21      3.51
```

And the following code calculates specific percentiles for mathematics achievement in TIMSS:

```
R> timss.per.pv(pvlabel = "BSMMAT", per = c(5, 10, 25, 50, 75, 90, 95),
+    by = "IDCNTRYL", data = timss8g)

    IDCNTRYL Percentiles  Score Std. err.
1    Armenia           5 310.38      5.89
2    Armenia          10 344.07      4.55
3    Armenia          25 404.74      4.65
4    Armenia          50 472.69      3.32
5    Armenia          75 530.60      2.64
6    Armenia          90 577.63      3.91
7    Armenia          95 607.55      3.61
8  Australia           5 368.61      4.82
9  Australia          10 396.72      3.35
10 Australia          25 444.93      5.09
11 Australia          50 502.64      6.03
12 Australia          75 559.54      6.98
13 Australia          90 617.77      7.80
14 Australia          95 652.46     12.02
15   Bahrain           5 246.26      6.02
16   Bahrain          10 279.18      5.70
17   Bahrain          25 339.02      3.35
18   Bahrain          50 409.02      2.09
19   Bahrain          75 478.77      1.99
20   Bahrain          90 538.51      3.55
21   Bahrain          95 570.44      4.00
22     Chile           5 290.42      8.12
23     Chile          10 314.53      3.60
24     Chile          25 360.52      3.09
25     Chile          50 413.67      4.02
26     Chile          75 468.99      4.09
```

```
27      Chile           90 521.81      4.16
28      Chile           95 552.64      4.34
```

As before, the same results can be reproduced with the `intsvy.per.pv` function.

4.8. Data visualisation

The functions presented above allow to precisely estimate averages, frequencies or regression coefficients together with their standard errors. Since large tables filled with numbers could be difficult to understand at first sigh, **intsvy** provides functions for data visualisation that facilitate interpretation of results.

Frequency tables

The overloaded `plot` function produces a **ggplot2** based barplot that summarises frequency tables. Optional arguments for the `plot.intsvy.table()` are `stacked` (should bars be stacked or not) and `se` (should standard error be plotted or not).

The following example calculates and plots two tables using PIAAC dataset. The first is a plot of the age structure (see Figure 1) and the second a plot of the age structure by country and gender (see Figure 2).

```
R> library("PIAAC")
R> ptable <- piaac.table(variable = "AGEG10LFS", data = piaac)
R> plot(ptable)
R> ptableCA <- piaac.table(variable = "AGEG10LFS",
+    by = c("CNTRYID", "GENDER_R"), data = piaac)
R> plot(na.omit(ptableCA), stacked = TRUE)
```

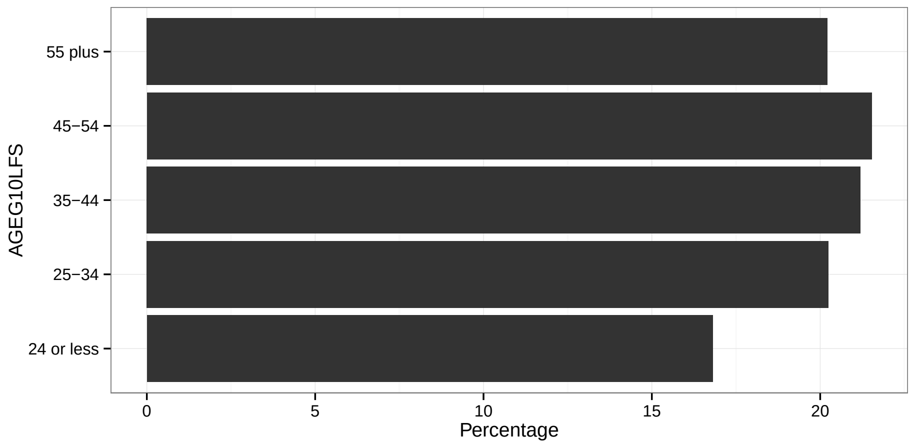

Figure 1: Graphical summary of a frequency table. This example presents the structure of age groups in the PIAAC dataset.

The following commands produce plots of parental education levels in PIRLS (see Figure 3) and the percentage of students who like learning mathematics in TIMSS (see Figure 4) using the `plot` function in combination with `intsvy.table`.

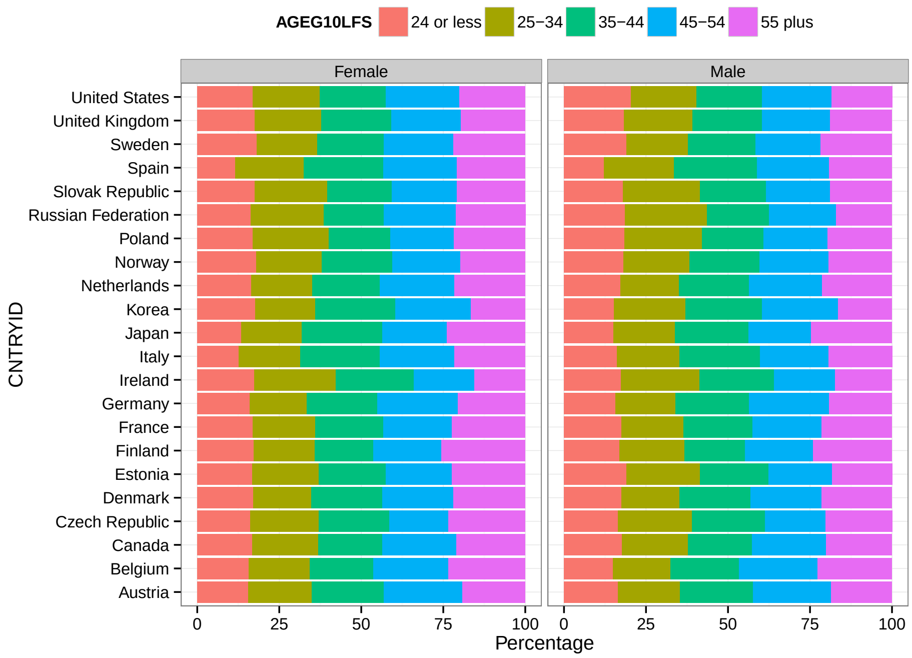

Figure 2: Graphical summary of a frequency table with grouping variable. This example presents the structure of age groups by country and gender in the PIAAC dataset.

```
R> plot(pirls.table(variable = "ASDHEDUP", data = pirls))
R> plot(intsvy.table(variable = "BSDGSLM", by = "IDCNTRYL",
+    data = timss8g, config = timss8_conf))
```

Average achievement scores

Functions `intsvy.mean.pv` and `intsvy.mean`, as well as associated study-specific functions (e.g., `pisa.mean.pv`, `timss.mean`), produce objects of the class `intsvy.mean`. The overloaded `plot` function produces a **ggplot2** based dotplot that resents calculated averages and their standard errors.

Optional arguments for the `plot.intsvy.mean()` are `sort` (should groups be sorted along the average or not) and `se` (should standard error be plotted or not).

The following example calculates and plots average numeracy performance by country (see Figure 5) and by country and age group (see Figure 6) based on the PIAAC dataset.

```
R> pmeansNC <- piaac.mean.pv(pvlabel = "NUM", by = "CNTRYID",
+    data = piaac, export = FALSE)
R> plot(pmeansNC, sort = TRUE)

R> pmeansNCA <- piaac.mean.pv(pvlabel = "NUM", by = c("CNTRYID",
+    "AGEG10LFS"), data = piaac, export = FALSE)
R> plot(pmeansNCA, sort = TRUE)
```

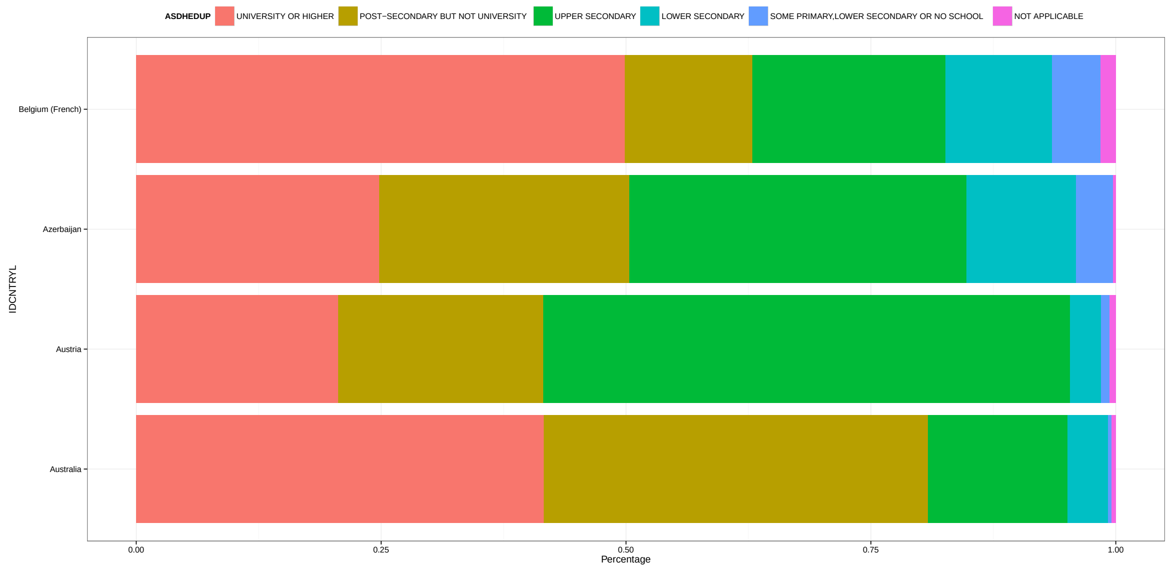

Figure 3: Graphical summary of a frequency table. This example presents the parental education levels in the PIRLS dataset.

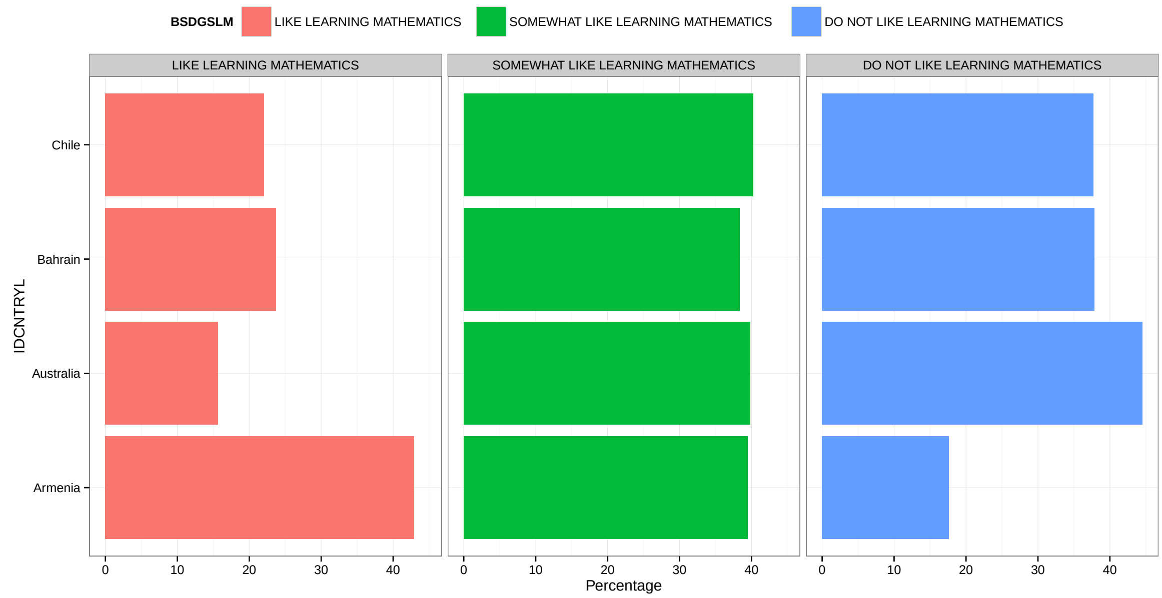

Figure 4: Graphical summary of a frequency table with grouping variable. This example presents the percentage of students who like learning mathematics by country in the TIMSS Grade 8 dataset.

The following code produces plots two plots. Figure 7 shows average mathematics scores in PISA by education system and gender and plots. Figure 8 displays average mathematics scores in TIMSS by education system and the extent students like mathematics.

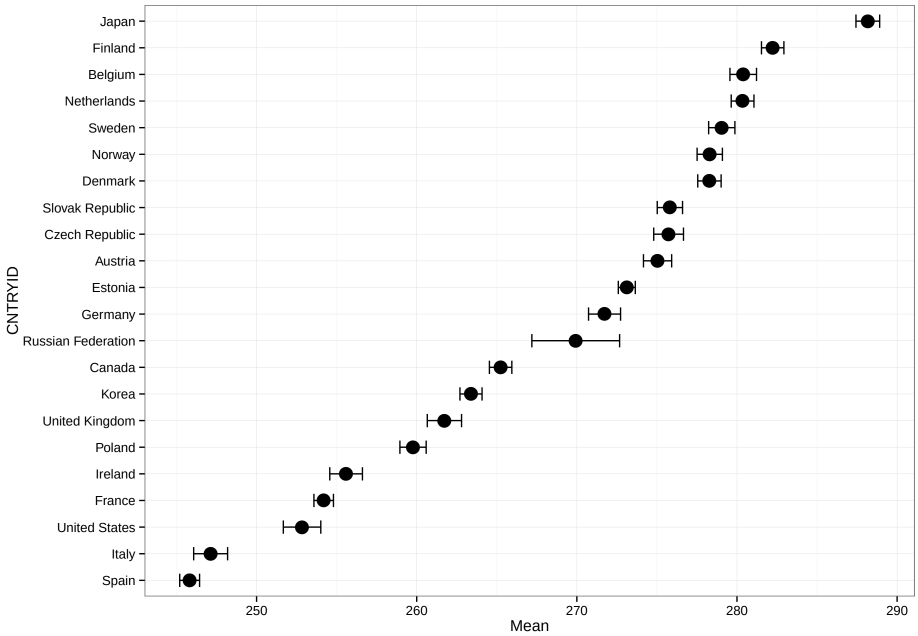

Figure 5: Graphical summary of averages and their standard errors. This example presents average numeracy scores and their standard errors for different countries based on the PIAAC dataset.

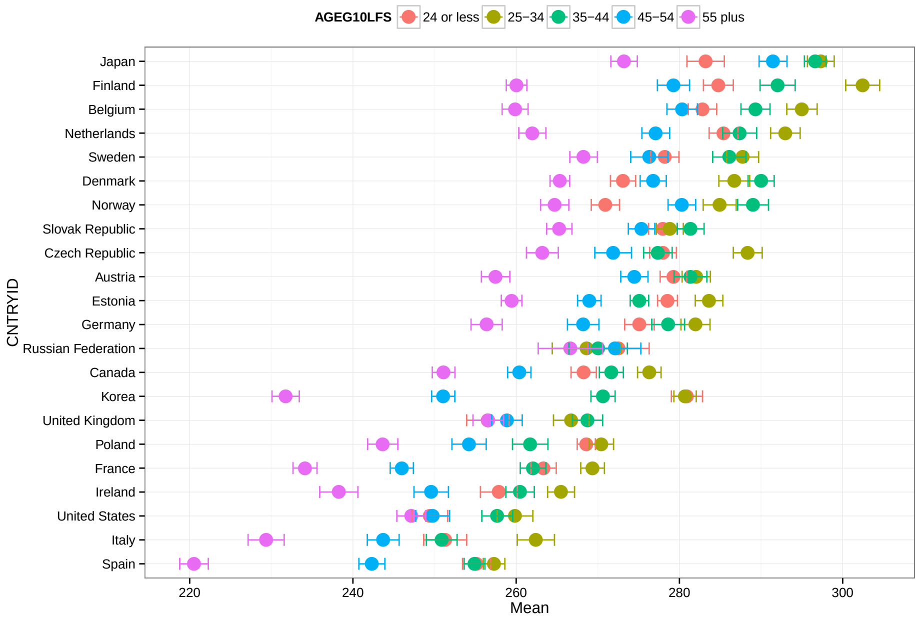

Figure 6: Graphical summary of averages in groups and their standard errors. This example presents average numeracy scores and their standard errors for different countries and age groups based on the PIAAC dataset.

```
R> plot(pisa.mean.pv(pvlabel = "MATH", by = c("IDCNTRYL", "ST04Q01"),
+    data = pisa))
R> plot(na.omit(timss.mean.pv(pvlabel = "BSMMAT", by = c("IDCNTRYL",
+    "BSDGSLM"), data = timss8g)))
```

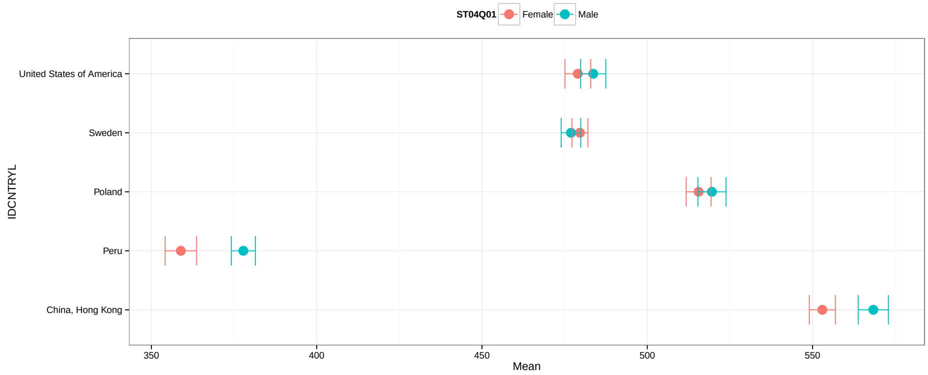

Figure 7: Graphical summary of averages and their standard errors. This example presents average mathematics scores and their standard errors by education system and gender based on the PISA dataset.

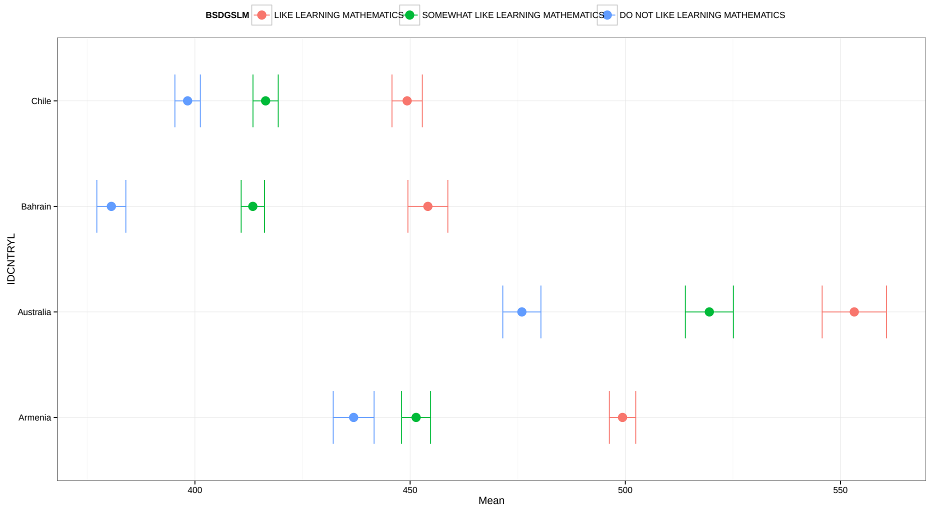

Figure 8: Graphical summary of averages in groups and their standard errors. This example presents average mathematics scores and their standard errors by educaiton system and the extent to which students like mathematics based on the TIMSS Grade dataset.

Regression analysis

Functions `intsvy.reg.pv` and `intsvy.reg` produce objects of the class `intsvy.reg`. The overloaded `plot` function produces a **ggplot2** based dotplot that summarizes regression based model coefficients and their standard errors.

Optional arguments for the `plot.intsvy.reg()` are `sort` (should groups be sorted along the average or not) and `se` (should standard error be plotted or not).

The following example calculates and plots regression coefficients, intercepts and R^2 coefficients in groups defined by country based on the PIAAC dataset (see Figure 9).

```
R> rmodelLG <- piaac.reg.pv(pvlabel = "LIT", x = "GENDER_R",
+    by = "CNTRYID", data = piaac, export = FALSE)
R> plot(rmodelLG, se = TRUE, sort = TRUE)
```

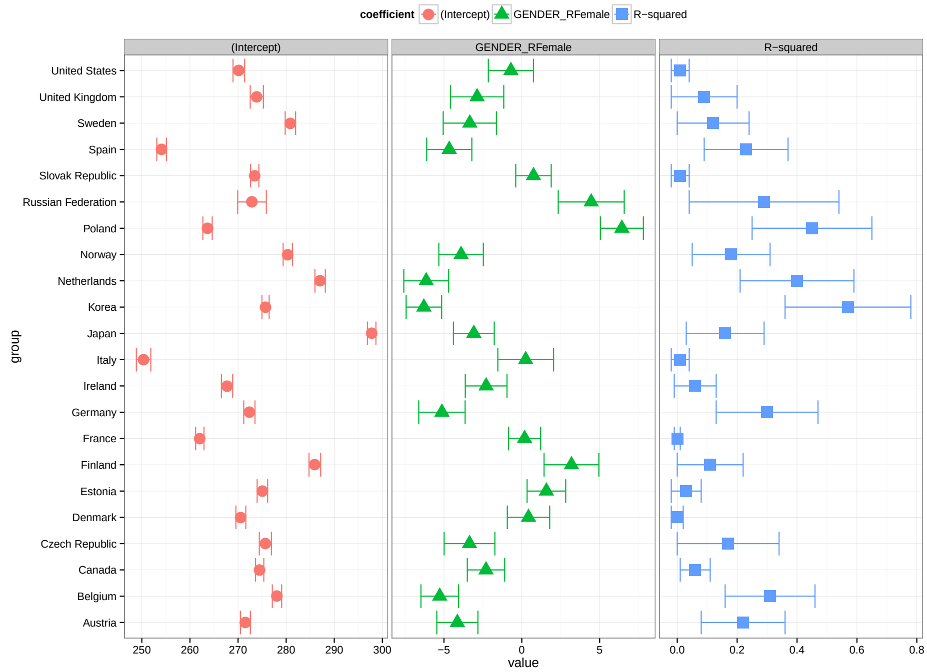

Figure 9: Graphical summary of regression models. This example presents outcomes for regression models with literacy scores as dependent variable and gender as independent variable. Panels present intercepts, gender coefficients and R-square coefficients based on the PIAAC dataset.

The following code produces a plot with results of a regression of mathematics scores on gender (ST04Q01) and the economic, social, and cultural status index (ESCS). No variables are selected in the `plot` command, therefore, all are shown along with the R^2 (see Figure 10).

```
R> pisa_ses <- pisa.reg.pv(pvlabel = "MATH", x = c("ST04Q01", "ESCS"),
+    by = "IDCNTRYL", data = pisa)
R> plot(pisa_ses)
```

The following code plots regression results with TIMSS Grade 8 data (see Figure 11). Unlike previous plots, a single variable is selected in the `plot` command, the index of students liking mathematics, BSBGSLM.

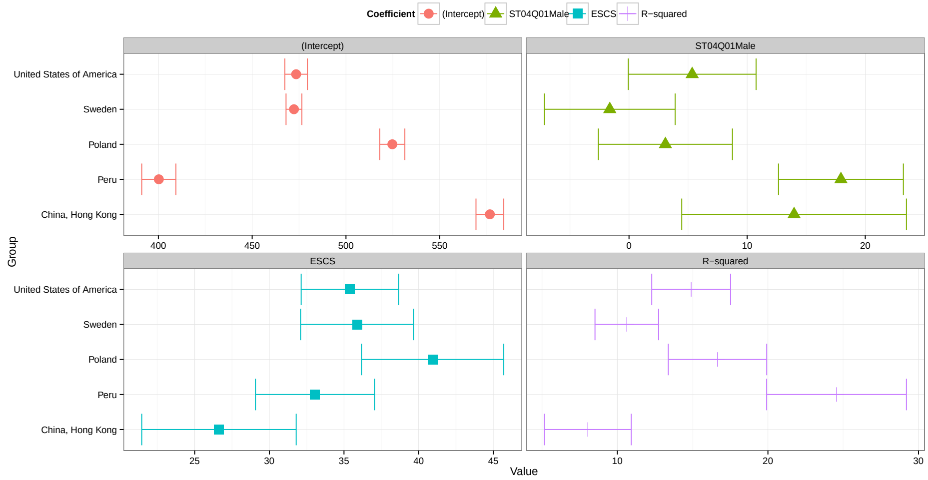

Figure 10: Graphical summary of regression models. This example presents outcomes for regression models with mathematics scores as dependent variable and gender (ST04Q01) and the economic, social, and cultural status index (ESCS) as independent variables based on the PISA dataset.

```
R> timss_like <- timss.reg.pv(pvlabel = "BSMMAT", by = "IDCNTRYL",
+    x = c("ITSEX", "BSBGSLM"), data = timss8g)
R> plot(timss_like, vars = "BSBGSLM")
```

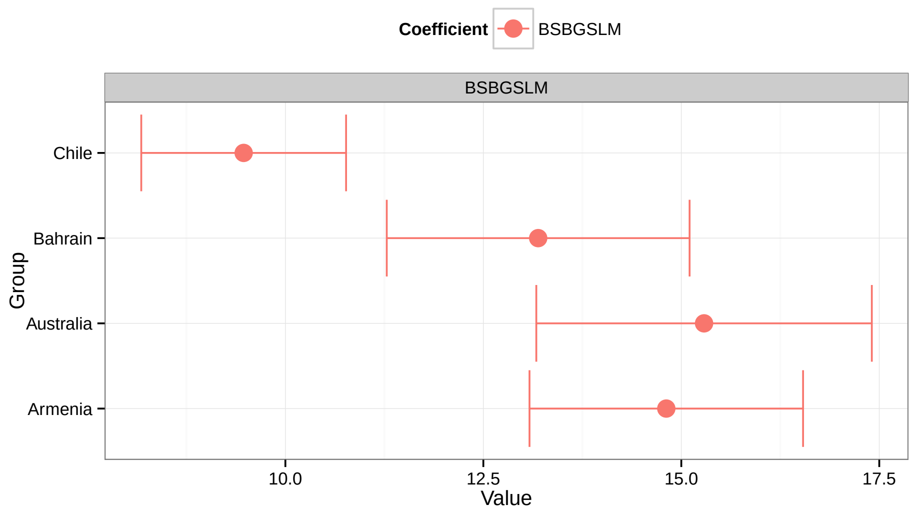

Figure 11: Graphical summary of regression models. This example shows the coefficient of the index of students liking mathematics (BSBGSLM) in a regression of mathematics scores on gender (ITSEX) and BSBGSLM based on the TIMSS Grade 8 dataset.

Finally, a example is presented with PIRLS data (see Figure 12):

```
R> pirls_ela <- pirls.reg.pv(pvlabel = "ASRREA", by = "IDCNTRYL",
+    x = c("ITSEX", "ASBHELA"), data = pirls)
R> plot(pirls_ela)
```

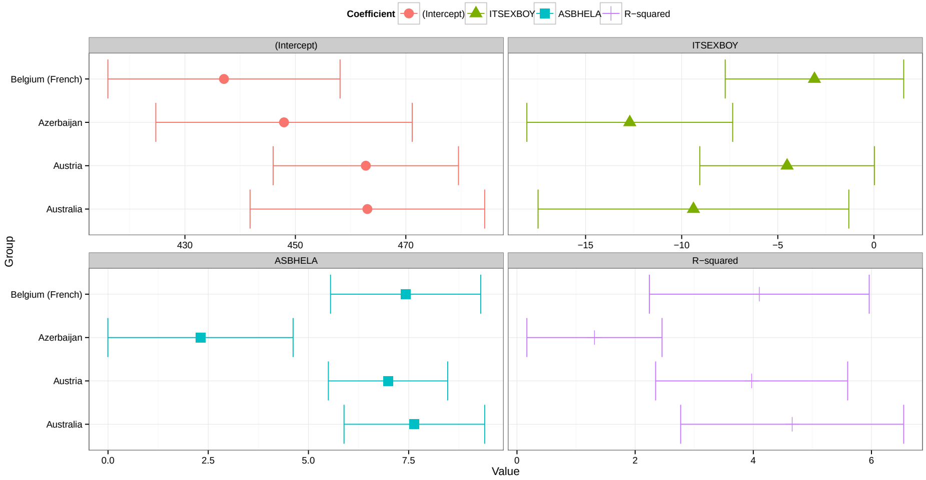

Figure 12: Graphical summary of regression models. This example presents outcomes for regression models with reading scores as dependent variable and gender (ITSEX) and the index of early literacy activities at home (ASBHELA) as independent variables based on the PIRLS dataset.

5. Summary

This article introduced **intsvy** and demonstrated its use with data from PISA, PIRLS, TIMSS, ICILS, and PIAAC. Package **intsvy** provides another alternative within R to soundly handle data from international LSA. In addition to analysis and visualisation tools, the package includes functions for merging and importing data, which are particularly handy for TIMSS and PIRLS. The package can be extended to handle datasets from different international assessment studies. There are several limitations and plans for incorporating new features in future releases of this package. Currently **intsvy** handles missing data using listwise deletion, cannot analyse trend data from international LSA, cannot perform tests of statistical significance beyond those provided by regressions, to mention some limitations.

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