



Curriculum and assessment models for the home language, ages 11 – 17

Final overview report for Ofqual

Caroline Filmer-Sankey, Claire Sargent and Sharon O'Donnell

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1. Introduction

The NFER's International Information Unit has been commissioned by Ofqual to conduct desk research to examine how other countries teach and assess the home language (the official language of instruction in a given country or state) for 11 – 17 year old students.

The study seeks to answer the following questions:

- How is the home language taught?
- How is the home language assessed?
- Which skills, capabilities or competencies are assessed, and how?
- How is the assessment reported, and what are the consequences of the assessment?

This report provides an overview of curriculum and assessment models in Australia (at federal, national, Commonwealth level), Canada (looking nationally and also specifically at the province of Ontario), Hungary, Italy, New Zealand, Northern Ireland, Scotland, Spain and Sweden.

2. System overview

The 11 – 17 age range investigated in this study spans six years and covers the period when students are in secondary education, as well as, in some cases, the last year of primary and some post-compulsory education. This depends on when the transition year is (in most countries this is at 11/12; in Scotland it is at 12/13). In Sweden (and in some areas of New Zealand) there is no transition at this stage: students attend an 'all through' school for their compulsory education. In most countries the final year (17 year olds) is post compulsory.

Six of the countries (Hungary, Italy, New Zealand, Northern Ireland, Spain and Sweden) have a statutory national curriculum, and in three of these (New Zealand, Northern Ireland and Spain) the curriculum has undergone significant reform in the last few years (since 2007). In Canada there is no pan-Canadian statutory curriculum, but each province has its own statutory curriculum. In Australia there is currently no statutory national curriculum, but one is under development; it will begin to be implemented from 2011. In Scotland the curriculum is not statutory. Individual local authorities and head teachers are free to provide an appropriate curriculum within a framework provided by the Scottish Government's Directorate General of Education and Learning and Teaching Scotland (LTS).

Five of the countries (Australia, Italy, Northern Ireland, Scotland and Sweden) have one home language/official language of instruction (English, Italian or Swedish). In Canada, and in the province of Ontario, there are two official languages (English and French). In Spain and Hungary there is a main home language but minority languages are also official languages of instruction. In New Zealand the principal language of instruction is English, but Maori is the language of instruction for students enrolled in Maori-medium education.

Language is a core subject or area of learning throughout compulsory education in all the countries, except in Northern Ireland where it is an 'entitlement' rather than a compulsory element of the key stage 4 curriculum (14 – 16 year olds). The definition of study of the home language and the scope of the subject/area of learning varies from country to country. In some cases (for example, Hungary, Sweden) it can include literature study as well as language study; in others, study of the home language is part of a broader area of learning such as 'Language and Communication' (Scotland) or 'Languages and Literacy' (Northern Ireland).

3. How is the home language assessed?

The way the home language is assessed for the 11 – 17 age range varies from country to country, with a greater emphasis in some on continuous assessment, and in others on periodic external testing, although there are areas of commonality. Broadly, it is possible to identify three main kinds of assessment:

- continuous, school-based assessment
- standardised national assessments
- national sample surveys.

3.1. Continuous, school-based assessment

In all nine countries and the province of Ontario the home language is assessed as part of continuous, school-based assessment. This has two main purposes:

- **Formative:** to identify areas of need and give feedback to students, in order to improve their performance (Assessment for Learning).
- **Summative:** to measure attainment at different stages. In some countries, students must achieve an adequate mark in order to progress to the next year/class (for example, in Italy). In Spain, results of continuous assessment contribute to achieving the secondary leaving certificate at age 16.

Information on school-based assessment varies in level of detail from country to country and is not always explicit, but it is probable that the home language is assessed in school against curriculum targets defined under the statutory curriculum, where this exists. Some Ministries of Education provide schools with materials to assist their assessments. For example, in Ontario and New Zealand, the Ministries of Education produce samples of students' work (exemplars) reflecting curriculum targets to guide teachers in their evaluations. In addition, some countries provide centralised tests to aid continuous assessment. In Scotland, for example, teachers can use online 'National Assessments 5 – 14' in reading, writing and mathematics to complement their own assessments of pupils' attainment¹. Similarly, teachers in New Zealand have access to a large number of assessment tools for school-based assessment, including online assessment materials, some of which provide automated feedback on students' progress².

3.2. Standardised national assessments

In addition to continuous school-based assessment, eight of the ten countries and the province of Ontario assess the home language by means of standardised national (or provincial) tests. The frequency of testing varies from country to country but, for the most part, standardised tests are conducted at age 12, 14 and 16. In Canada, there is no national, system of standardised assessment, although there is national sample survey testing (see below). Standardised tests in Canada are the responsibility of individual jurisdictions.

Five of the countries (Italy, New Zealand, Northern Ireland, Scotland and Spain) conduct one round of tests only at the end of an educational phase or at the end of compulsory education. In Italy and Spain, for example, the home language is assessed at age 14: Italian is tested in the lower secondary leaving examination (*licenza media*); Spanish is assessed by national assessments, which cover the key competences of the core curriculum. In New Zealand, Northern Ireland, and Scotland, national assessments are conducted at age 16. In New Zealand, students take the National Certificate of Educational Achievement (NCEA) on completing compulsory education in all learning areas, including English; in Northern Ireland, students take an external qualification (the General Certificate of Secondary Education, GCSE) in English at the end of key stage 4 (age 16); and in Scotland,

¹ Available at: <http://www.aifl-na.net/mini/27842.html>. Note: A new system of assessment is being introduced in Scotland as the new Curriculum for Excellence 3-18 becomes embedded in schools. From autumn 2010, staff will have access to a new online National Assessment Resource (NAR), which will build up a range of assessment material and exemplars across the curriculum areas.

² See, for example, <http://arb.nzcer.org.nz/> for information on 'Assessment Resource Banks' for English maths and science and <http://www.tki.org.nz/r/asttle/> for 'Assessment Tools for Teaching and Learning'.

students take National Qualifications in English at the end of Secondary 4 (S4), age 16.

In three countries, Australia, Hungary and Sweden, and in the province of Ontario, students take standardised tests at more frequent intervals. In Hungary and Sweden, students take national tests at age 12, 14, and 16. In Hungary, this is the National Assessment of Basic Competencies (NABC) in reading/literacy; in Sweden these are the National Assessments in Swedish. In Australia, all students are assessed in literacy (reading, writing and language conventions: spelling, grammar, punctuation) in Years 7 and 9 (ages 12/13 and 15/16) as part of the new National Assessment Programme – Literacy and Numeracy (NAPLAN). In Ontario, students take standardised tests in literacy (reading and writing) in English or French at age 12 and the Ontario Secondary School Literacy Test in English or French at age 16.

There are a number of reasons for standardised testing of the home language. These can be summarised as follows:

- Diagnostic, formative assessment to identify areas of improvement and to feed back to students (for example, in Australia, Ontario and Spain).
- Assessment of students' progress against national targets and standards to enable schools to compare their performance with nationwide results (for example, in Australia, New Zealand and Sweden).
- Assessment to allow students to progress to the next phase of education (for example, in Italy and Sweden).

In some countries (for example, Australia) standardised tests are used for a combination of the above reasons.

3.3. National sample surveys

Representative sample surveys, which include assessment of the home language, are carried out in five countries, Canada, Hungary, Italy, New Zealand, Scotland and Spain. Ontario also takes part in the Canadian sample survey. The surveys take a number of forms, but have similar characteristics and purposes. These are that they:

- survey a sample of students/schools (rather than the whole population)
- take place on a cyclical basis (rather than every year)
- evaluate educational systems as a whole
- aid school self-evaluation
- enable schools to compare their results with wider national results.

In Canada (and Ontario), for example, the Pan-Canadian Assessment Programme (PCAP) comprises a series of cyclical tests to assess student achievement in mathematics, reading, and science at age 13. During each PCAP assessment, one area of learning is the main focus of the assessment, but the other two subjects are also tested. For the PCAP-13 2007 assessment, reading was the major assessment component and approximately 20,000 13 year olds took the tests in English or French. Similarly, the New Zealand National Education Monitoring Project (NEMP) is an annual assessment which covers all curriculum areas, including English, over a four-year period, and involves around 3,000 students in 260 schools (ages 8/9 and 12/13), who are randomly selected to take part. Scotland also conducts a sample survey, the Scottish Survey of Achievement (SSA). At secondary level, the SSA examines achievement at ages 12 and 14, focusing each year on one curricular area, including English language. Italy is also introducing national sample tests of pupil achievement between 2008 and 2011. These assess the learning outcomes of students in a sample of schools at the beginning and end of each educational phase in Italian and mathematics. At secondary level, the tests are planned for students age 12 and 14 in 2009/10 and students age 16 and 19 in 2010/11. In Spain, national sample surveys take place at age 12 and 16, with a sample of approximately 700 schools each year in all subjects of the official national core curriculum, including Spanish and regional language and literature.

4. Which skills, capabilities or competences are assessed, and how?

Whilst a body of information exists for each country and the province of Ontario on the kinds of assessment that exist for the home language and when this assessment takes place, it is more difficult to build a comprehensive picture of the skills, capabilities or competences that are assessed (for example, listening, speaking, reading and writing). In the course of this study, extensive information on the assessment of skills has been found for some countries (for example, Australia, New Zealand, Northern Ireland and Scotland), in particular those where English is the home language. For other countries information on skills has been more difficult to find because it only exists in the home language. Italy, for example, has National Curriculum Guidelines 'Indicazioni per il curricolo' which detail in Italian specific learning objectives related to subjects and the knowledge/skills that are to be developed. For the study of the Italian language, these objectives include listening, speaking, reading, writing, and language awareness.

Where there is a comprehensive curriculum document for study of the home language, there are clear definitions for what is taught within that area of learning, and it reasonable to infer that this is also what is assessed as part of schools' own

continuous assessment. In Australia, for example, the Statement of Learning for English defines the following strands: reading and viewing, writing, speaking and listening. In Ontario, the provincial curriculum document for English and *Français* defines the strands of the language curriculum as oral communication, reading and literature studies, writing and media studies and, in New Zealand, the curriculum document for English states that students study, use, and enjoy English language and literature communicated orally, visually, or in writing. English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between two modes in which students are primarily *making* meaning of ideas or information they receive (listening, reading, and viewing) or *creating* meaning for themselves or others (speaking, writing, and presenting).

From the information available for the nine countries and one province, and taking into account differences in terminology in their respective curriculum documents, it is probably safe to say that all four main language learning skills - listening, speaking, reading, and writing are assessed as part of schools' ongoing assessment of their students' achievements.

With respect to the standardised national assessments or national sample surveys, on the other hand, this is not necessarily the case: there appears here to be an overall bias towards the assessment of reading and writing skills. (This may be because it is easier and less time-consuming to administer reading and writing tests than listening and speaking tests.) In two countries, Canada (including Ontario) and Hungary, the main focus is on assessment of reading. In Canada, the PCAP sample survey assesses reading (in English or French) and this is divided into comprehension, interpretation and response to text. In Hungary, the standardised test (NABC) and the sample surveys assess literacy, which is further defined as reading. In Australia and Scotland, the skills of reading and writing are both assessed. In Australia, for example, NAPLAN assesses reading, writing and language conventions (spelling, grammar and punctuation) whilst, in Scotland, the National Assessments provide separate tests for reading and writing in English, but there are no tests for listening and talking (speaking). In Spain the new diagnostic tests assess key competences, including oral competence and literacy; in Italy, the *licenza media* has written and oral components. The written test is largely multiple choice and tests reading comprehension and grammatical competence.

In New Zealand (NCEA), Northern Ireland (GCSE) and Sweden (national diagnostic tests), standardised tests assess all four skills. In the case of New Zealand, for example, available information suggests that written, visual and oral (both speaking and listening) language skills are assessed within two complementary strands in

which students receive information (listening, reading and viewing) and convey information (speaking, writing and presenting).

The level of detail on how skills are assessed varies considerably from country to country, but some do provide descriptions about assessment of the skills on their websites, and in some cases, examples of test papers. Australian schools, for example, can download sample and past papers from 2008 and 2009 from the NAPLAN website³.

5. How is the assessment reported?

The way in which assessment is reported is largely related to its purpose. Results of school-based assessment, which has both a formative and a summative purpose, for example, are provided to students and parents on a regular basis. The reports can take the form of one-off written reports on students' attainment and progress at a particular stage in their education, or they can be documents which provide a cumulative profile of students' performance and progress (such as the Record of Achievement in New Zealand or the *scheda personale*/personal record in Italy).

Results of standardised tests are also reported in this way to students and parents but, in some countries, schools have access to national assessment information so that they can assess their students' progress against national targets and standards, and compare their school's performance with nationwide results. In Australia, for example, NAPLAN results are made available in student reports for parents and in full and summary National Reports, which present data at national and state/territory level.

Results of the national sample surveys, on the other hand, are not reported to parents. Their purpose is for evaluation of educational achievement in general, and the results are provided to schools and authorities, so that they can compare their levels of attainment with national data. For example, results of the PCAP in Canada are presented in a public report which shows mean scores for Canada overall and for individual jurisdictions, including breakdowns by language and gender. This provides provinces and territories with a basis for examining their curriculum and for comparing results in their jurisdiction with pan-Canadian results.

6. Summary

In examining curriculum and assessment models for the home language, this desk study demonstrates a high degree of commonality in the way the home language is

³ <http://www.naplan.edu.au/>

assessed and the purposes of that assessment across the different countries. It is suggested that a second phase to this initial desk research could provide:

- More detailed information on curriculum and assessment for those countries where English is not the home language (for example, Hungary). This could be collected by a survey of in-country contacts or an invitational seminar/focus group.
- A detailed picture of the scope of the home language as a subject in the curriculum. Does study of the home language, for example, include study of the literature of the country, and how does study of the home language fit into broader areas of study such as 'Communication' or 'Literacy'?
- Clearer definitions for each country of the nature of the language skills tested. For example, if *oral* competence is tested, does this include speaking (oral) and listening (aural); and, where literacy is tested, does this mean reading only, or does it also include writing?

This would ensure a more comprehensive and detailed picture of the skills, capabilities and competences that are assessed and a firmer basis on which to compare systems of assessment in these countries.

7. Country summary tables

Australia

How is the home language (English) taught? (curriculum organisation)	<p>Australia comprises six States (Queensland, New South Wales, Victoria, Tasmania, South Australia and Western Australia) and two Territories (the Australian Capital Territory - ACT and the Northern Territory) and has a federal system of government. There are eight individual State/Territory systems but, in most respects, the commonalities of the systems outweigh their differences.</p> <p>The 11-17 age range includes students in primary, lower secondary and upper secondary education (Years 6 – 11). In most States, education is compulsory between the ages of six and 15.</p> <p>Statutory curriculum</p> <p>Australia does not currently (see below) have a national curriculum for its schools. Each State/Territory has sole constitutional responsibility for the curriculum of its government (publicly funded) schools. Currently in most of the States and Territories, nationally developed Statements and Profiles provide a common basis for curriculum development. They cover eight broad Key Learning Areas: the arts, English, health and physical education (HPE), languages other than English (LOTE), mathematics, science, studies of society and the environment (SOSE), and technology.</p> <p>The English Statement of Learning is available to download at: http://www.mceecdya.edu.au/verve/resources/SOL_English_Copyright_update2008_file.pdf</p> <p>Note: At the end of 2008, the Council of Australian Governments (COAG) signed up to the National Education Agreement (NEA), which articulates the commitment of all the State and Territory governments to ensure that all Australian school students acquire the knowledge and skills to participate effectively in society and employment in a globalised economy. The agreement sets out the national funds available for government schools, and for national</p>
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	<p>partnerships, to improve teacher quality, literacy and numeracy, and support the needs of schools in economically deprived communities. In exchange, the States and Territories will be required to report on their performance and implement a National Curriculum from 2011.</p> <p>The development of this national curriculum from Kindergarten to Year 12 (age five to 18) has begun with developments in the subject areas of English, mathematics, science and history. It is expected that this first phase of the national curriculum will be ready for implementation from 2011. The second phase of work will be to develop the learning areas for languages, geography and the arts. The curriculum will be based on literacy, numeracy and ICT. The final stage will involve the development of an overall curriculum framework and greater attention to the role of general capabilities alongside the learning areas.</p> <p>A draft of the English, mathematics, science and history curriculum has been published for public consultation. The proposed English curriculum is available to download: http://www.australiancurriculum.edu.au/Documents/English%20curriculum.pdf</p>
<p>How is the home language assessed?</p>	<p>In Australia, the home language is assessed continuously, by school-based assessment, and in the National Assessment Programme – Literacy and Numeracy (NAPLAN).</p> <p>Continuous assessment: This is used mainly as a basis for reporting to parents and may influence decisions regarding promotion to the next grade.</p> <p>The National Assessment Programme – Literacy and Numeracy (NAPLAN): NAPLAN was introduced in Australian schools in 2008. All students in Years 3, 5, 7 and 9 (age eight-nine, 10-11, 12-13 and 15-16 respectively) are assessed using national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The data from the NAPLAN test results gives schools and</p>

	<p>systems the ability to compare student achievements against national standards and with student achievement in other States and Territories. It also shows how well students are progressing and identifies areas of need. The NAPLAN tests have been developed using the nationally agreed Statements of Learning that reflect the core elements of the curriculum documents used in the different States and Territories. The English Statement of Learning is available to download at: http://www.mceecdya.edu.au/verve/resources/SOL_English_Copyright_update2008_file.pdf</p> <p>This Statement of Learning is organised by year level (end of Year 3, 5, 7 and 9) and made to describe three aspects of an English curriculum that are essential and common. They are:</p> <ul style="list-style-type: none"> • reading and viewing • writing • speaking and listening.
<p>Which skills, capabilities or competences are assessed (e.g. reading, speaking, writing and listening)?</p>	<p>Under NAPLAN, (the National Assessment Programme – Literacy and Numeracy) all students in Years 3 (age eight-nine), 5 (age 10/11), 7 (age 12-13) and 9 (age 14-15) across Australia are assessed using national tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.</p> <p>Sample question papers are available: http://www.naplan.edu.au/naplan_sample_questions/naplan_sample_questions.html</p> <p>In addition, the tests taken in 2008 (the first national literacy and numeracy tests in Australia) and 2009 are available on the NAPLAN website:</p> <p>2009 - http://www.naplan.edu.au/naplan_2009_tests.html</p>

	2008 - http://www.naplan.edu.au/naplan_2008_tests/naplan_2008_tests.html
<p>How are these skills, capabilities or competences assessed?</p>	<p>The documentation which is provided to help parents understand their children’s report card provides the following information about what children are tested on:</p> <p>Year 7 (age 12-13)</p> <p>Reading: Students read stories, information texts and arguments. Students are assessed on aspects of reading including:</p> <ul style="list-style-type: none"> • finding information that is clearly stated • connecting and interpreting ideas in a text • identifying the purpose of a text • interpreting figurative language • recognising attitudes or emotions expressed through dialogue and actions • recognising and comparing different opinions in a text. <p>Writing: Students write a story. Their writing is assessed by evaluating how well they demonstrate skills in:</p> <ul style="list-style-type: none"> • structuring the story, developing ideas and characters, and making effective word choices • using the conventions of written language such as grammar, punctuation, spelling and paragraphs • engaging the reader.

	<p>Language conventions: Students are assessed on aspects of spelling, grammar and punctuation. Tasks include:</p> <ul style="list-style-type: none">• correctly spelling multi-syllable words with regular spelling patterns• identifying errors and then correctly spelling some complex words• recognising the correct form of adjectives, adverbs and tense in sentences• recognising the correct use of complex punctuation such as colons, apostrophes and ellipses. <p>Year 9 (age 15-16)</p> <p>Reading: Students read factual and non-factual texts including a poem. Students are assessed on aspects of reading including:</p> <ul style="list-style-type: none">• connecting and combining ideas from text and diagrams• interpreting and inferring ideas in a text• recognising stereotypes in a text• interpreting figurative language• reflecting on the causes of a character’s motivations, feelings and responses• identifying the audience of a text. <p>Writing: Students write a story. Their writing is assessed by evaluating how well they demonstrate skills in:</p>
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	<ul style="list-style-type: none"> • structuring the story, developing ideas and characters, and making effective word choices • using the conventions of written language such as grammar, punctuation, spelling and paragraphs • engaging the reader. <p>Language conventions: Students are assessed on aspects of spelling, grammar and punctuation. Tasks include:</p> <ul style="list-style-type: none"> • correctly spelling multi-syllable words with less regular spelling patterns • identifying errors and then correctly spelling complex words • identifying the structures used when direct speech is rewritten as indirect speech • recognising the correct use of complex punctuation such as colons, semicolons and dashes. <p>These documents are available to download at: http://www.naplan.edu.au/naplan_2009_reporting/naplan_2009_reporting.html</p>
<p>How is this assessment reported?</p>	<p>The NAPLAN assessments are reported in two ways:</p> <ol style="list-style-type: none"> 1. Student report: Parents of students taking the tests receive an individual report for their child. The student report shows how the student performed against the national average and, in some States and Territories, the school average. Schools receive reports at about the same time. For each domain and year level, student results are reported against six achievement bands, the national average, the middle 60 per cent of Australian students and the national minimum standards. In some States and Territories, the school average is also shown where the minimum cohort size for reporting is met.

	<p>2. National Reports (Summary and Full Report). Results at national, State and Territory level are published in a summary and a full report by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA).</p> <p>In addition, at the beginning of 2010, the results of the National Assessment Programme – Literacy and Numeracy (NAPLAN) were published on the 'My School' website. This aims to allow users to access consistent information about all schools, compare average performance, and search for schools within a particular area. It uses an index of student and school characteristics, developed specifically for the purpose of identifying schools serving similar student populations. The website also aims to enable schools' results on national tests to be understood in a fair and meaningful way, and to enable schools seeking to improve their performance to learn from other schools with statistically similar populations. It is available at: http://www.myschool.edu.au</p>
<p>What are the consequences of the assessment?</p>	<p>The data from the NAPLAN test results gives schools and systems the ability to compare their students' achievements against national standards and with student achievement in other States and Territories. It also allows the monitoring of progress over time. Teachers and schools use this information, in conjunction with other information, to determine how well their students are performing and to identify any areas of need requiring assistance. School based assessment is treated mainly as a basis for reporting to parents, and may influence decisions regarding promotion to the next year/grade.</p>

Canada

<p>How is the home language (English and French) taught? (curriculum organisation)</p>	<p>Canada is a confederation of ten provinces and three territories (Newfoundland and Labrador, Prince Edward Island, Nova Scotia, New Brunswick, Quebec, Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Yukon Territory, Northwest Territories, and the Nunavut [aboriginal] Territory). In accordance with the Constitution, responsibility for education is vested in the ten provinces and three territories.</p> <p>The 11-17 age range in Canada generally spans school Years 5 to 10 or 6 to 11 (with variation according to province), and includes students at primary/elementary school, in junior high school/compulsory lower secondary education, and in senior high school.</p> <p>Statutory curriculum</p> <p>There is no national curriculum in Canada; responsibility for education is vested in the ten provinces and three territories. Each of these, while similar to the others, reflects its specific regional concerns and historical and cultural heritage. The provincial Departments or Ministries of Education draw up curricula along with local school boards. Because Ministers of Education needed a forum in which to discuss issues of mutual concern, they established the Council of Ministers of Education, Canada (CMEC) in 1967. CMEC is the national voice for education in Canada.</p> <p>Throughout Canada as a whole, the primary curriculum generally includes as compulsory subjects: language, mathematics, social studies, introductory arts, and general science. At secondary level, a greater variety of programmes are offered, with the number of compulsory subjects being reduced in the latter years of secondary (senior high school) education.</p>
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	<p>Home language</p> <p>English and French are dual official languages in Canada and the official language of instruction is English, French, or both, depending on the province/territory.</p>
<p>How is the home language assessed?</p>	<p>In Canada, the home language is assessed continuously, by school-based assessment (the responsibility of the provinces and territories); by provincial assessment programmes (see Ontario below); and by the national survey of educational achievement – the Pan-Canadian Assessment Programme (PCAP).</p> <p>The Pan-Canadian Assessment Programme (PCAP): In 2003, CMEC recognised that a new pan-Canadian assessment programme was needed to reflect changes in curriculum, integrate the increased emphasis on international assessments on the provinces/territories, and allow for the testing of the core subjects of mathematics, reading, and science. The purpose of the assessment is evaluative. The PCAP allows the provinces/territories to validate their results for 13 year olds against other jurisdictional, Canadian and international results. The assessments are intended to complement existing assessments in each province or territory.</p> <p>The PCAP assesses – via cyclical tests - student achievement in mathematics, reading, and science at age 13 (in Years 6, 7, or 8, depending on the province or territory). It is intended to provide the provinces/territories of Canada with a basis for examining their curriculum and improving their assessment tools. As school programmes vary from one part of the country to another, making comparisons of results is complex. However, these tests aim to help determine whether students across Canada reach similar levels of performance at about the same time in their schooling. Sample sizes permit results to be calculated at both a pan-Canadian and jurisdictional level. PCAP, and the School Achievement Indicators Programme (SAIP) before it, is not intended to replace provincial and</p>

	<p>territorial assessments, but rather to complement them. Given the random sampling and the nature of the PCAP assessment, it is also not a measure of individual student achievement.</p> <p>During each PCAP assessment, one area of learning (from mathematics, reading and science) is the focus/main component of the assessment, and the majority of students write the test on this subject. However, the other two subjects are also tested, with a smaller number of students writing the tests in those subjects. In this way, PCAP provides results in all three subjects.</p> <p>The first <i>PCAP</i> test (PCAP-13 2007) was administered to a random sample of schools and students in spring 2007, all representative of the Canadian cohort of 13 year olds and of the individual jurisdictions. (The same cohort of students was assessed again in 2009 through the international OECD Programme for International Student Assessment (PISA), so jurisdictions will be able to examine patterns of performance between PCAP and PISA assessments.)</p> <p>In the PCAP-13 2007 assessment, reading was the major assessment component, with science and mathematics being minor components. Around 30,000 13 year olds took the assessment, with approximately 20,000 doing the reading assessment. Around 15,000 students took the reading component in English; the remaining 5,000 took it in French. 7,500 students took the mathematics and science components in English, and 2,500 students took the tests in French. The tests were expected to take 90 minutes, with breaks deemed appropriate by the administrator. Students then completed a context questionnaire at the back of their test booklet.</p> <p>CMEC continues to use PCAP-13 to assess student performance in reading, mathematics, and science, but also allows for other subjects to be assessed as the need arises. There are proposals to use PCAP in future to assess 15 year old students in addition.</p>
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The School Achievement Indicators Programme (SAIP): Prior to PCAP, the School Achievement Indicators Programme (SAIP) had been in place in Canada since 1993. The provinces and territories, through the Council of Ministers of Education, Canada (CMEC), developed SAIP to assess the performance of 13 and 16 year old students in mathematics, **reading and writing**, and science. Between 1993 and 2004, SAIP assessments were conducted nine times, so that each of the core subjects of mathematics, reading and writing, and science, was tested three times. The tests were given to a random sample of students and were conducted in French and English. Assessments in reading and writing took place in 1994, 1998 and 2002.

The OECD Programme for International Student Assessment (PISA): This is an international assessment of the skills and knowledge of 15 year old students, covering three domains — **reading**, mathematics, and science. It is carried out every three years. Although each assessment includes questions from all three domains, the focus shifts. In 2000 and 2009 the emphasis was on reading, with mathematics and science as minor domains. The repetition of the assessments at regular intervals yields data that can be compared internationally and over time. In Canada, the assessment is administered in either French or English. The results are valid only on the pan-Canadian and provincial levels. No results are attributed to individual schools or students.

In order to determine the content of the assessment, experts from OECD member countries develop definitions for each domain; these guide the preparation of the testing instruments. **Reading literacy** is defined as the capacity to understand, use, and reflect on written texts in order to achieve one's goals and potential, develop knowledge, and participate in society.

PISA 2009 involved around 400,000 students from 67 countries. In Canada, students participated in all 10 provinces, with approximately 20,000 students in 900 schools taking the tests. Reading was the major domain in 2009; the key skills assessed were retrieving information, interpreting texts, and reflection and evaluation. The PISA 2009 assessment was administered in both French and English and

	<p>results will be reported at the country and provincial levels, with information on both the anglophone and francophone education systems of Manitoba, Ontario, Quebec, New Brunswick, and Nova Scotia. The results of PISA 2009 will be published in December 2010.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>Reading skills are assessed as part of PCAP and PISA.</p> <p>In the PCAP-13 2007 tests, the assessment items focused on three sub-domains of reading: comprehension, interpretation and response to text. Reading is described as an integrated process whereby the reader constantly expands the boundaries of these sub-domains.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>The PCAP tests are written tests (two 90-minute booklets for reading). They were developed by bilingual teams in both official languages and cross-translated to be equivalent in meaning and difficulty. Provinces/territories reviewed and confirmed the validity of the French-English translations to ensure fair and equitable testing in both languages.</p> <p>The reading assessment includes a range and variety of text types and forms of varying levels of difficulty, including fiction and non-fiction, and consistent with a broad range of student reading experiences and, in particular, those in the language arts classroom. The tests include both selected (closed) responses and constructed (open) responses to ensure that each student has fair and varied opportunities to demonstrate reading knowledge and skills. The test types include: a short narrative, a personal narrative, an information text, a short story, an editorial and a website, with a mixture of selected and constructed responses. The sub-domains are weighted as follows: comprehension 40%, interpretation 35%, response to text 25%.</p> <p>This weighting corresponds to the significance given to these reading activities in the curriculum and in the language arts classroom for this age group (13 year olds).</p> <p>In the case of the PCAP-13 reading assessment 2007, the standards were represented by three levels</p>

	<p>of performance, where level 2 was designated as being the acceptable level of performance for 13 year olds. Level 1 represented the performance of students achieving at a level below that expected of students in their age group; level 3 represented a higher achievement than that expected of students within the age group.</p> <p>Performance descriptors were provided for each level of reading and three levels were also defined for each of the sub-domains. Constructed (open) responses were not judged on the quality of the writing. The ‘extended-constructed-response’ item represented one-third of the demands of the test booklets in reading. It was an opportunity for students to apply reading knowledge and skills to a single integrated act of reading. This item assessed all three sub-domains of reading (comprehension, interpretation, response to text), which are the overarching objectives of reading curricula across Canada. In addition, the three reading skills were assessed individually through selected response items and through short constructed-response items.</p>
<p>How is this assessment reported?</p>	<p>Pan-Canadian Assessment Programme (PCAP)</p> <p>The first assessments under the PCAP took place during May 2007, with scoring scheduled for the following July. Towards the end of 2007, the Council of Ministers of Education, Canada (CMEC) reported assessment results at both the provincial/territorial level and the pan-Canadian level, and by language of instruction (either English or French). Each province or territory also received detailed technical information. However, as with SAIP before it, PCAP results for individual students, schools or school districts were not reported. The results obtained from students educated in the French system of their respective jurisdiction are reported as French. The results obtained from students educated in the English system of their respective jurisdiction are reported as English.</p> <p>The public report describes the purpose and process of developing the assessment, which involved pan-Canadian expertise, collaboration, and sound practices in producing valid instruments to yield reliable data. The conception of a framework for each domain is summarised so that specific</p>

	<p>outcomes to be measured can be described. The report presents the results of the PCAP-13 assessment in reading, mathematics, and science and shows the mean score for Canada overall and for individual jurisdictions, including breakdowns by language and gender, both overall and by individual jurisdiction. In addition, for reading as the main domain, the data show student achievement at three levels and in three sub-domains, as well as by jurisdiction and by language. The first chapter of the report provides pan-Canadian results. Subsequent chapters provide reports for individual participating jurisdictions, beginning with context descriptions of the learning environment and programmes offered in that particular jurisdiction. The charts of students' results in each jurisdiction are shown in comparison with the Canadian results overall.</p>
<p>What are the consequences of the assessment?</p>	<p>Pan-Canadian Assessment Programme (PCAP)</p> <p>The PCAP (and its predecessor SAIP) aims to identify whether students across Canada are obtaining similar levels of achievement at about the same age. Results are also intended to provide provinces and territories with a basis for examining their curriculum and other aspects of their school system.</p> <p>Results from <i>PCAP</i>, which assesses a random sample of 13 year olds in reading, mathematics and science, do not affect an individual student's academic record in any way. Results of this assessment are reported for provinces and territories only, not for individual students, schools or school jurisdictions. (This was also the case with <i>PCAP's</i> predecessor, the SAIP.)</p>

PCAP 2007: <http://www.cmec.ca/Programs/assessment/pancan/Pages/pcap13-2007.aspx>

PCAP Fact Sheet: <http://www.cmec.ca/Programs/assessment/pancan/pcap2007/Documents/PCAP2007-FactSheet.en.pdf>

Information on PISA: <http://www.cmec.ca/Programs/assessment/interstudent/pisa2009/Pages/default.aspx>

Information on compulsory assessment: http://www.inca.org.uk/pdf/Compulsory_assessment_systems.pdf

Canada: Ontario

<p>How is the home language (English and French) taught? (curriculum organisation)</p>	<p>In Ontario, the 11-17 age range spans school years 6 to 11 and includes students in primary/elementary school and in high school. Elementary schools provide programmes for students in Grades/Years 1 through to 8 (ages six/seven - 13/14). Secondary schools (high schools) provide for students from Grade/Year 9 to Grade 12 (ages 14 - 18); Grades 11 and 12 are post-compulsory.</p> <p>Statutory curriculum</p> <p>A new provincial curriculum for children from the Kindergarten year (the year prior to Grade 1, aged five to six years) to Grade 8 (aged 14) and for high school (Grades 9 – 12) was introduced in autumn 2000. This sets out Grade by Grade standards (statements of required results) to be achieved.</p> <p>The elementary phase curriculum puts a strong emphasis on reading, writing and mathematics.</p> <p>The curriculum for Grades 9 - 12 inclusive contains 'Curriculum Guidelines' and 'Course Profiles'. These contain clear definitions of the skills, knowledge and attitudes that students are expected to develop in particular subjects. In these documents, the subject content is stated clearly enough to assure depth and consistency, while still giving teachers the opportunity to use resources and methods that suit the students they teach.</p> <p>The provincial Ministry of Education is responsible for the administration of legislation relating to education and skills training. Its plan to promote a strong, vibrant, publicly funded education system is focused on three goals: high levels of student achievement; reduced gaps in student achievement; and high levels of public confidence in public education. Publicly-funded education is, however, the shared responsibility of the province and local school boards, of which there are about 170.</p>
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	<p>Home language</p> <p>English and French are dual official languages in Canada and the languages of instruction in Ontario are English and French. Ontario’s schools are administered by district school boards and school authorities. There are 60 English language boards, 12 French language boards, and 32 school authorities that serve small and remote communities. Just over four per cent of the student population is enrolled in French language schools. In English language boards, around 20 per cent of Ontario students have a first language other than English.</p> <p>Teaching language arts</p> <p>Details of the curriculum in English and French are available in documents released by the Ontario Ministry of Education. In 2006, the Ministry of Education released a Language curriculum document and a <i>Français</i> curriculum document for Grades 1 to 8 followed, in 2007, by revised English and <i>Français</i> curriculum documents for the secondary level.</p> <p>At elementary (primary) level (Grades 1-8 in Ontario), the Language Curriculum for English language schools is organised under strands or broad areas of learning: oral communication, reading, writing, and media literacy. Similarly, the strands in the elementary level <i>Français</i> curriculum are <i>communication orale</i> (oral communication), <i>lecture</i> (reading), <i>écriture</i> (writing), and <i>littérature critique</i> (media literacy).</p> <p>At the secondary level, in Grades 9 and 10, students choose between two types of courses: academic and applied. In Grades 11 and 12, three types of compulsory courses are offered, based on students’ destinations: university, college, and workplace. For English language schools, expectations for the compulsory English programme for Grades 9–12 are organised under the strands of oral communication, reading and literature studies, writing, and media studies. For French language</p>
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	<p>schools, the strands for the compulsory <i>Français</i> programme for Grades 9–12 are <i>communication orale</i> (oral communication), <i>lecture</i> (reading), and <i>écriture</i> (writing). The Ontario Ministry website gives comprehensive detail for both English and French curricula.</p>
<p>How is the home language assessed?</p>	<p>The home language is assessed by classroom/school-based assessment; standardised literacy tests; the Ontario Secondary School Literacy Test; and in national and international surveys of educational achievement.</p> <p>Classroom/school based assessment: Classroom teachers are responsible for classroom assessment and evaluation, student promotion to the next Grade/Year level, and/or for the granting of a credit at the secondary level. To assist teachers, the Ministry of Education has developed ‘exemplar’ documents, with samples of student work related to all curriculum documents in all Grades.</p> <p>Standardised tests: There are province-wide, standardised literacy and numeracy tests (reading, writing and mathematics) (in French and English) in Grade 6 (age 11/12), which were introduced in the 1998-99 academic year. (These tests also take place in Grade 3, which is outside the scope of this study.) In elementary education, the standardised tests for students in Grade 6 (and 3) are administered by the Education Quality and Accountability Office (EQAO). This is an arms-length government agency, established in 1995 to develop and implement assessment programmes in schools across Ontario. New standardised tests for students in other Grades of elementary level education were introduced during the 2002-03 and 2003-04 school years, including language tests in Grades 4 and 7.</p> <p>The Ontario Secondary School Literacy Test: In addition, since the 2001-2002 school year, students approaching the end of Grade 10 of <i>high school</i> in Ontario (around age 16) have had to satisfactorily complete a province-wide standardised literacy test. The Ontario Secondary School Literacy Test (<i>Test provinciale de compétences linguistiques</i>), administered by EQAO, is a pass/fail test measuring</p>

	<p>achievement according to Ontario expectations for reading up to the end of Grade 9. It is first administered to students in Grade 10. The literacy test is designed to assure students, parents, post-secondary institutions and employers that graduates of Ontario's high schools have the literacy skills they need. The test is taken in Year 10 to ensure that there is sufficient time for remedial help if necessary prior to high school graduation, which usually takes place on successful completion of Grade 12, age 18 (which is post-compulsory).</p> <p>National and International Surveys of Educational Achievement: The Pan-Canadian Assessment Programme (PCAP) assesses student achievement in mathematics, reading, and science at age 13. It is intended to provide the provinces and territories of Canada with a basis for examining their curriculum and improving their assessment tools (see Canada table above).</p> <p>In Ontario, most 13 year old students in English language schools who participated in the PCAP in 2007 were enrolled in the Grade 8 language arts programme, or a Grade 9 academic or applied English course. Similarly, French language students participating in PCAP were enrolled in the Grade 8 <i>Français</i> programme, or a Grade 9 academic or applied <i>Français</i> course.</p> <p>Ontario participates in international assessments such as the Progress in International Reading Literacy Study (PIRLS) and the Programme for International Student Assessment (PISA).</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>Literacy (reading and writing) is assessed in the provincial standardised tests in Grades 6 and 10 (see above).</p> <p>Reading is assessed in the PCAP (see Canada table above).</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>See above.</p>

<p>How is this assessment reported?</p>	<p>The results of the provincial literacy and numeracy tests in Grade 3 (children aged eight/nine) and Grade 6 (aged 11/12), of the secondary Grade 9 numeracy test, and of the Grade 10 literacy test are reported to parents and the public. A record-keeping and report-writing system for all students across the province enables parents to know exactly how their children are performing, relative to provincial norms. The Ministry of Education and Training intends that student achievement should be reported across the province for groups identified according to gender, race, ethno-cultural background and socio-economic status.</p> <p>Provincial report card</p> <p>A standardised provincial report card for Grades 1 - 8 (ages six/seven - 13/14) is issued to every student at least three times each school year. This aims to provide parents with information regarding how their children are meeting the requirements of the Ontario curriculum. Letter grades in Years 1 - 6 and percentage grades from Year 7 onwards are used to indicate student progress. The report cards from Year 7 onwards also indicate class averages so that parents can get a sense of how their children's classmates are performing in similar subjects. A separate section provides an assessment of a student's overall learning skills, including how well a student works independently, applies problem solving skills and participates in class. Report cards also include sections in which parents can provide their comments on their children's achievements, goals and plans for teachers and principals (head teachers).</p> <p>A provincial report card is also provided for high school students (Grades 9-12, aged 14-18) and is issued either two or three times a year (dependent on the organisation of the school year in the individual high school). Performance is reported in terms of percentage grades. In addition, the report card indicates a course median for each course to enable students and parents to see how the student's achievement compares with that of other students taking the course. A separate section of each report card evaluates students' learning skills such as teamwork, organisation and work habits,</p>
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	and homework. The provincial report card for high school students also lists the total number of credits towards graduation which a student has earned in the period of each individual report, along with the student's cumulative credit record (30 are required for high school graduation).
What are the consequences of the assessment?	<p>The results of the standardised provincial tests are intended to inform teachers and parents on student progress and the potential for improvement.</p> <p>PCAP: The PCAP (and the SAIP before it) aims to identify whether students across Canada are obtaining similar levels of achievement at about the same age. Results are also intended to provide provinces and territories with a basis for examining their curriculum and other aspects of their school system. The results do not affect individual students' records in any way.</p>

Information from Ontario Ministry of Education: <http://www.edu.gov.on.ca/eng/about/>

The Education Quality and Accountability Office (EQAO): for information see: <http://www.eqao.com/>

Info on PCAP: <http://www.cmec.ca/pcap/2007/indexe.stm>.

More information on curriculum and assessment policy documents can be found at:

Curriculum and Resource Documents — Elementary

<http://www.edu.gov.on.ca/eng/curriculum/elementary/language.html>

Programme-cadre de français et documents de ressources à l'élémentaire

<http://www.edu.gov.on.ca/fre/curriculum/elementary/language.html>

Curriculum and Resource Documents – Secondary

<http://www.edu.gov.on.ca/eng/curriculum/secondary/english.html>

Programme-cadre de français et documents de ressources au secondaire

<http://www.edu.gov.on.ca/fre/curriculum/secondary/francais.html>

Hungary

How is the home language taught? (curriculum organisation)	<p>The 11-17 age range spans school Years 6 – 11 (compulsory education). Compulsory schooling ends at age 18. The education system in Hungary is based on an ‘eight plus four’ system, that is, eight years of education in the general school (<i>Általános iskola</i>), (students aged six to 14), followed by four years of upper secondary education in the <i>Gimnázium</i> (aged 14 to 18+). Some students do, however, leave general school at age 10 or 12 to move on to secondary education.</p> <p>Statutory curriculum</p> <p>Hungary has a National Core Curriculum (NCC), which lays the foundations for formulating the requirements for evaluating education, and is a key document in regulating the internal processes of the Hungarian system of school education. The NCC comprises objectives to be implemented in every school in Hungary. These objectives aim to contribute to the uniform and equitable provision of basic educational content in every type of school education. The NCC specifies the basic knowledge to be taught in each school, the skills and competences to be developed and the minimum requirements for continuing studies in the next stage. It is a basis from which schools work out detailed curricula and the content of teaching subjects.</p> <p>The overall curriculum framework has a three-level structure:</p> <ul style="list-style-type: none">• A national core, which specifies the statutory, common objectives of the educational/teaching work performed in the phase of establishing general knowledge, as well as requirements related to knowledge, skills and abilities. It focuses on the acquisition of lifelong learning key competences. Communication in the mother tongue is one of the key competences.• ‘Optional Framework Curricula’ (<i>kerettanterv</i>), introduced from 2001, which are centrally accredited or published by the Minister and based on the NCC. These serve as a basis for
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	<p>developing ‘Local Curricula’ and aim to provide additional guidance to assist schools in developing their individual, school-level curricula. As their name suggests, they are not compulsory.</p> <ul style="list-style-type: none"> • School-based (local) curricula, which offer students the ‘pool’ of compulsory and optional study units (subjects, projects etc) according to the stipulations of the NCC. School level curricula determine the forms and procedures for the evaluation/assessment of students and the requirements to be met by them. <p>The national core curriculum framework establishes a central definition of minimum requirements for each subject, from which schools and local teaching staff are expected to define and adopt local curricula and courses for each class and each subject. Hungarian language and literature (which may include teaching of one of the official minority languages in Hungary) is a core subject throughout compulsory education.</p> <p>There is no overarching category of key skills across all subjects. However, detailed key skills to be mastered are given in the global and detailed objectives of each of the 10 cultural domains (mother tongue and literature; modern foreign language; mathematics; man and society; man and nature; our earth and environment; the arts; informatics; life management and practical studies; physical education and sports).</p> <p>Home language</p> <p>The official language of instruction is Hungarian, but 13 ethnic and national minority groups (Bulgarian, Roma, Greek, Croatian, Polish, German, Armenian, Romanian, Ruthenian, Serbian, Slovakian, Slovenian and Ukrainian) have minority educational institutions (at primary and secondary level), with their own language as first or second language of instruction. The provision of minority education is the responsibility of local government. These minority languages are recognised in Hungary; students have</p>
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	<p>the right to receive instruction through the medium of any of these languages, provided there is sufficient demand.</p>
<p>How is the home language assessed?</p>	<p>The home language is assessed continuously by school-based assessment; against the attainment targets of the National Core Curriculum (via centralised tests); in a national examination at age 16; and in national representative surveys.</p> <p>Continuous assessment: In all levels of education, the performance of all students is evaluated regularly during the school year and, on the basis of marks received throughout the year, students receive end-of-term and end-of-year marks in each subject. Behaviour and attitude is also taken into account.</p> <p>Centralised tests and assessment under the National Core Curriculum (NCC) (since September 1998): The NCC formulates attainment targets for students at the end of Years 6, 8 and 10 (ages 12, 14 and 16 respectively). Class teachers have freedom to choose their own evaluation tools as long as these are consistent with the school's local curriculum. The preferred tools are oral or short written tests, and marking of written homework. Tests are written in accordance with, and cover the topics and attainment goals of, the NCC.</p> <p>Centralised tests, in the form of the National Assessment of Basic Competences (NABC) (<i>Országos Kompetenciamérés</i>), take place in Grades 6, 8 and 10 (students aged 12, 14 and 16 respectively). These comprise tests in mathematics and reading/literacy. (The tests also include children in Grade 4, age 10.) Tests are written in accordance with, and cover the topics and attainment goals of, the NCC. The National Evaluation and Examinations Centre (<i>OKEV</i>) is responsible for the tests. The first tests took place in 2006 and the first results were issued in March/April 2007. The assessment aims to support</p>

	<p>teacher evaluation against the attainment targets.</p> <p>National examination at 16: There is also a national examination at the end of Year 10 (students aged around 16). The first national examination for the end of Year 10 (age 16) - the 'basic examination' (<i>alapvizsga</i>) (or "alapmuveltségi vizsga") - began to be introduced in 2002. Schools providing programmes for students in Years/Grades 9 and 10 must offer this examination; students choose whether to take it.</p> <p>National representative surveys: These take place on occasion in subjects including mathematics, reading, sciences, computer science and cognitive abilities. The aim is to gain a general picture of the effectiveness of education and of trends in student achievement. The form of these tests differs somewhat from school tests; they mostly consist of multiple choice items. The Ministry of Education finances the surveys and receives and handles the results.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>The National Core Curriculum defines the key competences on which the education system is based. Communication in the Mother Tongue is one of the key competences. This defined as:</p> <p>'the ability to express and interpret concepts, thoughts, feelings, facts and opinions both orally and in writing (listening and reading comprehension, text writing) as well as the appropriate and creative use of the language in a full range of societal and cultural contexts such as education and training, work, home life and leisure'.</p> <p>The necessary knowledge, skills and attitudes are defined thus: Communication in the mother tongue results from the acquisition of the mother tongue, which is intrinsically related to the development of the individual's cognitive faculties. Communication in the mother tongue requires an appropriate vocabulary and knowledge of grammar and the specific</p>

	<p>functions of language. This proficiency comprises being cognisant of the main types of verbal interaction, a whole range of literary and non-literary texts, the major characteristics of different styles of language use and the variability of language and communication in different situations.</p> <p>Individuals should have the skills to engage in oral and written communication in various communicative situations, to keep track of the communication and to change it as the situation requires. Individuals must be able to differentiate between and to use different text types, to seek, collect and process information, to use various aids, and to formulate and express his or her own oral and written arguments in a way adequate to the situation.</p> <p>A positive attitude entails that the individual endeavours to conduct a critical and constructive dialogue, as well as respect for aesthetic quality and desire to get to know others. This demands that one be aware of the effect language has on others and of the significance of socially responsible language use.</p> <p>From this can be inferred that the four skills of reading, writing, speaking and listening are assessed.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>Literacy is assessed by written standardised tests, compiled in accordance with domestic and international assessment guidelines and traditions. In reading comprehension, pupils read texts of different lengths, genres and arrangement, appropriate to their age.</p>
<p>How is this assessment reported?</p>	<p>At national level, teachers have no obligation to report test results. Generally, schools aim to ensure regular communication with parents, keeping them up-to-date with the results of their continuous assessment of students. Since 2004, the revised Act on Public Education has stipulated that all students must be assessed and that their results should be reported to parents in a formal written, individual analysis. Teachers try to evaluate every child at least once a month in every subject and to inform parents of the results of these evaluations.</p>

	<p>The National Assessment of Basic Competences (NABC) is administered under uniform conditions in every general and secondary school in Hungary. Schools are requested to forward the test booklets of 20 students to the assessment centre for processing, and are sent a separate analysis in return regarding their performance and expected effectiveness. This enables each school to compare its performance with nationwide results and indicators. NABC supports the process by providing schools with software to process results. Using the software, teachers can evaluate results locally by test, by individual and by class.</p>
<p>What are the consequences of the assessment?</p>	<p>Children in the general school are continually assessed on the basis of their written and oral performance in class, the written exercises they do largely as homework and, sometimes, on tests in class. Those who fail to keep up are placed in special small classes which are taught in much the same way and do basically the same work as the 'standard' class. After a period of two years and, again, on the basis of continuous assessment, many of these students are successfully reintegrated into ordinary classes. The final marks received by students at the end of the school year are agreed between subject and class teachers, and it is on the basis of these marks that teachers decide on promotion to the next class.</p> <p>Student performance and achievement in the general school generally determines the type of secondary school a student will go on to attend. The highest attaining academic students tend to progress to the secondary grammar school (<i>gimnázium</i>); others proceed to some form of secondary vocational school, again dependent on attainment. Students whose achievements are not judged adequate to attend either the secondary grammar school or a 'standard' secondary vocational school are usually placed in vocational training schools, offering one- to three-year courses in a special field or profession. Such schools do not issue certificates, but prepare students for entry to the labour market.</p>

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Italy

<p>How is the home language (Italian) taught? (curriculum organisation)</p>	<p>The 11-17 age range spans Years 6 – 11 and includes students in lower secondary (<i>scuola media</i>) and upper secondary education (<i>scuole superiori</i>). There are different types of upper secondary school, including those providing general/academic upper secondary education; scientific upper secondary education; upper secondary education with a focus on the arts, and technical schools. Italian is the official language and is used to teach all subjects. In some areas, use of the local languages is officially authorised for education.</p> <p>Statutory curriculum</p> <p>There is a statutory national curriculum for both compulsory education (students aged six to 16) and post-compulsory education (ages 15/16+). Italian is a core subject at lower and upper secondary levels.</p> <p>In the lower secondary phase (ages 11-14), the compulsory common (core) curriculum comprises: Italian, history, civics education and geography, a foreign language (usually English or French), sciences (mathematics, physics, chemistry, and natural sciences), technical education, artistic education, music, and physical education. The weekly lesson allocations for Italian are: Year 6 (age 11-12): seven hours; Year 7 (age 12-13): seven hours; Year 8 (age 13-14): six hours.</p> <p>At upper secondary level, the compulsory curriculum followed varies according to the type of school a student attends and the course followed. Italian language and literature is taught in general/academic upper secondary education (in the <i>Liceo classico</i> [<i>Ginnasio</i> and <i>Liceo</i>]), in scientific upper secondary education in the <i>Liceo scientifico</i>, in upper secondary schools with a focus on the arts (<i>Liceo artistico</i>, <i>Istituti d'arte</i>), and in technical schools (<i>Istituti tecnici</i>). Italian is also one of the subjects studied in the</p>
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	three years of vocational school. Time allocation to Italian varies according to type of school.
How is the home language assessed?	<p>Italian is assessed by continuous assessment; certification at the end of lower secondary education; the upper secondary school leaving examination (age 18/19); and new statutory tests introduced in a sample of schools from 2008.</p> <p>Continuous assessment: Individual schools (class teachers) carry out assessment in curriculum subjects following general criteria determined by the Ministry of Education. The National Institute for the Evaluation of the Education System (<i>Istituto Nazionale per la Valutazione del Sistema educativo di Istruzione e di formazione - INVALSI</i>) is the body appointed by the Ministry of Education which has responsibility for assessment.</p> <p>In both the lower and upper secondary phases, students are assessed regularly throughout the school year - every three or four months or two or three terms). They are also assessed at the end of each school year on the basis of assessments carried out during the year, such as oral tests and written exercises performed in class. Assessment of both learning outcomes and behaviour is expressed using a decimal scoring system: a positive mark is from 6 to 10, a negative one from 0 to 5. The assessments enable schools to plan for improved learning outcomes. Students must achieve a mark of 6 for admission to the next Year/Grade.</p> <p>Certification at the end of lower secondary education (<i>licenza media</i>): The lower secondary leaving examination (<i>licenza media</i>) is taken at age 14. It leads to awarding of the ‘diploma di licenza media’ which is a requirement for entry to upper secondary schools (<i>scuole superiori</i>). The examination consists of three written tests (Italian, mathematics and a foreign language), plus an oral test on all subjects studied (including Italian). The marks for the three written tests and the multidisciplinary oral test are used as a basis for determining an overall mark of ‘excellent’, ‘very good’, ‘good’, ‘adequate/fair’ (pass marks). or ‘fail’. This is written on the student’s certificate. These grades are being</p>

replaced by numerical marks from 2009/10.

The upper secondary leaving examination (*Esame di Stato*): (note: this is taken at age 18/19 so is outside the specified age range). On completion of upper secondary education, students take a state examination for the upper secondary leaving certificate. This includes three written tests and an oral test. The first written test examines students' mastery of the **Italian language**. It assesses their fluency and quality of expression in Italian, logical use of language and critical appreciation.

Statutory testing (pupil achievement sample tests): In 2008, the Ministry of Education issued a directive establishing a three-year programme of activities to evaluate the education system to be carried out by *INVALSI*, the National Institute for the Evaluation of the Education System, between 2008 and 2011. The pupil achievement sample tests are part of this programme.

The national tests assess the learning outcomes of students in a sample of schools at the beginning and end of each educational phase in **Italian** and mathematics. There are also plans to test in science and English. The data is being gathered over 3 years:

- 2008-2009 - Years 2 and 5 of primary school (students aged seven-eight and 10-11 respectively)
- 2009-2010 - Years 1 and 3 of lower secondary school (students aged 11-12 and 13-14 respectively)
- 2010-2011 - Years 2 and 5 of upper secondary school (students aged 15-16 and 18-19 respectively).

In the school year 2008/2009, the tests were delivered to a sample of pupils chosen according to special statistical criteria in approximately 5300 schools which accepted the invitation to participate.

	<p>The tests were corrected by teachers according to an assessment grid developed by <i>INVALSI</i>. External moderators guaranteed the quality of test delivery on a sample of 1200 schools.</p> <p>The aim of the assessments is to promote and develop school self-evaluation. The new national tests are administered by trained teachers, external to the participating schools.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>Licenza media: This includes a written test on Italian and an oral test. The written test involves a reading comprehension with multiple-choice questions and questions requiring brief open-ended answers. There is also a section to test students' grammatical knowledge. The National Guidelines indicate specific learning objectives related to subjects, and the knowledge and skills that are to be developed (and tested).</p> <p>The upper secondary leaving examination (<i>Esame di Stato</i>): (note: this is taken at age 18/19 so is outside the specified age range). This comprises three written examinations (two traditional essay-type examinations and one multi-disciplinary) and one oral examination. The first written examination is a traditional essay test/dissertation in Italian, chosen by the student from a selection of options. It is designed to assess the candidate's fluency and quality of expression in Italian, logical use of language and critical appreciation.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>Italian, like other subjects is assessed continuously and by written and oral tests as part of the <i>Licenza media</i> and the statutory sample tests. Class teachers carry out the assessments, as for all other subjects.</p>
<p>How is this assessment reported?</p>	<p>Continuous assessment: Each teacher enters systematic comments on the learning progress and the level of maturity of each student in a personal record/report (<i>scheda personale</i>). This is based on all oral and written classwork and homework, attitudes and behaviour. For the purposes of assessment, the school year is divided into three- or four-month periods. At the end of each period, an analytical</p>

	<p>written assessment based on the information in the student's record (grades received in oral and written tests) is submitted by each subject teacher to the Class Council (<i>Consiglio di classe</i>), comprising all teachers of the class, which then formulates an overall written assessment. The written assessments and the <i>scheda personale</i> are sent to parents with explanatory notes. These assessments are not expressed in the form of numerical marks; the <i>scheda</i> show the 'overall development and formation of the student's personality and his or her commitment to learn'. Parents may meet teachers for an explanation of the <i>scheda</i>. Each student also receives an attestation of completion of lower secondary education (age 14), which contains the final overall assessment of the Class Council; it is attached to the <i>scheda personale</i>.</p> <p>Licenza media: Pupils passing the state exam at the end of lower secondary phase education, obtain the lower secondary school leaving certificate (<i>Diploma di licenza conclusiva del primo ciclo di istruzione</i>). Examination results are made public by posting on individual school notice boards. Marks are communicated to students and their parents, and students receive a certificate which is printed and distributed to the school by the Ministry. The diploma or certificate gives details of students' achievements, including their score out of 10. This certificate states the student's classification in the grading scale ('excellent' to 'fail'). Advice and suggestions regarding further education are also appended to the certificate.</p> <p>Esame di Stato: Results are made public by posting on individual school notice boards. Marks are communicated to students and their parents. At the request of the student, the board of examiners informs him or her, in writing, of its detailed assessment of the student's abilities and any other elements regarding potential for future educational pursuits. The Ministry of Education provides the certificates.</p>
<p>What are the consequences of the assessment?</p>	<p>Continuous assessment: The assessments are expressed by a mark out of 10, where 0 to 5 is negative and 6 – 10 is positive. Failure in a majority of subjects can lead to the student having to repeat the</p>

	<p>whole school year.</p> <p>Licenza media: Successful completion of the <i>licenza media</i> is required for students to proceed to upper secondary education.</p>
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Eurydice and Cedefop (2009). *Structures of Education and Training Systems in Europe* [online]. Available: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/structures/041_IT_EN.pdf [26 March, 2010].

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More information on statutory testing at: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/IT_EN.pdf

New Zealand

<p>How is the home language taught? (curriculum organisation)</p>	<p>The 11-17 age range spans school Years 7 – 12. Depending on the local area, it can include students in primary, intermediate and secondary education, or in an all-through school. Year 12 is post-compulsory.</p> <p>Statutory curriculum</p> <p>A new curriculum for New Zealand (compulsory for the 10 years of primary and secondary compulsory education, six – 16 year olds), was released at the beginning of November 2007 and is being introduced between 2007 and 2010. It includes five key competences and eight learning areas: English, the arts, health and physical education, learning languages, mathematics and statistics, science, social science, and technology. Coverage of the eight learning areas and the five key competences is compulsory during the ten years of statutory primary and secondary education. Statements for each learning area are provided in the curriculum document. Each learning area statement has a number of strands. In English students ‘study, use, and enjoy language and literature communicated orally, visually, or in writing’.</p> <p>Home language</p> <p>English is the principal home language, spoken by 91 per cent of the population. In addition, there are two significant minority languages, Maori (spoken by 4.2 per cent of the population) and Samoan (spoken by two per cent). English and Maori are the official languages of instruction and, where students are enrolled in Maori-medium education (either bilingual English/Maori or immersion Maori), Maori is the language of instruction.</p>
<p>How is the home language assessed?</p>	<p>The home language is assessed continuously, by school-based assessment; annually, in national surveys of educational achievement; and against unit standards for the National Certificate of Educational Achievement (NCEA).</p>

School-based continuous assessment

This is an integral part of the curriculum throughout the compulsory period. There is a strong focus on formative assessment/ assessment for learning and on improving the quality of the feedback and interactions that occur between teachers and learners.

The Ministry of Education provides assessment tools for school-based assessment, including Assessment Resource Banks (ARBs) (<http://arb.nzcer.org.nz/>), Assessment Tools for Teaching and Learning (asTTle) (<http://www.tki.org.nz/r/asttle/>) and National Exemplars (<http://assessment.tki.org.nz/Tools/The-New-Zealand-Curriculum-Exemplars>).

Assessment Resource Banks (ARBs) are an online collection of assessment materials in English, mathematics and science. These aim to:

- Provide schools with an expanding range of assessment resources that are designed to assess achievement within learning strands and levels of National Curriculum Statements.
- Enable schools to choose curriculum-referenced material in a range of assessment styles to validly assess their teaching programmes and the progress of individual children.
- Provide assessment tasks and items that may be combined to form tests for class or school-wide use, or customised sets for formative and diagnostic assessment.
- Provide reliable assessments that have been developed, trialled and validated in New Zealand.
- Provide schools with performance data and diagnostic information based on an analysis of students' responses.

Each resource includes:

	<ul style="list-style-type: none"> • An assessment task. • A scoring guide. • Information on how the resource relates to each National Curriculum Statement, through classification by strand, curriculum level and achievement objective. <p>Assessment Tools for Learning and Teaching (asTTle) are tools for the assessment of literacy (English and Maori) and numeracy for students in Years 4 to 12 (aged eight to 17 years). asTTle aim to:</p> <ul style="list-style-type: none"> • Allow a range of 40-minute tests to be assembled (electronically) by teachers, which can be used at any time during the year, and which are related specifically to individual classroom programmes. • Electronically generate results that provide useful feedback on the achievement of individual students and on future learning needs in literacy and numeracy. • Provide dependable assessments. That is, assessments that are reliable and valid and, through standard-setting, reflect a representative sample of New Zealand students. • Provide automated/interactive information about the achievement of individual students and/or groups of students in relation to national standards, normative information, and to an underlying achievement continuum in each curriculum area. <p>National Exemplars aim to:</p> <ul style="list-style-type: none"> • Provide teachers and students with annotated examples of work that show progression in selected areas of each curriculum. • Provide reference points to help teachers and students make decisions about the quality of individual learning, achievement and progress.
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- Highlight features of learning that teachers need to watch for, collect information about, and act on, to support progress in learning.
- Provide information to assist teachers and students in understanding the next steps in teaching and learning.

National Education Monitoring Project (NEMP)

NEMP testing involves Year 4 and Year 8 students (eight-nine year olds and 12-13 year olds respectively). This is an annual assessment, which covers all curriculum areas over a four-year period and involves around 3,000 students in 260 schools who are randomly selected to take part. Two experienced teachers visit each selected school and, during one week, they assess 12 students, each taking part in four one-hour assessment sessions. The goals for NEMP are to:

- Conduct annual surveys of educational achievement nationally, on a four-year cycle of content and skill areas.
- Focus on students at two levels, four years apart: Year 4 (age eight-nine) and Year 8 (age 12-13).
- Cover a broad range of content included in the New Zealand school curriculum.
- Use tasks which are meaningful and enjoyable for the students to help gain a rich picture of their capabilities.
- Include a wide range of activities, from those the majority of Year 4 students are likely to have mastered, to those which will show the highest achievements of the most capable Year 8 students.
- Take full account of differences of language, culture, gender, ability and disability in the design and administration of assessment tasks.

NCEA

The National Certificate of Educational Achievement (NCEA) is a senior secondary school national qualification, part of the National Qualifications Framework (NQF). Most students completing compulsory education (Year 11 students, aged 15 to 16) take the NCEA, which is a credit-/unit-based qualification. Level 1 is usually completed at the end of compulsory education; level 3 on completion of post-compulsory upper secondary education (aged 17-18). Results are recognised by tertiary institutions and employers. For each school curriculum subject, there is both external assessment and externally moderated, internal assessment, using achievement standards. Unit standards have been developed for assessment in vocational/technical subjects.

Introduction of the NCEA aimed to:

- Offer a single, coherent and inclusive qualification - on the National Qualifications Framework.
- Recognise the results of written examinations, along with internally assessed unit standards, in one comprehensive qualification.
- Provide a wide range of learning pathways and subject choices for students, all leading to one qualification.
- Strengthen the links between the New Zealand Curriculum learning outcomes and the standards to be met for the award of school qualifications.
- Deliver useful, accurate and meaningful information about student achievement to whoever needs that information.

In each area of learning, different aspects of skills, knowledge and understanding are assessed separately. Each aspect can earn a different number of credits. Consequently, results about each student's efforts are detailed, giving a profile of their achievements. The profile shows a student's

	<p>credits and grades for each national standard. Results also show how each student performs compared with all other students across the country. Results also provide a grade average for each subject or area of learning.</p>
<p>What skills, capabilities or competencies are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>Statements for each learning area are provided in the curriculum document. Each learning area statement has a number of strands.</p> <p>In English students ‘study, use and enjoy language and literature communicated orally, visually, or in writing’.</p> <p>The four skills of reading, writing, speaking and listening are assessed. English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between two modes in which students are primarily:</p> <ul style="list-style-type: none"> • making meaning of ideas or information they receive (listening, reading and viewing) • creating meaning for themselves or others (speaking, writing, and presenting).

<p>How are these skills, capabilities or competences assessed?</p>	<p>There are a number of standardised tools for assessing these skills (see above). They have standardised procedures around their administration and many are norm referenced.</p> <ul style="list-style-type: none"> • Assessment Resource Banks (ARBS): The ARBs consist of curriculum-based assessment resources which can be used to assess reading and writing. • Assessment Tools for Teaching and Learning (asTTle): asTTle reading and writing assessment tools are norm-referenced diagnostic tools that assess literacy to provide information on student achievement relevant to the curriculum. They provide national norms of performance for students in Years 4–12. They are also available as online tools, e-asTTle. • Progressive Achievement Tests (PAT): Reading (PAT) are norm-referenced tests for assessing reading comprehension and reading vocabulary in Years 3 – 10. • PROBE: PROBE (Prose, Reading Observation, Behaviour, and Evaluation) can be used to assess reading in Years 2 – 10. • Supplementary Test of Achievement in Reading (STAR): This test enables teachers of Years 3 – 9 students to diagnose student performance and assess achievement in several aspects of reading (at word, sentence, and text level), and to use this information to identify those needing extra help, group children by ability and needs, and evaluate programmes. • NCEA English: The NCEA in English is a standards-based assessment tool designed to assess students in written, visual, and oral language.
<p>How is this assessment reported?</p>	<p>Reports/Records of Achievement: Schools maintain records which provide cumulative information on a student's school achievement, by developing and maintaining clear profiles of individual student's achievement.</p>

	At secondary level, a Record of Achievement provides a profile of the school leaver, including an assessment of the student's level of achievement in relation to the learning objectives and the development of the essential skills; a statement of the student's performance in national examinations and qualifications; a section on personal qualities; and a summary of involvement in school activities.
What are the consequences of the assessment?	<p>The primary purpose of school-based assessment is to improve students' learning and the quality of teaching programmes. Other purposes of assessment include providing feedback to parents and students, awarding qualifications at senior secondary school level, and monitoring overall national educational standards. Assessment also identifies learning needs so that resources can be effectively targeted.</p> <p>There is no examination or assessment requirement to enable students to pass to the next phase.</p>

Information on the New Zealand Literacy Strategy is available at: <http://literacyonline.tki.org.nz/>

Information on the English area of learning is available at: <http://englishonline.tki.org.nz/>

Further information on Assessment Resource Banks is available at: <http://arb.nzcer.org.nz/>

Further information at Assessment Tools for Teaching and Learning is available at: http://www.tki.org.nz/r/asttle/index_e.php

Further information on National Exemplars is available at http://www.tki.org.nz/r/assessment/exemplars/index_e.php

Further information on National Education Monitoring Project is available at: <http://nemp.otago.ac.nz/>

Further information at NCEA at: <http://www.nzqa.govt.nz/ncea>

Further information on English area of learning at: <http://nzcurriculum.tki.org.nz/Curriculum-documents/The-New-Zealand-Curriculum/Learning-areas/English>

The New Zealand Curriculum online: <http://nzcurriculum.tki.org.nz/>

Northern Ireland

How is the home language taught? (curriculum organisation)	<p>The 11-17 age range spans school Years 8 – 13. It includes students in compulsory secondary (known as post-primary) education (Years 8 – 12, key stages 3 and 4, ages 11-16), and one year of post-compulsory education (Year 13, age 16-17).</p> <p>Statutory curriculum A revised curriculum framework began to be introduced in Northern Ireland from 2007. This was fully implemented throughout key stages 3 and 4 in 2009/10.</p> <p>The main changes to the curriculum framework include:</p> <ul style="list-style-type: none">• Increased flexibility through the concept of a minimum statutory curriculum.• Ongoing assessment and a ‘Pupil Profile’ to replacing the previous system of key stage 3 testing.• The introduction of a new curriculum area known as ‘learning for life and work’, which includes education for employability, global citizenship and personal development. <p>At key stage 3 and key stage 4 (ages 11 to 14 and 14 to 16 respectively), the revised curriculum includes ‘learning for life and work’ and eight general areas of learning: the arts (including music, art and design, and drama); language and literacy (including English and media education); environment and society (including geography and history); modern languages; mathematics and numeracy (including financial capability); physical education; science and technology; and religious education. All these areas of learning are statutory at key stage 3.</p> <p>At key stage 4, schools are required to provide access to all areas of the revised curriculum, but</p>
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	<p>language and literacy is not compulsory.</p> <p>The curriculum also places emphasis on a range of skills and competences, such as critical and creative thinking skills, personal and interpersonal skills, communication, using mathematics, and using information and communication technology (ICT). The key stage S4 curriculum allows schools greater flexibility to tailor provision to the needs of students.</p> <p>In 2008 the DE held a consultation on a draft literacy and numeracy strategy. This is currently being finalised by the Literacy and Numeracy Taskforce.</p> <p>Home language</p> <p>English is the official language of Northern Ireland (although Irish is known by about 10 per cent of the population). There is a Council for Irish-medium Education (<i>Comhairle na Gaelscolaíochta</i>) and a few stand-alone, state-funded primary and secondary level schools which offer Irish-medium education (<i>IME</i>). There are also some units attached to English-medium schools which offer <i>IME</i> at primary and post-primary level.</p>
<p>How is the home language assessed?</p>	<p>In the 11-17 age range, the home language is assessed by continuous school-based assessment and external assessment at the end of key stage 4 (age 16).</p> <p>Continuous assessment: Under the revised arrangements in key stage 3, the emphasis is on continuous formative assessment in each area of learning. One of the main objectives of key stage 3 assessment is not only to chart progress, but to use assessment information for lesson planning and feedback which helps students to improve their performance.</p> <p>Until the 2006/07 school year, statutory assessment during this phase of education consisted of teacher assessment (without moderation) and end of key stage subject tests in English, Irish (in Irish-speaking schools), mathematics and science. There was parallel reporting of both the teacher assessment and test outcomes. The tests for mathematics, science and Irish (where applicable) were</p>

	<p>set at different levels of difficulty. Teachers selected the appropriate test for each child, depending on the level he/she was working close to at the time. There was one overarching test in English.</p> <p>With the revised curriculum, pupil progress in specified subjects is assessed at the end of each key stage. Assessment outcomes in these subjects can be based purely on teacher assessment, or on a combination of teacher assessment and the results of centrally-provided tests, which schools can continue to use on a voluntary basis. Pupils are assessed against the attainment targets which set out expected standards of student performance in specific areas of a curriculum subject in terms of level descriptions. The levels provide the basis for judging students' attainment and there are eight levels per attainment target. By the end of key stage 3, the performance of the great majority of students should be between levels 3 and 7. Level 8 is available for very able students and, to help teachers differentiate exceptional performance at key stage 3, a description above level 8 is provided. These end-of-key stage 3 assessment results must also be reported to parents.</p> <p>The Department of Education (DE) is planning to introduce a new scale of assessment using 'levels of progression' for reporting to parents in the final year of key stage 3. Draft levels of progression have been developed in using mathematics, using ICT, and communication, although these are yet to be finalised. Consultation on this took place in 2009 and transitional assessment arrangements are in place. Before the new levels are introduced it has been decided that schools should use existing levels for Language and Literacy (in English and/or Irish). The transitional arrangements are laid down in the Education (Levels of Progression for Key Stages 1, 2 and 3) (Transitional) Order (Northern Ireland) 2010. The Order came into operation on 30 April 2010.</p> <p>External qualifications are taken at the end of key stage 4 (age 16). The most common qualification taken is the General Certificate of Secondary Education (GCSE), but schools also offer a range of vocational/applied courses.</p>
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	<p>At primary level, there are computerised tests available for the assessment of reading. These tests, known as the Interactive Computerised Assessment System – InCAS) are beyond the scope of this study.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>KS3:</p> <p>At the end of KS3 pupils are assessed in the component parts of English and/or Irish on levels 1 to 8. This takes the form of teacher assessment. Teachers’ assessments of their pupils are transferred electronically from schools to CCEA (in due course ESA) by EDI (Electronic Data Interchange) as specified on the Assessment Timetable. Teachers received one day of substitute cover to carry out the assessment.</p> <p>The component parts of English and Irish are:</p> <p>English: Talking and Listening/Reading/Writing Irish: Listening, Understanding and Talking/Reading/Writing.</p> <p>TALKING AND LISTENING (English) and LISTENING, UNDERSTANDING, TALKING (Irish) Pupils should develop the ability to express and communicate meaning in spoken language, listening to and interpreting what others say, and matching style and response to audience, context and purpose. Pupils unable to communicate by speech may use other means including the use of technology, signing, symbols or lip-reading as alternatives to talking and listening.</p> <p>READING Pupils should develop the ability to read, understand and engage with various types of text for enjoyment and learning. Pupils who need to do so may use non-sighted methods of reading such as Braille. Pupils physically unable to read aloud may use other means such as signing.</p> <p>WRITING Pupils should develop the ability to make and shape text in order to communicate meaning in written language, appropriate to the context, purpose, reader and audience. At each level the use of technological aids by pupils who depend on them physically to produce their written work is acceptable.</p>

KS4: At the end of KS4 pupils take GCSE in English. The course builds on the knowledge, understanding and skills they have developed at KS3. Skills assessed are the same: talking and listening, reading, writing and the examination includes externally assessed components (60%) and internally assessed components (40%). Detailed assessment objectives are given in the GCSE specification:

1. *Talking and Listening*

Candidates demonstrate their ability to:

- (i) communicate clearly and imaginatively, structuring and sustaining their talk and adapting it to different situations using Standard English appropriately;
- (ii) participate in discussion by both talking and listening, judging the nature and purposes of contribution and the roles of participants;
- (iii) adopt roles and communicate with audiences using a range of techniques.

2. *Reading*

Candidates demonstrate their ability to:

- (i) read, with insight and engagement, making appropriate references to texts and developing and sustaining interpretations of them;
- (ii) distinguish between fact and opinion and evaluate how information is

	<p>presented;</p> <p>(iii) follow an argument, identifying implications and recognising inconsistencies;</p> <p>(iv) select material appropriate to their purposes, collate material from different sources and make cross references;</p> <p>(v) understand and evaluate how writers use linguistic, structural and presentational devices to achieve their effects and comment on the ways that language varies and changes.</p> <p>3. Writing</p> <p>Candidates demonstrate their ability (through the use of drafting, re-ordering and revising, using paper or computer screen as appropriate) to:</p> <p>(i) communicate clearly and imaginatively, using and adapting forms and genres for different readers and purposes;</p> <p>(ii) organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features to present work neatly and clearly;</p> <p>(iii) use a range of sentence structures effectively with accurate punctuation and</p>
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	<p>spelling.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>At KS3 skills, capabilities and competences are assessed by:</p> <ul style="list-style-type: none"> • practical and oral work in the classroom • written work completed in class • homework; and • class tests or school examinations, where appropriate. <p>At KS4 the competences are assessed by external and internal GCSE assessments.</p> <p>Externally Assessed Component (60%)</p> <p>Paper 1</p> <p>Reading and Writing includes response to a literary prose and written response requiring the pupil to review, analyse and comment.</p>

	<p>Paper 2</p> <p>Writing: on a topic which requires either functional or transactional writing. In their written response, candidates will be expected to inform, explain and describe.</p> <p>Reading – Non-Fiction and Media</p> <p>Three to four structured questions on the reading and interpretation of previously unseen non-fiction and media texts.</p> <p>Internally Assessed Component (40%)</p> <p>Candidates will be expected to produce evidence of attainment in Talking and Listening, Reading and Writing.</p> <p>The GCSE specification has been revised recently (2010) and pupils will be assessed by external and internal examination (40% and 60% respectively). All four skills are assessed. The revised specification will be implemented from autumn 2010 and first examination will be in 2012.</p>
<p>How is this assessment reported?</p>	<p>Pupil profiles: In line with the revised curriculum, now fully implemented across secondary education, previous statutory assessment arrangements are being replaced by standardised, individual annual reports known as ‘Pupil Profiles’.</p>

	<p>Teachers are required to report to parents at the end of each school year on the level of attainment each pupil has achieved in the statutory cross-curricular skills of communication, using mathematics and using ICT. They must also provide qualitative comments on progress in each learning area and on the development of thinking skills and personal capabilities.</p> <p>In order to monitor standards across the school system, schools are also required to report the results of teacher assessment to the Northern Ireland Council for the Curriculum, Examinations and Assessment (CCEA) at the end of key stage 3 in language and literacy (English and/or Irish as appropriate in Irish-medium schools), mathematics and numeracy, and use of ICT, so that they can monitor standards across schools. Assessment outcomes in these subjects can be based purely on teacher assessment, or on a combination of teacher assessment and the results of centrally-provided tests which schools can use on a voluntary basis. These end-of-key stage 3 assessment results must also be reported to parents.</p> <p>In key stage 3 schools also send annual reports to parents. These include results for language and literacy (including Irish as appropriate); mathematics and numeracy; achievement in areas of learning or activities which form part of the curriculum; and a formative record of progress and achievement. The results do not affect progression to the next year.</p> <p>At the end of key stage 4 (16 year olds), schools are required to report to parents providing a formative record of progress and achievement (including extra-curricular achievements), and the results of any public examinations taken.</p>
<p>What are the consequences of the assessment?</p>	<p>During key stage 3 the emphasis is on continuous formative assessment in each area of learning. Assessment information is used to chart progress and to help with lesson planning and for feedback to pupils. At the end of each school year during key stage 3, teachers are required to assess pupils in all areas of learning and cross-curricular and other skills included in the curriculum. The results do not affect progression to the next year, but should be reported to parents.</p>

	<p>Assessment in compulsory school is intended to help teachers and students in a number of ways:</p> <ul style="list-style-type: none"> • Formative elements help teachers decide how a student’s learning should be taken forward, and give the student clear and understandable targets and feedback about their achievements. This information helps teachers and others to identify the need for further diagnostic assessments for particular students in order to help their educational development. This form of assessment is becoming known as 'assessment for learning'. • Summative elements provide evidence of children’s achievements and of what they know, understand and can do, and is becoming known as 'assessment of learning' • Evaluative elements provide comparative information about student achievement nationally, which may be used as an indicator of any need for further effort, resources or changes in the curriculum. • Informative elements help teachers report on a student’s progress to parents and on the school’s achievements to the wider community and stakeholders.
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Scotland

How is the home language taught? (curriculum organisation)	<p>In Scotland, the 11-17 age range spans school years Primary 7 (P7) to Secondary 5 (S5), and includes the last year of primary school (upper primary stage), four years of lower secondary education (S1 to S4) and one year of post-compulsory upper secondary education (S5).</p> <p>Statutory curriculum</p> <p>Whilst the curriculum in Scotland is not determined by statute or regulation, the Scottish Government's Directorate General of Education, and Learning and Teaching Scotland (<i>LTS</i>), provide firm advice and guidance in various curriculum documents.</p> <p>Although the '5 – 14 curriculum' has provided the basis of primary and lower secondary education, this is beginning to be replaced by the 'Curriculum for Excellence' for three- to 18 year olds. Schools began to adopt the new programme from August 2009 and it is expected to be in full force from August 2010. The Curriculum for Excellence places increased emphasis on literacy and numeracy across the curriculum.</p> <p>Under the 5 – 14 curriculum, at primary level, language (which included literacy, English, and a foreign language) was one of the curricular areas. At secondary level, English was a core subject and compulsory up to age 16. For 14- to 16 year olds (in S3 and S4), English was part of the subject 'language and communication'.</p> <p>In the Curriculum for Excellence, the 'languages' curriculum area includes literacy and English, literacy and Gaelic, Gaelic, modern languages and classical languages.</p> <p>Full details of the experiences and outcomes for the literacy and English area of languages are provided on the Curriculum for Excellence website. This is how they are defined:</p>
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	<p><i>I develop and extend my literacy skills when I have opportunities to:</i></p> <ul style="list-style-type: none"> • <i>Communicate, collaborate and build relationships.</i> • <i>Reflect on and again explain my literacy and thinking skills, using feedback to help me improve and sensitively provide useful feedback for others.</i> • <i>Engage with and create a wide range of texts(1) in different media, taking advantage of the opportunities offered by ICT.</i> • <i>Develop my understanding of what is special, vibrant and valuable about my own and other cultures and their languages.</i> • <i>Explore the richness and diversity of language(2), how it can affect me and the wide range of ways in which I and others can be creative.</i> • <i>Extend and enrich my vocabulary through listening, talking, watching and reading.</i> <p><i>In developing my English language skills:</i></p> <ul style="list-style-type: none"> • <i>I engage with a wide range of texts and am developing an appreciation of the richness and breadth of Scotland's literacy and linguistic heritage.</i> • <i>I enjoy exploring and discussing word patterns and text structures.</i>
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	<p><i>[1] Texts include texts which are relevant to all areas of learning, and examples of writing by Scottish authors which relate to the history, heritage and culture of Scotland. They may also include writing in Scots, and Gaelic in translation.</i></p> <p><i>[2] The languages of Scotland include the languages which children and young people bring to the classroom and other settings.</i></p> <p>The Curriculum for Excellence also clearly states that it is the responsibility of all staff to develop, reinforce and extend learning in health and wellbeing across learning; literacy across learning; and numeracy across learning.</p>
<p>How is the home language (English) assessed?</p>	<p>The home language is assessed by school-based assessment; through National Qualifications; and via a national sample survey – the Scottish Survey of Achievement (SSA).</p> <p>School-based assessment</p> <p>Since 2002, Assessment is for Learning (AiFL) has been an important feature of the curriculum with the learner at the centre of the assessment process. Teachers received guidance on the processes of assessment in the document ‘National Guidelines: Assessment 5-14’ and can use ‘National Assessments 5-14’ as part of their assessment. These are assessment materials in English language (reading and writing) and mathematics designed to be used by teachers to complement their own judgements, based on the evidence of work pupils have done in class, about pupils' levels of attainment in reading, writing and mathematics. They are based on attainment outcomes and strands set out in the National Guidelines. The assessments are summative and their use is internal to the school.</p>

National Assessments are delivered to schools via the National Assessments 5-14 website (<http://www.aifl-na.net/mini/27842.html>). Schools go online, select the appropriate curriculum area (eg. reading) and the level at which pupils are working, and download the assessment package. There is no choice of assessment package beyond the choice of curriculum area and level. From autumn 2010, staff will have access to a new online National Assessment Resource (NAR), which will build up a range of assessment material and exemplars across curriculum areas, linked to the new Curriculum for Excellence.

Pupils generally take the assessments when teachers decide they have completed one of the five levels of the curriculum (A-E), as specified in the National Guidelines. Teachers are given detailed instructions on how to administer and mark the tests.

National Qualifications

The range of qualifications available to students between the ages of 14-16 are commonly grouped together as National Qualifications (NQs), and include 'Standard grades', 'National Courses' and 'National Units'. They are external examinations at the end of Secondary 4 (S4) and are available from the Scottish Qualifications Authority. Students working towards Standard grades often take seven or eight subjects including mathematics and English. Students who have successfully completed *Standard grade* qualifications may proceed to study leading to intermediate or higher level qualifications. A review of qualifications at this stage is ongoing.

The courses for Standard Grades consist of different parts with an examination at the end. There are three levels of study, Credit, General and Foundation. Students usually take examinations at two levels – Credit and General or General and Foundation. This aims to ensure that all students have the

	<p>opportunity to achieve as high a grade as possible. Within a level, students on all courses have to provide evidence of achievement in all the basic aspects or ‘elements’ of the subject. For example, in English there are separate assessments for reading, writing, and talking, as well as an overall grade. A ‘profile’ of performance, stating the grade obtained in each element, appears on the certificate beside the overall award for the course. Elements are assessed in a variety of ways. In the majority of courses, students have to demonstrate attainment in oral or practical skills, and these skills are usually assessed internally by the class teacher on the basis of work done during the course. Some elements, such as writing in English, are assessed on the basis of a folio submitted to the Scottish Qualifications Authority (SQA) and a written examination.</p> <p>National sample survey</p> <p>Achievement is also measured in the Scottish Survey of Achievement (SSA). This is a compulsory sample survey to monitor national achievement in schools at primary and secondary level. At secondary level, the SSA examines achievement at ages 12 and 14. Each year the survey focuses on one curricular area – English language is one of these. The SSA uses nationally devised written and practical assessments and is externally marked. Individual schools and children remain anonymous.</p> <p>Scotland's Chief Statistician published the <u>Scottish Survey of Achievement 2009 - Reading and Writing</u> in February 2010. The publication includes a range of statistics relating to the reading and writing attainment of pupils across Scotland relative to the national 5-14 curriculum levels.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>National assessments 5 - 14: In English language, separate National Assessments are provided for reading and writing.</p> <p>The National Assessments do not cover listening and talking (speaking), the other attainment targets in English language, but all four skills are assessed by the teacher as part of the school’s assessment and</p>

	reporting arrangements.
How are these skills, capabilities or competences assessed?	<p>National Assessments 5 – 14: Reading and writing are assessed in written assessments. Schools go online to the National Assessments 5 – 14 website and download the assessment package. To attain the levels students need to:</p> <ul style="list-style-type: none"> • In reading, answer two-thirds or more of the questions in each unit correctly. A National Assessment at any level in reading comprises two assessment units, a piece of narrative text for students to read and a piece of information text. Each reading assessment consists of a passage and associated questions which cover a range of reading skills appropriate to the particular level. • In writing, satisfy the criteria for all three pieces of writing - a National Assessment comprises three pieces of writing by the student: one extended piece of writing, coming from class work (e.g. an imaginative story), and two pieces of writing selected randomly from an assessment bank. These include: an extended piece of writing based on a task randomly selected from the assessment bank and of a genre different from the writing done as part of class work; and a writer's craft task – a shorter, more focused piece of writing – randomly selected from the assessment bank. The purpose of this task is to allow pupils to show, in writing, their understanding of the writer's craft at the relevant level. These tasks involve pupils in responding to a piece of text through discussion with the teacher, and then continuing the text using the features of the original as a model. The two extended pieces of writing are assessed using a set of criteria derived from the national criteria. <p>Scottish Survey of Achievement (SSA): The SSA involves written assessments and practical activities.</p>
How is this assessment reported?	<p>National Assessments: Reports of individual National Assessment results to parents are set in the context of the continuous assessment of the pupil's progress. The level achieved in the National Assessment is reported to parents at the same time as the teacher's own assessment of the pupil's</p>

	<p>work during the school year. For reporting on the progress of students to parents an exemplar report has been devised which gives information on the level of attainment in each aspect of the curriculum and on their child's personal and social development in school.</p> <p>Scottish Survey of Achievement (SSA): main findings from the SSA are published by the Scottish Government in the year following the survey.</p>
<p>What are the consequences of the assessment?</p>	<p>National Assessments: As well as being provided to parents, reports, including <i>National Assessment</i> data, may be sent, along with other internal records of teachers' assessment, to convey information to the student's next teacher or to the secondary school he or she moves on to.</p> <p>Assessment results are not a requirement for moving up through the years/grades – promotion is normally by age.</p>

The National Assessment 5-14 website gives comprehensive details of the National Assessment tests, including content, administration and marking of the tests: <http://www.aifl-na.net/>

The Circular detailing the new assessment and reporting arrangements and *National Assessments* is available online:

<http://www.scotland.gov.uk/Publications/2005/06/2393450/34518>

More details on the SSA can be found at: <http://www.ltscotland.org.uk/assess/of/ssa/index.asp>

Scottish Executive Education Department (SEED). The Curriculum Review Group (2004). *A Curriculum for Excellence* [online]. Available:

<http://www.scotland.gov.uk/Publications/2004/11/20178/45862> [26 March, 2010].

The following online documents provide guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence:

<http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc5/index.asp>

<http://www.ltscotland.org.uk/curriculumforexcellence/index.asp>

Learning and Teaching Scotland (LTS) (2004). *Scotland's National Qualifications: A Guide*. Edinburgh: LTS.

The following document provides guidance for all teaching staff on the main areas of the assessment strategy for Curriculum for Excellence:
<http://www.ltscotland.org.uk/curriculumforexcellence/buildingthecurriculum/guidance/btc5/index.asp>

5-14 Guidelines: Assessment 5-14 (1991): <http://www.ltscotland.org.uk/5to14/htmlunrevisedguidelines/Pages/assess/content.htm>

Spain

How is the home language taught? (curriculum organisation)	<p>The 11-17 age range spans school Years 6 – 11 and includes students in the last year of primary education (<i>Educación Primaria</i>), in lower secondary education (<i>Educación Secundaria Obligatoria - ESO</i>), and in the first year of upper secondary education.</p> <p>Statutory curriculum</p> <p>The national Ministry of Education defines the compulsory national curriculum, which accounts for 65 per cent of teaching time in regions speaking only Castilian Spanish and 55 per cent in communities with a co-official language (see below). All Autonomous Communities – the 17 regions into which the country is territorially divided, and which each have responsibility for education - have the autonomy to define the remainder of the curriculum according to local need, and to adapt the compulsory national curriculum.</p> <p>Spanish language and literature is a core subject at primary and lower secondary levels in all Autonomous Communities. In Communities with a regional language, the co-official language and its literature is also taught as a core subject. In addition to the general education system, there is a specialist system (<i>enseñanzas de régimen especial</i>). This includes specialist language schools for students aged 14+; these teach, in particular, European languages and the co-official languages of Spain.</p> <p>Reforms to the education system were laid out in the 2006 Education Law, <i>Ley Organica de Educación (LOE)</i> which is being implemented over five years (2006/07 – 2009/10). This specifies key skills that pupils should develop at primary and secondary level. At primary level, these include the ability to understand and use the Spanish language and, in the case of bilingual Communities, the ability to</p>
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	<p>understand and use the co-official language. Specific objectives include the development of speaking and writing skills, audio-visual communication, reading comprehension and the habit of reading.</p> <p>At secondary level, the 2006 Law lays down a new curriculum for compulsory secondary education (ages 12 to 16) to be introduced gradually from the 2007/8 school year. This consists of eight competences, including oral communication and literacy, which each student is expected to have acquired by the end of the phase. Specific objectives are to understand and correctly produce complex texts and messages, both orally and written, in the Spanish language and, if applicable, in the co-official language of their Autonomous Community, and to take first steps towards an awareness, study and reading of literature.</p> <p>Home language</p> <p>According to the Constitution of 1978, Castilian Spanish (Castellano) is the official language of Spain (and is usually and internationally known as Spanish). Of the 17 Autonomous Communities and two Autonomous Cities which make up the Spanish nation, six Autonomous Communities have their own official regional languages in addition to Castellano. These co-official languages are Catalán (in Catalonia and the Balearic Islands), Gallego (in Galicia), Valenciano (in Valencia) and Euskera or Basque (in the Basque country and some areas of Navarre).</p> <p>In the Autonomous Communities where there is a co-official language, both this and Castellano are considered compulsory teaching languages in primary and secondary education. The teaching of co-official languages and the balance between these languages and Castellano varies in the different communities, according to their language policies and how widespread the co-official language is. In Catalonia, for example, Catalan is the principal language of instruction for all non-university level instruction.</p>
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<p>How is the home language assessed?</p>	<p>The home language is assessed continuously, by school-based assessment; by national assessments; and in national sample surveys.</p> <p>Continuous assessment: until recently, there was no national system of testing/assessment in Spain. The minimum core curriculum includes guidelines for assessment, which is an integral part of the curriculum and is intended to be global and continuous.</p> <p>As part of the core curriculum, the home language (Spanish and regional languages) is assessed by teachers continuously throughout compulsory education. This assessment is both formative and summative. When students transfer from primary to compulsory lower secondary education (at around age 12), teachers make an initial assessment of every student and, thereafter, student assessment is continuous and integrated, but separate for each subject. Teachers hold at least three assessment meetings during the year to review student progress. Particularly important are the assessment meetings at the end of the school year in June at ages 14, 15 and 16.</p> <p>On completion of compulsory education (age 16), students receive the compulsory secondary school leaving certificate (<i>Graduado en Educación Secundaria Obligatoria</i> certificate). To obtain this qualification, students must pass all subjects studied (including the home language). It grants access either to general upper secondary education (<i>Bachillerato</i>), which includes Spanish language and literature, and the co-official language and literature where appropriate, or to intermediate level specific vocational training (<i>Formación Profesional Específica de grado medio</i>).</p> <p>New national assessment since 2008/09: The 2006 Law on Education (LOE) established that, from the 2008/09 school year, all educational establishments must take part in diagnostic assessment/evaluation of students by the end of Year 4 of primary education (aged around 10), and by the end of Year 8 (the second year of compulsory secondary education, aged 14). The diagnostic tests aim to assess the</p>
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acquisition of key competences in the core curriculum (rather than particular subjects). (Some of the Autonomous Communities in Spain have been carrying out similar annual assessments in their jurisdictions for some years. These generally consist of pen and paper tests in mathematics, language and reading comprehension. Results are used for information and advisory purposes. They can also be useful for improving both daily teaching practice in schools and general education policies.)

The new national tests involve:

- ‘General Diagnostic Evaluation’, carried out at national level by the Institute of Evaluation (in collaboration with the Autonomous Communities and on behalf of the Ministry of Education). The General Diagnostic Evaluation aims to provide information on how the education system as a whole is developing, so that this information can be used as a basis for policy making. They are sample-based national evaluations, with representative samples from every Autonomous Community.
- ‘Diagnostic Evaluations’ carried out by the various Autonomous Communities in their respective territories. These diagnostic evaluations are developed by each individual Autonomous Community and may vary from one community to the next. The only common aspects of these evaluations are that pupils in the relevant years/grades are assessed, and that they take place every year. The evaluations are internal and formative (for schools) and form the basis for school level improvement plans. Results are published in the form of ‘league tables’.

National sample surveys: the National Institute for Evaluation and Quality of the Education System (INECSE) (*Instituto Nacional de Evaluación y Calidad del Sistema Educativo*) is responsible for the general evaluation of the education system, and for providing a comparative picture of educational progress at regional and national levels for policy makers, schools, families and the public in general. INECSE carries out national sample surveys at the end of primary education (age 12) and compulsory secondary education (age 16). The assessment is intended to cover all subjects of the official national

	<p>core curriculum mainly by means of written, nationally set, standardised tests prepared by specialists from INECSE in collaboration with representatives from the Autonomous Communities.</p> <p>At the end of primary education, the tests assess student competence in mathematics, Spanish and regional language and literature, natural and social sciences, and foreign languages. At the end of compulsory secondary education, they assess student competence in mathematics, Spanish and regional language and literature, social sciences, geography and history, and foreign languages.</p> <p>The tests include multiple choice items, open-ended questions and, occasionally, free response items, depending on the subject, the competences to be assessed and the test objectives. The surveys also collect background data from principals (headteachers), teachers, students and families on a sample basis. Every year, not more than 700 schools take part in the INECSE assessment surveys. This means that an individual school will probably only be asked to take part in some of the surveys once every five or six years. Students included in the sample are tested in their own schools and classrooms.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>All four skills of reading, writing, speaking and listening are assessed as part of continuous assessment.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>The skills are assessed continuously throughout compulsory education. The new curriculum has eight competencies including oral communication and literacy. These are assessed in the new diagnostic tests.</p>
<p>How is this assessment reported?</p>	<p>Continuous assessment</p> <p>At the end of compulsory primary education (students aged 12), teachers produce summary assessment reports of the student's level of attainment with regard to each of the subject areas. Teachers also provide families with written reports of student achievement at the end of each term (usually every three months). These are designed by the school and include a description of the child's</p>

	<p>achievements/ attainment, as well as providing details of specific measures the school intends to take to improve the future achievement of the student. All of the above documents are added to the student's personal file.</p> <p>At lower secondary level, the decision to award the lower secondary leaving certificate (<i>Graduado en Educación Secundaria</i>) is taken by all the students' teachers collectively and is added to the student's personal file, if accredited.</p> <p>This personal file is the assessment record of a student's progress; it follows him/her through school.</p> <p>National sample surveys</p> <p>The outcomes of the INECSE surveys are reported in several ways. There is a general, informative report, which presents the main results of the assessment and testing programme. There is also a technical report. This aims to inform experts and academics, support the validity and reliability of the results, describe the technical procedures involved, and analyse and interpret the results. In addition, there are short summary reports which disseminate the results of INECSE assessment programmes to the public at large.</p> <p>Policy makers receive all three types of report, but the informative report, which also includes suggestions and recommendations resulting from INECSE's analysis of the testing and assessment programme, is the one most oriented towards them. Regional authorities also receive a full set of their own data from INECSE testing and assessment programmes for the purposes of self-analysis. Schools do not receive individual results. Both participating and non-participating schools receive the general reports, however, and have access to the testing instruments for their own further use, analysis and self-evaluation.</p>
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What are the consequences of the assessment?	<p>Continuous assessment is used to assess student progress and needs, and to allow them to progress to the next school year. Since the 2003/04 academic year, automatic promotion to the next year has no longer been the norm. Students who do not meet the objectives for a given year receive additional support to achieve these objectives before being allowed to move on. Generally, no child is held back for more than one year.</p> <p><i>The Certificate of Secondary Education (lower secondary leaving certificate) (Graduado en Educación Secundaria) grants access to general upper secondary (bachillerato) courses or courses of intermediate level specific vocational training.</i></p>
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Eurydice Unit, Spain (2008). Organisation of the Education System in Spain 2008/09 [online]. Available: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/ES_EN.pdf [26 March, 2010]

Spain. Statutes (2006). *Organic Law on Education (LOE)*.

Sweden

<p>How is the home language (Swedish) taught? (curriculum organisation)</p>	<p>The 11-17 age range usually spans school Years 5 – 10, which generally includes five years of compulsory and one year of post-compulsory education. There may, however, be some variation as some children start school earlier or later than the statutory school starting age of seven. Compulsory education is provided in an all-through school (<i>grundskola</i>). Post-compulsory education is usually provided in <i>gymnasieskolan</i> (integrated upper secondary schools).</p> <p>Statutory curriculum</p> <p>There is a statutory national curriculum for the <i>grundskola</i>. This is defined by Parliament and the Ministry of Education, but each of the 289 municipalities has full operating responsibility for its schools.</p> <p>The curriculum gives prominence to the core subjects, which are Swedish, or Swedish as a second language, mathematics and English; children normally begin to learn the latter from around age nine. The statutory curriculum also includes practical arts subjects (art, domestic science, sport/physical and health education, music, crafts), social sciences (geography, history, civics, religious studies), sciences (biology, physics, chemistry and technology), a second foreign language (from around age 13) and some optional subjects.</p> <p>Swedish is also a core subject in post-compulsory education.</p> <p>Swedish as a second language is regarded as a subject in its own right in all levels of education. Students with an immigrant background consequently have the right to study Swedish as a second language instead of Swedish should they wish to do so.</p>
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	Each subject syllabus contains objectives to achieve, based on national agreed criteria.
How is the home language assessed?	<p>The home language is assessed by continuous school-based assessment (ongoing teacher assessment) and by a system of national assessment.</p> <p>The Swedish National Agency for Education (<i>Skolverket</i>) is responsible for the development and administration of national assessment. Common national tests in Swedish/Swedish as a second language, English and mathematics are taken at the end of Year 5 (age 12), Year 7 (age 14) and Year 9 (age 16), but are only compulsory, in both state and independent schools, at the end of Year 9.</p> <p>The Year 5 (age 12) voluntary tests in Swedish, English and mathematics provide an opportunity for nationwide evaluation of school achievements. They act as a staging post to assist teachers in planning their teaching and are criterion-referenced. Although the Year 5 tests are not compulsory, almost every municipality has made them mandatory at local level.</p> <p>In Year 7 (age 14), diagnostic materials are provided for voluntary tests in Swedish, English and mathematics. These are intended to highlight individual students' strengths and weaknesses in the subjects concerned, and to provide an indication of the student's chances of achieving the objectives for Year 9.</p> <p>The Year 9 (age 16) tests aim primarily to support teachers in assessing student progress and can be used for national monitoring of all students and schools. They are compulsory for schools but not for individuals. That is, if a student is absent or ill on the day of a particular national test, the school does not have to ensure that he or she takes the test at a later date. A passing final grade in each of the three subjects is required to obtain a school leaving certificate and to be able to progress to post-compulsory upper secondary school. The national tests taken at the end of Year 9 ensure that school leaving certificate (<i>grundskolabetyg</i>) grades are comparable. They are criterion-referenced and results</p>

	<p>are collected nationally but there is no normalisation. In post-compulsory education, national tests are provided for teachers to use in their assessment of core subjects, Swedish, English and mathematics.</p>
<p>Which skills, capabilities or competences are assessed (e.g. reading, writing, speaking, listening)?</p>	<p>Subject syllabuses for the Swedish language identify the goals which students are expected to achieve at the end of Year 5 and Year 9.</p> <p>For Swedish: At the end of Year 5 (age 12), pupils should be able to:</p> <ul style="list-style-type: none"> • Read with fluency, both aloud and to themselves, and understand events and meaning in books and non-fiction written for children and young people. • Discuss their experiences from reading, as well as reflect over texts. • Produce texts for different purposes as a tool for learning and communication • Orally relate and present something so that the contents are understandable and brought to life. • Apply the most common rules of the written language and the most common rules of spelling. • Use dictionaries. <p>At the end of Year 9 (age 16) pupils should be able to:</p> <ul style="list-style-type: none"> • Actively take part in conversations and discussions. • Share the thoughts of others. • Present work orally so that the contents are clear and understandable.

	<ul style="list-style-type: none">• Read literature appropriate to their age from Sweden, the Nordic area, and other countries; read non-fiction and newspaper articles on general subjects; and reproduce the contents coherently and reflect over this.• Read, reflect over and put into a context some literary works and authors that have been influential in affecting how people live and think.• Appreciate, reflect over and evaluate the contents and means of expression used in pictures, films and the theatre.• Write different kinds of texts so that the contents are clear, and in doing this apply the standards of the written language, when writing by hand and using computers.• Have a sufficient level of knowledge of the language to make it possible for them to carry out observations of their own and others' use of language. <p>For Swedish as a second language:</p> <p>At the end of Year 5 (age 12) pupils should be able to:</p> <ul style="list-style-type: none">• Actively take part in discussions.• Orally relate and present contents which are understandable to the listener.• Write different kinds of texts in the contexts needed for work.• With the help of discussions and intensive study of texts, read and understand literature corresponding to their maturity in terms of age, and non-fiction which corresponds to their maturity in terms of knowledge.
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	<p>At the end of Year 9 (age 16) pupils should be able to:</p> <ul style="list-style-type: none"> • Understand and use the Swedish language in speech and writing in the different situations they encounter, • Actively, and with clear pronunciation, take part in conversations and discussions. • Relate coherently something they have heard, read, seen or experienced, as well as be able to present a task so that the contents are clear and understandable. • Read and assimilate literature appropriate to their age and understand factual texts of the kind needed for school work. • Appreciate, reflect over and evaluate the contents and means of expression used in pictures and films. • Read, reflect over and put into context some literary works and authors that have been influential in affecting how people live and think. • Write different kinds of texts so that the contents are clear, and in doing this apply standards appropriate to the purpose, when writing by hand and using computers. • Understand variations, emotive connotations and subtleties of the Swedish language. <p>The national diagnostic tests in English and Swedish/Swedish as a second language examine all four skills of speaking, listening, reading and writing.</p>
<p>How are these skills, capabilities or competences assessed?</p>	<p>See above.</p>

<p>How is this assessment reported?</p>	<p>Students and their parents are provided with regular progress reports throughout compulsory education and meetings are organised to discuss development. It is intended that all reporting should</p>
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	<p>lead to individual development plans, which focus on the coming school year. From Year 5 of the <i>grundskola</i>, this information is both verbal and written.</p> <p>The information provided is based on students' results and their development in relation to the goals established for the end of Year 5 (age 11 to 12) and Year 9 (age 15 - 16) particularly.</p>
<p>What are the consequences of the assessment?</p>	<p>At the end of Year 9 a passing final grade in Swedish, English and mathematics is required for students to be able to continue to pursue a national or specially designed programme in post-compulsory upper secondary school (16+).</p>

Eurydice Unit, Sweden (2007). The Education System in Sweden 2007/08 [online]. Available: http://eacea.ec.europa.eu/education/eurydice/documents/eurybase/eurybase_full_reports/SE_EN.pdf [26 March, 2010].

Sweden. Ministry of Education and Science (1995). *Syllabuses for the Compulsory School* [online]. Available: <http://www3.skolverket.se/ki/eng/comp.pdf> [26 March, 2010].

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Office of Qualifications and Examinations Regulation	
Spring Place	2nd Floor
Coventry Business Park	Glendinning House
Herald Avenue	6 Murray Street
Coventry CV5 6UB	Belfast BT1 6DN

Telephone 0300 303 3344

Textphone 0300 303 3345

Helpline 0300 303 3346

www.ofqual.gov.uk