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ADMINISTRATIVE INFORMATION

Support - UTADEO and CUA.

Review Stage at time of this submission - Formal screening of search results against eligibility criteria.

Conflicts of interest - None declared.

INPLASY registration number: INPLASY2023120017

Amendments - This protocol was registered with the International Platform of Registered Systematic Review and Meta-Analysis Protocols (INPLASY) on 04 December 2023 and was last updated on 04 December 2023.

INTRODUCTION

Review question / Objective Utilizing a scoping review, what individual, academic, socioeconomic, and institutional variables influence the outcomes of standardized governmental tests administered at the end of secondary education in state or private educational institutions?

Background Currently, the evaluation of education, and particularly the analysis of the results of standardized governmental tests, has become a fundamental topic of interest for researchers, educators, and policy makers. Historically, standardized tests have been used to measure student academic performance and as an indicator of the quality of education provided by middle-level educational institutions, both state and private. However, the growing interest in understanding the factors affecting performance in these tests has led to a deeper exploration of individual, academic, socioeconomic, and

institutional variables. This attention is fueled by global concerns about equity in education and the desire to identify and address educational and social gaps. Studies conducted to date have revealed that performance on standardized tests is a multifaceted phenomenon that not only reflects students' cognitive abilities but also a complex interaction of environmental and contextual factors.

Rationale By triangulating the purposes, goals, and objectives of government in the field of education, particularly in evaluating learning, with the results obtained in various internal and external tests, a discrepancy becomes evident. This discrepancy turns into a factor for analysis to identify the issues with academic performance, skills, and competencies of students at the secondary level in public educational institutions. The results of standardized governmental tests are one of the indicators of the quality of education. They contribute to the assessment in teaching processes and to the analysis of public policies on

evaluation as decisive factors for closing social gaps.

The identification of explanatory variables of the results in standardized governmental tests provides insights for decision-makers who can track and monitor the quality of education, educational public policies, and institutional policies on social, economic, and educational aspects that interrelate and offer a perspective for improving the teaching and learning processes of young people. The scoping review can also provide alternatives for the formulation or updating of the evaluation model of the level of academic achievement of young people in secondary education in state or private educational institutions.

METHODS

Strategy of data synthesis To locate potentially relevant articles, the SCOPUS (an interdisciplinary database) and ERIC (a disciplinary database) databases will be consulted. The search will be conducted using truncated symbols and Boolean operators to maximize the inclusion of relevant terms. The search terms were formulated based on previous literature reviews and have been selected to ensure coverage of the synonyms used by academics to refer to dropout in English. The terms are "Standardized tests", "national exam", "public exam", "standard assessment test". Appropriate truncation will be applied to capture all variations of each term. To limit the search, the terms "middle school", "Upper secondary education", and "high school" will be used.

Eligibility criteria For this study, peer-reviewed documents will be included in the review, which must focus on the results of standardized governmental tests obtained by students in middle education. The selected documents must be articles published in academic journals, and reviews published in conference proceedings, book chapters, theses, or any other means of dissemination other than the aforementioned academic journals will be excluded. Only documents written in English or Spanish will be included. Works that analyze the results of standardized evaluations for other educational levels or that do not distinguish between the levels of the students being evaluated will not be included. Similarly, literature review documents will not be included.

Source of evidence screening and selection To carry out the quality assessment of the primary studies, previously established and recognized criteria in academic literature will be used. These

criteria will cover key aspects related to the design of the research, the methodology used, sample selection, data analysis, and presentation of results. Each article in the sample will be rated according to its adherence to these criteria, which will allow for the determination of the scientific rigor and reliability of the presented results.

In addition, an exhaustive analysis of potential biases that may affect the validity of the primary studies will be conducted. Factors such as selection bias, information bias, and confounding bias, among others, will be identified and considered. This systematic assessment of the risk of bias will provide a more comprehensive and objective view of the methodological quality of the studies included in the review.

It is crucial to highlight that the quality of the primary studies and the associated risk of bias will be taken into account in the analysis of the results and in the interpretation of the conclusions of this scoping review.

Data management For this stage, the reviewers will create a spreadsheet through consensus to determine which variables should be extracted from the documents, thereby generating a standardized abstraction tool. The completion of a spreadsheet will be carried out independently by the reviewers, and the results will be discussed and updated through an iterative process. Additionally, different software tools such as VosViewer or SCIMAT will be used for the visual representation of the results.

The source of information will be limited to the electronic databases mentioned in the search strategy section, thus ensuring the quality of the editorial process of the selected documents.

Language restriction English and Spanish.

Country(ies) involved Colombia.

Keywords Standardized test; middle education; scoping review; explanatory variable; Private schools, State schools.

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