

Secondary Marking Reform in the European Schools

Challenges and Opportunities

31 May 2018

Luxembourg

An enhanced and standardised assessment for more successful learners

https://www.eursc.eu/en/European-Schools/studies/marking-scale

The Context

First European Education Summit, Brussels 25 January 2018

Innovative

Inclusive

Values-based



European Education Area – 2025

- Improve language learning (L1 + 2 by 2025)
- Update 8 Key Competences
- New Digital Education Plan
- Mobility
- A new language policy (multilingualism)
- Competence-based Syllabi and Curriculum
- Multi-annual ICT Plan
- Spreading of European schooling
- Reform of assessment

A modern assessment system

- Helps pupils' progress (formative assessment)
- Helps understand performance
- Helps planning teaching
- Focuses on positive performance (what do pupils already know?)
- Related to the key competences for lifelong learning
- Transparent
- Compatible
- Harmonised

The current marking system

Values to be retained

- Decimal – easy to understand and fine ranking
- Measures performance in relation to the syllabus
- A and B marks (formative and summative assessment)

To be improved

- Negative performance range is wider than the positive range
- 4 bands for negative, the lowest band (0-1.9) hardly ever, 2-3.9 seldom used
- Not a common standard (pass mark at 6/10)

Background

- Introduction of competence-based syllabi
- Requires as (final) step also the introduction of competence-based assessment

Process (1)

- Discussion started already in 2007
- Policy documents in 2011 on structure of syllabuses and assessment policy
- BoG in Prague 2015: agreement on new marking system
  - Three steps (S 1 to S 5; S 6; S 7)
  - As of 2017/18 school year; first BAC 2020

Process (2)

- BoG in Berlin 2017: agreement on training measures and new time schedule
  - As of 2018/19 school year
  - Maintain three-step-approach with first BAC 2021
  - More, subject-specific training for all teachers
  - *Guidelines* for management, inspectors and teachers (« a dynamic document »)
- Steering Committee since May 2017



Challenges and Opportunities

- Two projects in one (competence orientation and review of the mark range)
- ”Side effect”: more ‘harmonisation’
- May trigger discussion on repeat rates and repeat policy
- Influence on teaching (planning, focus on competences etc.)



Challenges and Opportunities

- Make clear: change of concept and not merely a new marking system
- Change management: communication to all stakeholders
- Future recognition of the BAC: Communication with national authorities and Universities

Thank you for your attention.

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