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ETA INERTZEKO ERAKUNDEA
INSTITUTO VASCO DE EVALUACIÓN
E INVESTIGACIÓN EDUCATIVA

EVALUATION OF THE 6TH YEAR OF PRIMARY EDUCATION 1999



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1999

INSTITUTO VASCO DE EVALUACIÓN
E INVESTIGACIÓN EDUCATIVA
BASQUE INSTITUTE FOR EVALUATION
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INTRODUCTION

The Department of Education of the Basque Country carried out in 1999 an evaluation of Primary Education in cooperation with the INCE¹ and with the Educational Authorities of the Autonomous Regions². The evaluation had several aims. On the one hand, to identify the knowledge achieved by the students in the Primary Education stage in the subject areas of Spanish, Mathematics and English. On the other hand, to compare these results with those obtained in the previous evaluation carried out four years before, in 1995, and finally, to establish a relation between the performance of the students and context factors and educational processes.

In order to achieve these objectives, five different tests were developed for each of the subject areas to be evaluated. Each test had a common section, between 18 and 24 items for each subject area, which had already been used in the 1995 evaluation and which allowed to compare the results between them. The tests were designed in Spanish and then translated into Basque for the pupils in model D³.

Questionnaires were also handed to pupils, teachers, head teachers and families, in order to establish links between pupil performance and context factors and educational processes.

1555 pupils, belonging to 76 schools in the Basque Autonomous Region took part in the evaluation. The schools were chosen at random and belonged to both the State school network and the Grant Maintained school network⁴. The three linguistic models were represented. 72 tutors, 136 coordinators, 70 head teachers, 70 English teachers and 1363 families also took part in the evaluation.

¹ INCE: *Instituto Nacional de Calidad y Evaluación*. National Institute for Quality and Evaluation.

² Spain is divided into several Autonomous Regions, each of them with its own autonomous government, with responsibility on educational matters.

³ The Basque Education System is organized into 3 different linguistic models. In model "A" pupils are taught entirely in Spanish and Basque is a mere subject, model "B" is bilingual and in model "D" pupils are taught entirely in Basque with Spanish as a subject.

⁵ The Education System is divided into State Schools and Grant Maintained Schools (which receive a state subsidy). We will refer to these two networks with the terms of **State Schools** and **Private Schools**.

The pupils' performance results in the subject areas evaluated are presented in this report, as well as their comparison with the results of 1995. The results of the 1995 evaluation of Basque language are also presented. The comparisons made between the different strata of the sample are also put forward: differences between state and private schools, big and small schools, different linguistic models.

The results are adjusted to some specific variables: level of education of the parents, number of yearly school hours, number of hours of outside school English tuition, etc...

The relationship between performance results and situational or process variables is not undertaken in this report. It will be analysed in further investigations.

Several of the items used in each subject area will be presented as examples.

TECHNICAL DETAILS OF THE EVALUATION

AIMS

To assess the knowledge achieved by the students in the final stage of Primary Education, in the subject areas of Spanish, Mathematics and English.

To establish a relation between the performance of the students and situational factors or educational processes.

COVERAGE

The geographical coverage of this study is the Autonomous Region of the Basque Country.

The population covered in this study is the total of pupils enrolled in the 6th year of Primary Education during 1998/99, with the only exception of pupils with special educational needs.

SAMPLE

The drawing of the sample was made according to the following criteria:

Stratified Random Sampling of schools according to the different linguistic models in the country (A, B and D) and to schooling networks (State and Private). Inside the mentioned strata, a sub-sample was drawn with schools that had less than 10 pupils enrolled in the 6th year.

Cluster Random Sampling, in the first stage, a random selection of schools in the strata was made, with proportional probabilities to the number of pupils in the population of each school. In the second stage of sampling, a random selection was made of one class of 6th year of Primary Education in each of the schools previously chosen.

The sample is made up by:

All the pupils in the selected classes, with the exception of those with special educational needs.

Pupils	Model A	Model B	Model D	Total
State Schools	141	151	249	541
Private schools	469	270	275	1014
Total Schools	610	421	524	1555

Size of the sample:

		Set	Attained
Schools	10 or more pupils in the 6 th year of Primary Education	68	71
	Less than 10 pupils in the 6 th year of Primary Education	6	5
Ratio Pupils / Class	10 or more pupils in the 6 th year of Primary Education	23	21,7
	Less than 10 pupils in the 6 th year of Primary Education	6	5,9
Pupils	Total	1612	1555
Tutors		76	72
Coordinators		228	136
Head teachers		76	70
English Teachers		76	70
Families		1612	1363

ALLOCATION OF THE SAMPLE

Proportional to the size of the population in each strata

PRECISION OF THE SAMPLE *A PRIORI*

The set size of the sample of pupils, seeks to produce estimates of averages and percentages with a 95% confidence coefficient and tolerance:

Averages: $\pm 0,06s$ (s: s standard deviation estimate)

Percentages: $\pm 3\%$

The specified precision has been obtained without taking into account that the sampling is stratified, due to the difficulty of doing this. In previous studies it has been discovered that performance variables are distributed in a very homogenous manner inside each strata. Due to this fact, the sample offers a precision performance higher to that estimated without taking into account the stratification.

TESTS AND QUESTIONNAIRES

TEST MODELS

There were five test models in each subject area. Each model had some common questions and some specific questions. The allocation of models was done in a rotary way in each class, in order for each pupil to answer at least one test model in each of the subject areas. Approximately one fifth of the pupils in the sample answered each test model.

The common questions had already been included in the 1995 evaluation tests of the 6th year of Primary Education. This fact allows to build a common scale for both evaluations and to compare the results.

This way of doing the tests, known as “matrix sampling” allows to include a much higher number of questions and to cover the curriculum in a more exhaustive way.

The questions were selected in order to cover all the domains in each subject area.

TYPES OF QUESTIONS

The questions were multiple-choice with four possible answers and only one correct. In the linguistic subject areas, some open questions were included as well, to be answered in a brief or long way.

All the tests included a set of questions on the attitudes of the pupils towards each of the subject areas evaluated.

CONTEXT QUESTIONNAIRE

Several questionnaires were developed in order to collect information on the context of pupils, the general educational context and the educational background and processes.

Pupil's Questionnaire

Tutors' Questionnaire

Cycle Coordinators' Questionnaire

Headteachers' Questionnaire

Families' Questionnaire

APPLICATION

DATES OF APPLICATION

Months of May and June 1999

PROCEDURE OF APPLICATION

The application was carried out in five sessions, in two days, generally consecutive. On the first day two tests were applied in the first two sessions and the third session was left for the general questionnaire of pupils. On the second day the other two tests were applied.

LENGTH OF THE TESTS

Each test had an estimated duration of 60 minutes.

Once the applications were over, it was confirmed that the estimated time had been appropriate, given that most of the pupils had finished the tests before the set time was over.

DETERMINATION OF PUPIL PERFORMANCE

The use of the Item Response Theory (IRT) implies the creation of a scale to classify the pupils according to their individual performance with an arbitrarily established average and standard deviation, given that the IRT model does not determine them beforehand.

The use of the Item Response Theory in evaluations allows to present the individual performance results of pupils in a scale that ranges from 0 to 500, with a global average of 250 and a standard deviation of 50.

In this scale, as well as the average, the reference points that differ from the average in \pm one to four standard deviations (50, 100, 150, 200, 250, 300, 350, 400, 450) are also indicated.

In order to make sense of this scale and to be able to relate it to the curriculum, each of the reference points has been associated to a determined content and cognitive operations domain. Pupils with an individual performance score equal or higher to each of the reference points are proficient at that determined content and cognitive operations domain.

The method used for this association has consisted in assigning, in the first place, questions to each of the points, in order to be able to determine, in a later stage, the knowledge and skills necessary to answer those questions correctly.

A question is associated to each of the reference points if the percentage of correct answers in that point is higher than 65% and if the reference point immediately below, gets, at the most, 30% correct answers.

In order to determine pupil performance and present the results, the following steps were taken:

Estimation of the performance scores of each individual in each subject area. The Bayesian method of expectation a posteriori (EAP) of the BILOG programme was used.

Definition of the reference points to determine the knowledge and skills that typify each of the levels established in the scales. Once the score of each pupil was obtained, a criterion reference for each of the points was established. It consisted in defining the level of knowledge of pupils with scores lying on or above the reference points.

GENERAL RESULTS IN THE AUTONOMOUS REGION OF THE BASQUE COUNTRY (CAPV⁵)

The results presented in this section for each of the subject areas evaluated – Mathematics, Spanish and English – are expressed in the scores obtained by applying the Item Response Theory (IRT) procedure.

GLOBAL RESULTS IN SPANISH LANGUAGE

Description of the test

The test carried out in the subject area of Spanish Language, tried to evaluate the degree of achievement of the objectives set at the end of Primary Education.

The evaluation has been organised to measure linguistic skills: oral comprehension, written comprehension and writing skills; with a total of 105 closed items.

Description of competence levels

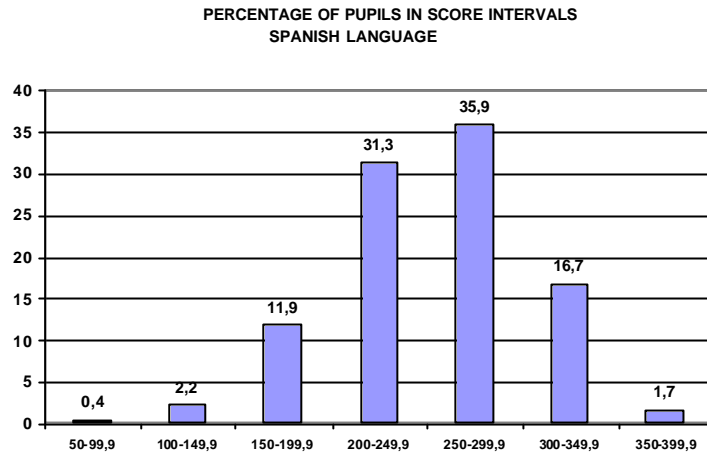
Each of the levels is defined by the knowledge, skills and competences required by a pupil to be situated in that level. The competences defined for each level are those acquired by the pupils in that level. When a pupil is situated on a given level, it can be said that he or she is competent at the skills required in that level and any levels below.

⁵ CAPV: *Comunidad Autónoma del País Vasco*. Autonomous Region of the Basque Country.

These levels determine, according to difficulty, the different competences that are worked on in the curriculum and help teachers plan their intervention.

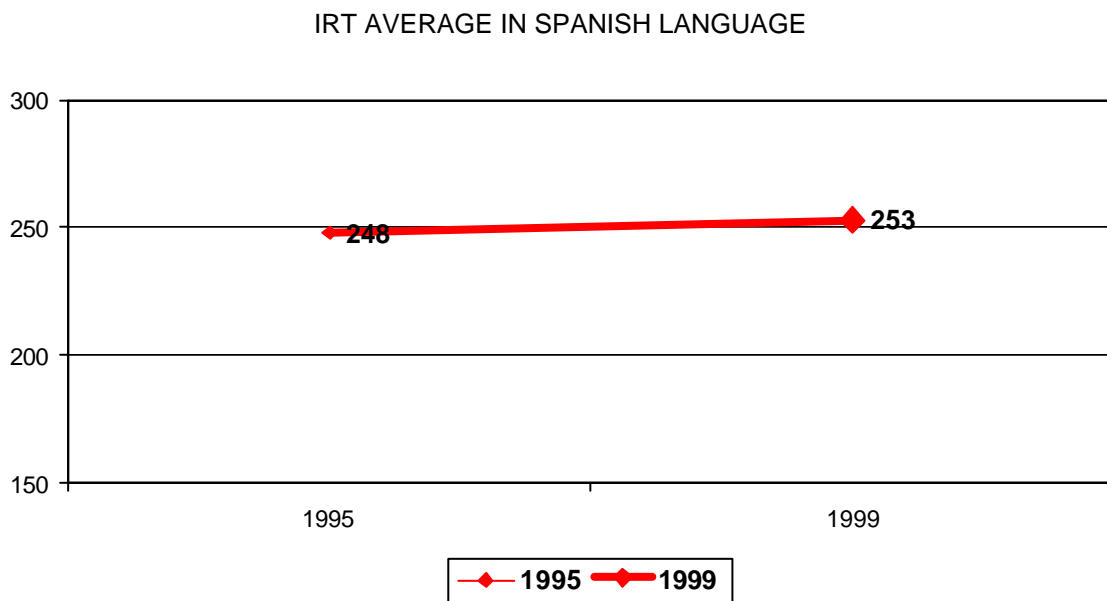
Level 150	Level 200	Level 250	Level 300
<p>Literally understand literary texts (descriptions) and texts with images (advertisements).</p> <p>Draw inferences on the characters in texts with images (comic strips).</p> <p>Interpret the communicative intention of a speaker.</p> <p>Know the meaning of words of regular use.</p>	<p>Literally understand the contents of a letter.</p> <p>Draw inferences on the importance of the characters in an informative text (news) and on the information provided by a text with images (advertisements)</p> <p>Reorganize an informative text.</p> <p>Make value judgments on an informative text.</p>	<p>Literally understand the contents of a literary text (monologue).</p> <p>Draw inferences on the personality traits of characters in theatre play.</p>	<p>Literally understand a dialogue in a literary text (novel).</p> <p>Reorganize a simple non literary text.</p> <p>Draw inferences on a dialogue maintained by two characters in a literary text (novel).</p>

Distribution of pupils in intervals



Intervals of 50 points, each of them equalling one standard deviation, are established. This relates to the distance of pupils from the average. In normal distributions, as is the case, 90% of the population is included in ± 1.6 standard deviations.

- Comparison with the results of Spanish Language in 1994/95



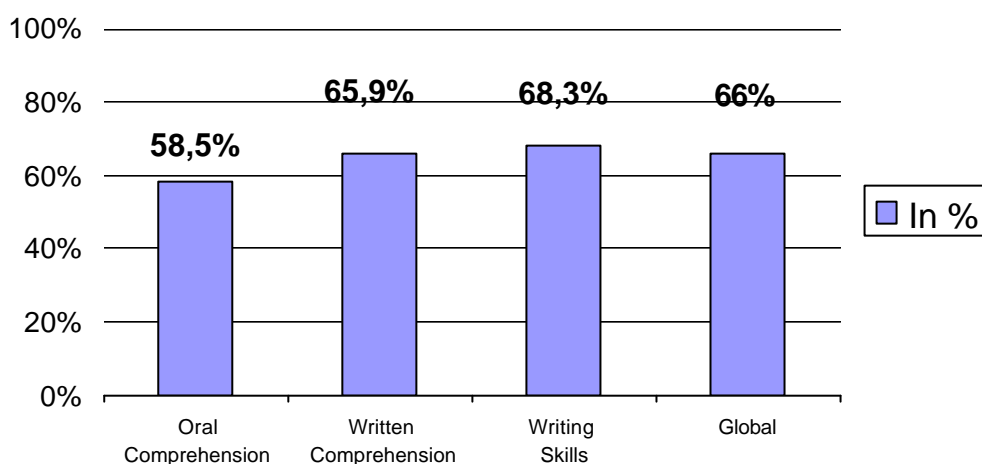
The results in Spanish in 1999 improve slightly in comparison to those of 1995. In future evaluations it will be verified if this trend is circumstantial or not, taking into account that the average rises from level 250 to 300.

RESULTS SORTED BY CONTENTS

□ Linguistic Skills

The results obtained by the pupils of the CAPV in each of the three different linguistic skills are different. The number of correct answers in the items of the writing skills test (68.3%) is significantly higher to that in oral or written comprehension. The lowest results correspond to the oral comprehension test (58.5%), the results of written comprehension (65.9%) are the closest to the global average of the test (66%).

Average percentage of correct answers sorted by linguistic skills.

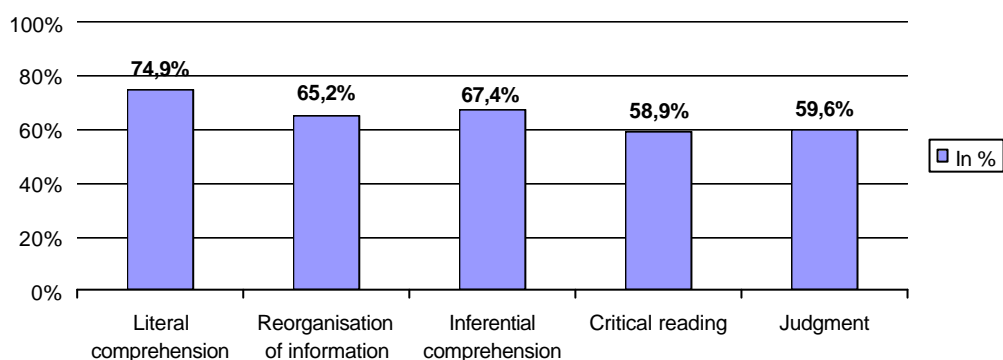


□ Levels of comprehension

Apart from the different types of text, another classification of the comprehension items has been made, depending on the task to be carried out. The five different comprehension levels are the following: literal comprehension (15 items), reorganisation of the information (25), inferential comprehension (20), critical reading (16) and judgment (11)

As for the results obtained in the classification made by comprehension levels, the pupils of the 6th year have attained the best results in the literal comprehension items with 74.9% correct answers, followed by the items of inferential comprehension, with 67.4% correct answers; in third place and with 65.2% correct answers is the ability of reorganising information, in fourth place is the ability of judgment, with 59.6% and finally, with the least percentage of correct answers, 58.9% is the capacity of critical reading.

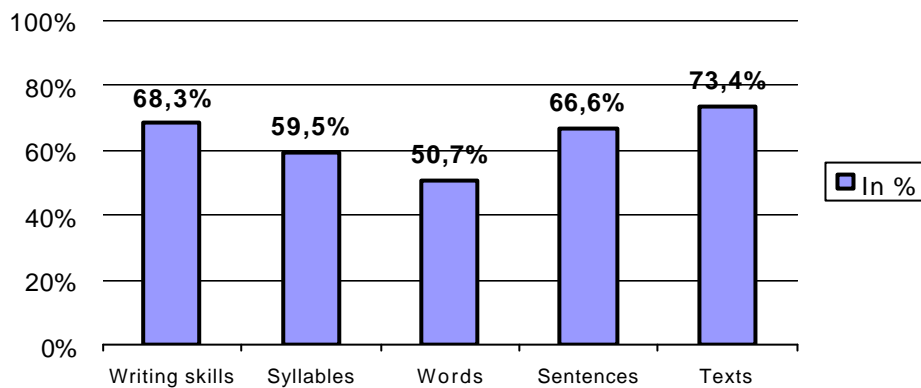
Average percentage of correct answers sorted by comprehension levels:



□ Writing Skills

In order to assess the pupils' writing skills, 18 items, distributed in four sections were used: the study of the syllable (2 items), the study of the word (4 items), the study of the sentence (5) and the study of the text (4). All these are closed items and with multiple-choice answers. In its whole, it was the test where the pupils achieved the best percentage of correct answers (68.3%)

Average percentage of correct answers sorted by comprehension levels:



In these results, it can be noticed that, out of the four activities that have been assessed, only one has a percentage of correct answers which is higher than the average of the whole test: the study of the text. The other three activities, whose percentage of correct answers is lower than the average are: the study of the syllable, the word and the sentence. If these results are compared to the global average of the linguistic skills test (66%), it can be noticed that the items relating to the study of the text and the sentence are situated above it (73.4% and 66.6%) and that the percentage of correct answers in the study of the word is noticeably lower (50.7%). The percentage of correct answers in the study of the syllable (59.5%) is similar to the global average.

CONCLUSIONS

The results in oral comprehension are lower than those in written comprehension and therefore, lower than the average of both oral and written comprehension.

The results in written comprehension are similar to the global average of the test. When analysing the three types of text, it can be observed that, the highest result has been attained in the comprehension of informative texts, followed by texts with images. The comprehension of literary texts has a significantly lower result.

As for comprehension levels, the pupils have the ability of making suppositions by joining the data appeared in the text and their personal experiences; they can retrieve information that is not explicitly stated in the text but that can be deduced from it and they can hypothesise about its contents. They are also able to reorganize the information appeared in the text, organize ideas by using classification and summing up processes. They have the ability of making interpretations, summarize ideas, categorize information, classify texts and recognize their structure.

Pupils find more difficulty in understanding the meaning of different texts and in giving opinions on what they say: attitudes of the characters, processes that are carried out, possibilities of reflection etc., by relating elements of the text and reality. The hardest tasks for pupils are to pick up certain logical relations of the text and to appreciate its aesthetic value.

EXAMPLE ITEMS

Some of the items used in the Spanish language text are presented in the following section, organised by linguistic skills and types of text. The number of answers and the percentage of correct answers accompany each of the examples. Alongside each item are also the scores obtained applying the Item Response Theory (IRT) procedure in each of the competence levels detailed in page 10 of this report.

The number of pupils that have responded to each item may be different, this is because each item could have been included in different models. (The test was formed by five different models)

The items of written comprehension were based in different types of text. The pupil had to answer several items related to the text after reading it. In the following examples, the type of text to which each item belonged is mentioned.

EXAMPLE Nº1

Text: Extract from a diary written by a grandmother.

According to grandmother's opinion, what would have been worse for Karli?

To stay and live with her..... 1

To live on his own 2

To go and live with his aunt and uncle 3

To be taken to an orphanage 4*

This item belongs to:

Written Comprehension: LITERARY TEXTS. Monologue

Comprehension level: literal comprehension

Number of answers: 311. Percentage of correct answers: 81%

Correct answers sorted by competence levels:

150	200	250	300	350	400
40%	13%	23%	13%	19%	25%

The following item has been responded by 311 pupils. In competence level 100 (5 pupils) it has been correctly answered by one of them (22%). In the next competence level 150, the percentage of correct answers rises to 24%. It keeps rising in each level, up to level 300 and 350, in which 100% of pupils answer it correctly. This item is an easy one, because from level 200 onwards, nearly 75% of the population answered it correctly.

EXAMPLE N°2

Text: Extract from a dialogue between a father and a daughter.

Why does Anastasia take the decision of attending class?

- Because she is forced to go..... 1
- Because it's her father's class 2*
- Because she has been given convincing reasons 3
- Because she has been offered a reward..... 4

This item belongs to:

Written Comprehension: LITERARY TEXTS. Dialogue.

Number of answers: 310. Percentage of correct answers: 53%

Correct answers sorted by competence levels.

150	200	250	300	350	400
22%	24%	77%	97%	100%	100%

EXAMPLE N°3

Text: Extract from a book called *Industrias y andanzas de Alfanhuí* written by Sánchez Ferlosio.

The description of the garden is:

Brief.....	1
Fanciful	2
Realistic	3*
Imaginative	4

This item belongs to:

Written Comprehension: LITERARY TEXTS. Description.

Comprehension level: inferential comprehension.

Number of answers: 309. Percentage of correct answers: 17%

Correct answers sorted by competence levels.

100	150	200	250	300	350
40%	12,9%	22,6%	13,4%	19,0%	25,0%

This item has been answered by 309 pupils. Competence level 100 has been successfully attained by 40%, in this level there are only 5 pupils, so the result may have been at random. In competence level 150, 13% has been correctly answered the item, in level 200 23%, level 250 13%, level 300 9% and the last level 350 25%. This means this is a very difficult item.

EXAMPLE N°4

Text: instructions for caring for the environment.

What slogan would you consider more adequate for the text you have just read?

- Don't go to the countryside. It gets damaged 1
 Go to the countryside and do whatever you want. You're free 2
 Caring for the environment is everybody's task 3*
 The environment needs a lot of care. Only adults can look after it ... 4

This item belongs to:

Written Comprehension: INFORMATIVE TEXT. Instructions.

Comprehension level: critical reading.

Number of answers: 311. Percentage of correct answers: 94%

Correct answers sorted by competence levels.

150	200	250	300	350	400
57%	46%	78%	95%	96%	100%

EXAMPLE N°5

Text: Letter that offers information on language courses and recreational activities.

What do you need to do if you require more information?

- Talk to the other members 1
 Read the information brochure 2
 Call Club Saturno 3
 Go to any branch of the Bank 4

This item belongs to:

Written Comprehension: INFORMATIVE TEXT. Letter.

Comprehension level: literal comprehension.

Number of answers: 307. Percentage of correct answers: 85%

Correct answers sorted by competence levels.

150	200	250	300	350	400
11%	70%	99%	100%	100%	100%

EXAMPLE N°6

Text: Simple non literary text on whales

Which of these sentences is correct?

- Killer whales are strong, grey and voracious 1
- Killer whales are intelligent, slow and pacific..... 2
- Killer whales are fast, killers, and lack appetite 3
- Killer whales are predators, agile and good companions..... 4*

This item belongs to:

Oral Comprehension: INFORMATIVE TEXT. Simple non literary text.

Comprehension Level: literal comprehension

Number of answers: 1548. Percentage of correct answers: 56%

Correct answers sorted by competence levels.

150	200	250	300	350	400
29%	45%	42%	61%	74%	91%

1548 pupils have answered this item. This simple non literary text on whales was used for oral comprehension and applied to the whole sample.

EXAMPLE N°7

Text: A comic strip with a familiar situation.

What character appears on the television screen?

Tarzan 1

Batman 2*

Mafalda 3

Superman 4

This item belongs to:

Written Comprehension: TEXT WITH IMAGES. Comic strip.

Comprehension level: literal comprehension.

Number of answers: 311. Percentage of correct answers: 97%

Correct answers sorted by competence levels.

150	200	250	300	350	400
100%	89%	97%	99%	100%	100%

EXAMPLE Nº8

Text: An advertisement for a circus with all the information regarding the show.

To what word is the advert you have just read, more related to?

Money 1

Beauty 2

Culture 3

Exoticism* 4*

This item belongs to:

Written Comprehension: TEXT WITH IMAGES. Advertisement.

Comprehension level: judgment

Number of answers: 307. Percentage of correct answers: 44%

Correct answers sorted by competence levels.

150	200	250	300	350	400
14%	4%	24%	27%	58%	86%

EXAMPLE N°9

Text: An advertisement for a circus with all the information regarding the show.

In what other more adequate place would you be able to find the same animals appeared in the advertisement?

In the Zoo 1

In the Circus 2

In the Bull Ring..... 3

In their natural environment 4*

This item belongs to:

Written comprehension: TEXT WITH IMAGES. Advertisement.

Comprehension Level: critical reading.

Number of answers: 307. Percentage of correct answers: 30%

Correct answers sorted by competence levels.

150	200	250	300	350	400
29%	15%	35%	50%	63%	43%

EXAMPLE Nº10

Out of these words, which of them contains a diphthong?⁶

Leer.....	1
Caoba	2
Tebeo	3
Veinte.....	4*

This item belongs to:

Writing skills: Use of SYLLABLES

Number of answers: 309. Percentage of correct answers: 57%

Correct answers sorted by competence levels:

150	200	250	300	350	400
0%	35%	56%	57%	72%	100%

⁶ No translation for the answers of this item is provided because of the great differences between diphthongs in Spanish and English.

EXAMPLE Nº11

Which adjective is missing in this sequence:

Freezing, cold,, hot, boiling

Lukewarm..... 1*

Clean 2

Fresh 3

Frozen 4

This item belongs to:

Writing Skills: Use of WORDS

Number of answers: 309. Percentage of correct answers: 43%

Correct answers sorted by competence levels.

150	200	250	300	350	400
0%	13%	29%	47%	74%	75%

EXAMPLE N°12

Which sentence is correctly punctuated?

- The train will arrive at 8 it is very late..... 1
- The train will arrive, at 8, it is very late..... 2
- The train will arrive at 8; it is very late..... 3*
- The train will arrive, at 8 it is very late..... 4

This item belongs to:

Writing skills: use of SENTENCES

Number of answers: 311. Percentage of correct answers: 73%

Correct answers sorted by competence levels.

150	200	250	300	350	400
0%	44%	68%	76%	94%	88%

EXAMPLE N°13

Which sentence would you choose to continue the text?

Huge raindrops crashed against the dust. The child and his mother reached a rock.

They were hard and white as marble.....1

He lifted his ears and sniffed the air.....2

Father and son rested some minutes on the rock.....3

Lightning sparked around them like white lashes.....4*

This item belongs to:

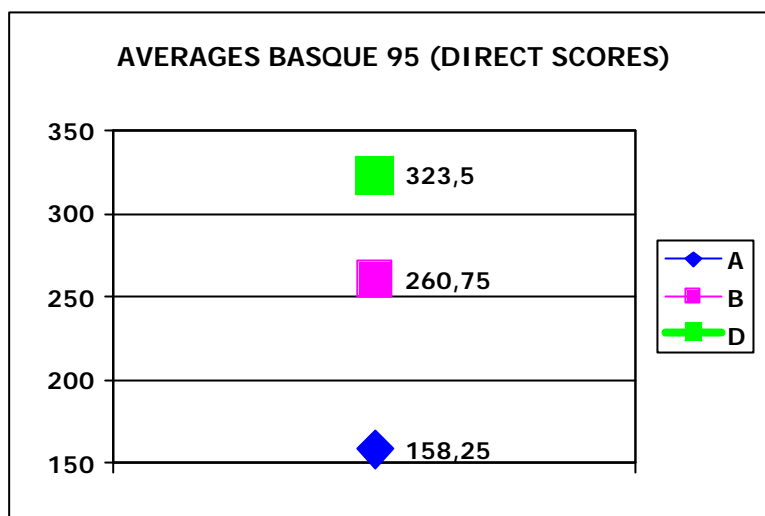
Writing skills: Use of TEXTS.

Number of answers: 1548. Percentage of correct answers: 54%

Correct answers sorted by competence levels.

150	200	250	300	350	400
9%	23%	47%	65%	85%	97%

RESULTS IN BASQUE LANGUAGE 1995



The Basque language test was not applied in 1999, only the results of 1995 are presented. They are presented according to language models. The difference in hours of study of the language makes it inappropriate to give a global average. It must also be taken into account that a majority of pupils in model D have Basque as their mother tongue.

GLOBAL RESULTS IN MATHEMATICS

Description of the test

The objective of this test is to assess the knowledge and mathematic reasoning ability of the pupils in the 6th year of Primary Education, through the knowledge of concepts, use of procedures and solving of mathematical problems.

The test consists of 123 items, related to four different blocks of contents: numbers and operations, measurement, geometry and data handling and analysis. These items have also been classified according to conceptual knowledge, procedures and problem solving.

Description of competence levels

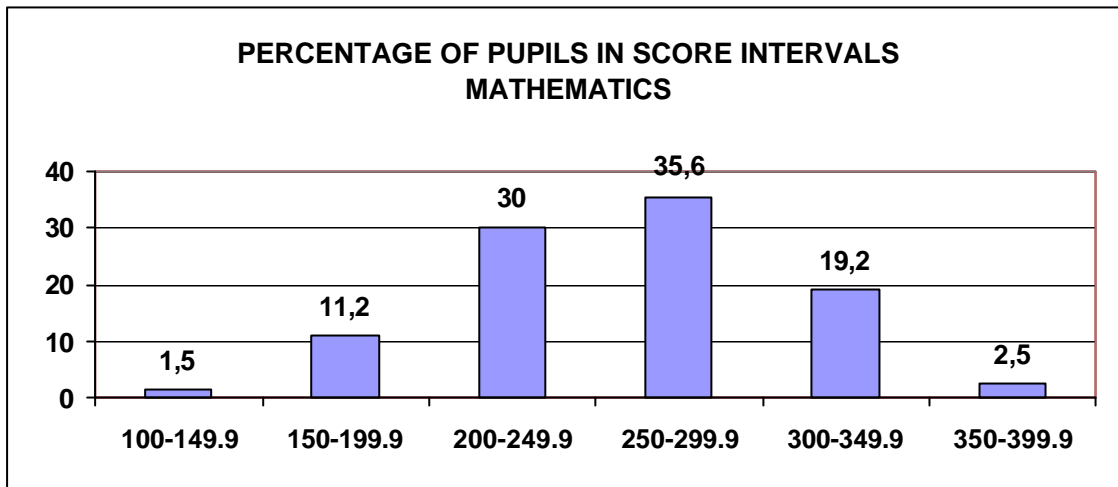
Each of the levels is defined by the knowledge, skills and competences required by a pupil to be situated in that level. The competences defined for each level are those acquired by the pupils in that level. When a pupil is situated on a given level, it can be said that he or she is competent at the skills required in that level and any of the levels below.

These levels determine, according to difficulty degrees, the different competences that are worked on in the curriculum and help teachers plan their intervention.

Level 150	Level 200	Level 250
<p>Recognize the graphic representation of a fraction.</p> <p>Know the length measuring units and be able to choose the most adequate to measure an object.</p> <p>Be able to identify two-dimensional geometric figures, such as the section of a cube.</p> <p>Solve problems in which there is only one mathematic operation, with the help of illustrations.</p>	<p>Use the most adequate surface measuring unit according to the object that is to be measured.</p> <p>Interpret bar diagrams and identify data in numeric tables and relate it to its correct representation.</p> <p>Be able to calculate a 50% probability.</p>	<p>Break down natural numbers and recognize their positional value.</p> <p>Interpret percentages.</p> <p>Be able to interpret the relation kilometres/hour</p> <p>Calculate and transform measuring units of the same magnitude when only one operation is required.</p> <p>Know and interpret the measurement of habitual weighing instruments, where only one measuring unit is present.</p> <p>Know the concept of horizontal and obtuse angles and be able to identify them.</p> <p>Use the concepts of perimeter and area in the study of flat geometric shapes, and direct procedures of measurement.</p> <p>Calculate the probability of an event when only one operation is required.</p>

Level 300	Level 350	Level 400
<p>Compare and order natural numbers, recognizing their positional value.</p> <p>Calculate the square of a natural number.</p> <p>Divide numbers in which the divisor is 10, 100, 1000 etc.</p> <p>Know the concept of multiplication.</p> <p>Calculate and transform measuring units of the same magnitude when more than one operation is required.</p> <p>Know the concept of right angle and complementary angle.</p> <p>Be able to apply the concept of right angle to situations of everyday life.</p> <p>Solve problems where more than one numeric operation of sums and multiplications is required.</p> <p>Solve problems with different numeric expressions (subtractions, divisions, powers...)</p> <p>Solve spatial geometry problems with the help of illustrations.</p>	<p>Know the positional value of decimal numbers.</p> <p>Know the equivalence between fractions and percentages.</p> <p>Know the concept of fraction as part of a unit.</p> <p>Know the concept of equivalent fraction.</p> <p>Recognize the mathematic representation of situations expressed with different graphical-numerical languages.</p> <p>Know and interpret the measurement of habitual weighing instruments, where two measuring units are present.</p> <p>Know the concept of area and measuring unit. They be able to relate equivalent figures according to topological criteria.</p> <p>Know the vertical, horizontal and perpendicular concepts and can identify acute angles.</p> <p>Solve average comparison problems.</p> <p>Solve problems in which they must know the equivalence of fractions and the equivalence of measuring units.</p> <p>Solve geometric problems in which it is necessary to know triangle area formula.</p>	<p>Transform measuring units of different magnitudes.</p> <p>Relate angular measures with the time measured by a clock.</p> <p>Calculate the probability of an event when two operations are required.</p>

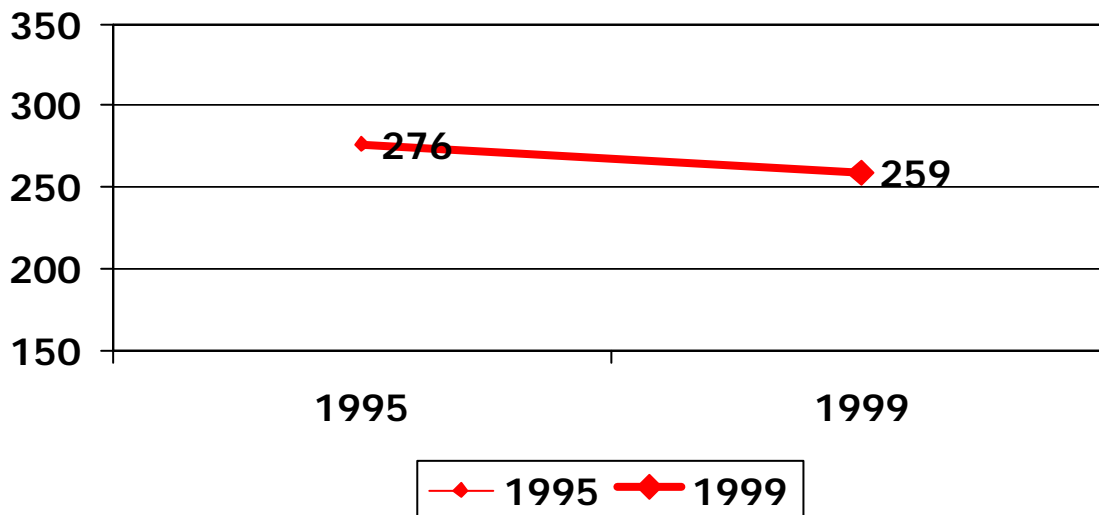
□ Distribution of pupils in ranks



Intervals of 50 points, each equalling one standard deviation, are established. This relates to the distance of pupils from the average. In normal distributions, as in this case, 90% of the population is included in ± 1.6 standard deviations.

□ Comparison with the 95-99 results of Mathematics

IRT AVERAGES MATHEMATICS

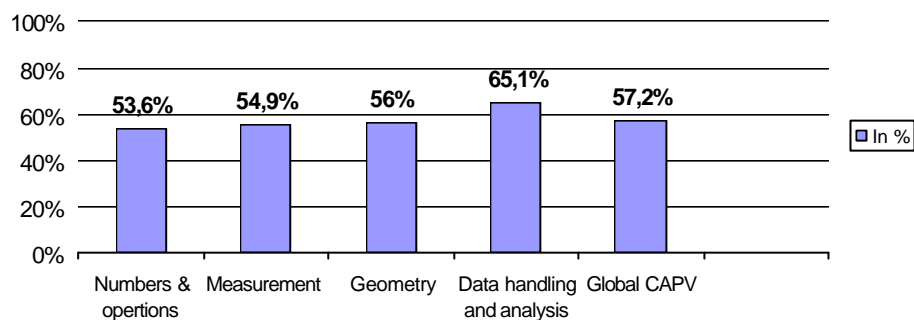


The 1999 results decline slightly in comparison to those of 1995. This change may be circumstantial or maintained in future evaluations. The average is situated in the same competence level.

RESULTS BY CONTENTS

The results in the four blocks of contents are different. The block regarding Data Handling and Analysis, has noticeably obtained the highest percentage of correct answers (65.1%). At a considerable distance, and with a percentage of correct answers of 56% is the block on Geometry. At the other end are situated the blocks of Numbers and Operations (53.6%) and Measurement (54.9%) Only the block regarding Data Handling and Analysis exceeds the average of the test. The other three blocks are underneath the CAPV average.

Average percentage of correct answers sorted by blocks of contents:

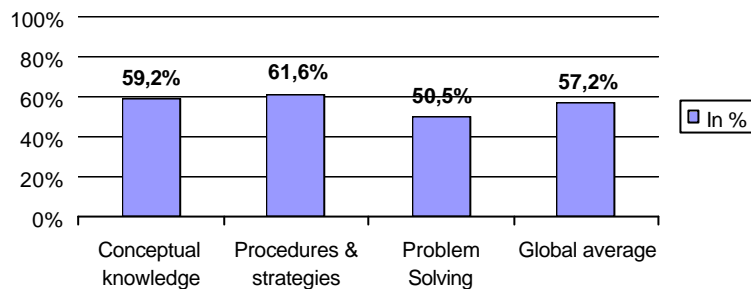


Types of contents

Out of the 123 items in the test, 31 have been applied to conceptual knowledge, 49 to procedures and strategies and 43 to problem solving. The items regarding procedures and strategies have generally had a more successful outcome, with a percentage of correct answers of 61.6%

Procedures and strategies are based in the organisation of formulations, associated to the mathematical contents necessary for their resolution. The development of counting strategies and mental arithmetic, as well as the ability of estimating results based in the knowledge of the algorithms of operations, is specially important in the block of numbers and operations. The procedures in the measurement block imply the estimation of measures, the use of strategies to measure and the employment of varied units and tools. The geometry

block accounts for the procedures related to the recognition and representation of shapes and simple geometric patterns from different perspectives, and the application of some of its properties. The data handling and analysis block deals with interpreting simple information present in usual and regular communication and in statistical language. This block also includes an approximation to the concept of probability by using simple experiences.



Average percentage of correct answers sorted by types of content:

The percentage of correct answers in the items related to conceptual knowledge has been 59.2%.

The conceptual knowledge that is proposed in the test is considered basic for the learning of the other contents of the curriculum, to which it is very closely related.

The conceptual contents included in the block of numbers and operations deal with the development of the meaning of numbers and magnitudes, and with the different meanings of numbers, operations and decimal numeration.

The measurement block intends to assess the use of the conventional units of the decimal metric system (length, area, volume, capacity and mass/weight), the units of time and degrees.

The geometry block is focused, on the one hand, on the knowledge related to space orientation, and description and localisation of objects in it. On the other, it is connected to figures and simple geometric forms, and the ability of recognising them from different perspectives, as well as some of their properties and basic relations between them.

The data handling and analysis block deals with interpreting simple information present in usual and regular communication and in statistical language. This block also includes an approximation to the concept of probability.

Finally, the items regarding problem solving, which have obtained the lowest percentage of correct answers in the test, 50.5%, the only block below the global average of the test (57.2%)

In this section it is specially important to solve problematic situations of everyday life, thoroughly understanding the situation raised, visualising a resolution plan and choosing the best procedures to carry out the calculations. The proposed problems require the application of the procedures and strategies of the other blocks of contents in ordinary situations.

CONCLUSIONS

In the block regarding numbers and operations, the pupils have acquired the adequate skills when it comes to dealing with the decimal numeric system and arithmetic. However, they experience more difficulties when it comes to answering items formulated with a negative structure or with disarranged data, and when having to order numbers.

In the measurement block, there is a great difference between the assimilation of concepts and the application of skills.

In the geometry block, there are great disparities in the results of the different contents. The best results are those regarding representation and reference systems, followed by the geometric elements of 2 D and 3 D shapes, and lastly by the items related to perimeters, areas and volumes. The pupils have not generally acquired the dimension of space, and experience great difficulties when having to solve questions by situating them in a three-dimensional space.

In the data handling and analysis block is where the pupils attain the best results in the whole test. In both of the two contents dealt with, the representation and reading of graphs and probabilities and statistics, the results are satisfactory, although slightly better in the first of these two.

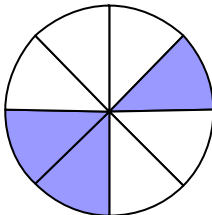
EXAMPLE ITEMS

Some of the items used in the Mathematics text are presented in the following section, organised by blocks of contents. The number of answers and the percentage of correct answers accompany each of the examples. Each item is also accompanied by the scores obtained by applying the Item Response Theory (IRT) procedure in each of the competence levels.

The number of pupils that have responded to each item could be different, this is because each item could be included in different models. (The test was formed by five different models)

EXAMPLE N°1

Which part of this figure is shaded?



1/8..... A

2/8..... B

3/8..... C*

5/8..... D

Block of contents: NUMBERS AND OPERATIONS: numeric expressions, percentages and fractions. Conceptual contents.

Number of answers: 311. Percentage of correct answers: 95.5%

Correct answers sorted by competence levels

150	200	250	300	350	400
0%	74.2%	85.6%	98.1%	100%	-

This item has been answered by 311 pupils. In competence level 100 (5 pupils), none of them has answered the item correctly. In competence level 150, 74.2% of pupils have given the correct answer, in level 200, 85.6%; in level 250, 98.1% and in level 300, 100%. This means that 75% of the population that answered this item, did it correctly, therefore, it is an easy item.

There are no data for level 350, because there weren't any pupils at that level in this case.

EXAMPLE N°2

Luis, Ana and Ricardo are reading the same book, which has 180 pages. Ana has read $\frac{3}{5}$ of the book, Luis $\frac{4}{6}$ and Ricardo $\frac{2}{3}$. Which of them has read less?

The three have read the same A
 Ricardo..... B
 Luis C
 Ana.....D*

This item belongs to:

Block of contents: NUMBERS AND OPERATIONS: numeric expressions, percentages and fractions. Conceptual contents.

Problem Solving

Number of answers: 312. Percentage of correct answers: 23.1%

Correct answers sorted by competence levels

150	200	250	300	350	400
20%	2.4%	14.3%	19.8%	43.3%	78.6%

This item has been answered by 312 pupils. In competence level 100 (5 pupils) one of them (20%) has answered it correctly, although it may be by chance. In the next level the percentage of correct answers is 2.4%, it keeps rising until it reaches level 350, where 78.6% answer it correctly. This item is considered hard, because only the pupils in the highest level 350, answer it correctly.

EXAMPLE N°3

Which of these measuring units would you use to measure a pencil?

m..... A

cm..... B*

hm..... C

km..... D

This item belongs to:

Block of contents: MEASUREMENT: Decimal metric system.

Conceptual contents.

Number of answers: 312. Percentage of correct answers: 95.2%

Correct answers sorted by competence levels

150	200	250	300	350	400
20%	92.2%	95.6%	98.0%	98.3%	100%

EXAMPLE N° 4

In the prospectus inside a box of medicines it is written: *Each tablet contains 1 g of vitamin C, 20mg of saccharin and 1305 mg of sucrose.* How much does the tablet weigh?

- 2 g.....A
 1.325 mg.....B
 1.500 mg.....C
 2.325 mg.....D*

This item belongs to:

Block of contents: MEASUREMENT: Decimal metric system.

Problem Solving.

Number of answers: 309. Percentage of correct answers: 44.7%

Correct answers sorted by competence levels

150	200	250	300	350	400
14.3%	0%	27.8%	48.9%	76.7%	100%

EXAMPLE N° 5

One family has used 17m^3 of water in the month of April. How many litres of water does this family use each day approximately?

- 17 litresA
 170 litresB
 510 litresC
 570 litresD*

This item belongs to:

Block of contents: MEASUREMENT: Decimal metric system.

Problem Solving.

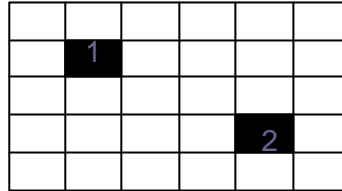
Number of answers: 311. Percentage of correct answers: 10.0%

Correct answers sorted by competence levels

150	200	250	300	350	400
-	12.9%	4.4%	7.7%	14.5%	-

EXAMPLE Nº 6

What have been the movements to go from 1 to 2?



- 2 to the right, 2 down.....A
- 3 to the right 2 down.....B*
- 3 to the right, 3 down.....C
- 3 to the right, 4 down.....D

This item belongs to:

Block of contents: GEOMETRY: Representation and reference systems.

Procedures and strategies.

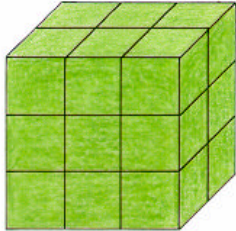
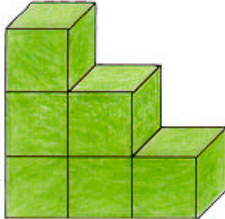
Number of answers: 309. Percentage of correct answers: 86.7%

Correct answers sorted by competence levels

150	200	250	300	350	400
57.1%	58.3%	86.1%	89.6%	95.0%	100%

EXAMPLE Nº7

How many cubes have we removed from figure 1 to make figure 2?

3.....A
 6.....B
 9.....C
 12.....D*

This item belongs to:

Block of contents: GEOMETRY: Perimeters, areas and volumes.

Problem Solving.

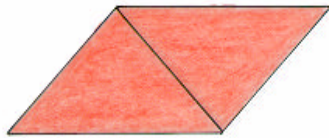
Number of answers: 311. Percentage of correct answers: 60.5%

Correct answers sorted by competence levels

150	200	250	300	350	400
	32.3%	47.3%	66.3%	78.9%	-

EXAMPLE N°8

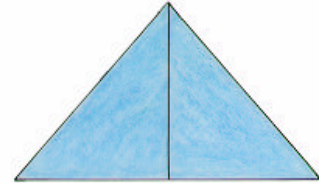
With two identical triangles, it is possible to form these three figures. Which of the following statements is correct?



a



b



c

- The three figures have the same perimeter.....A
 Figures a and b have the same perimeter.....B
 The three figures have the same area.....C*
 Figures a and c have a different perimeter.....D

This item belongs to:

Block of contents: GEOMETRY: Perimeters, areas and volumes.

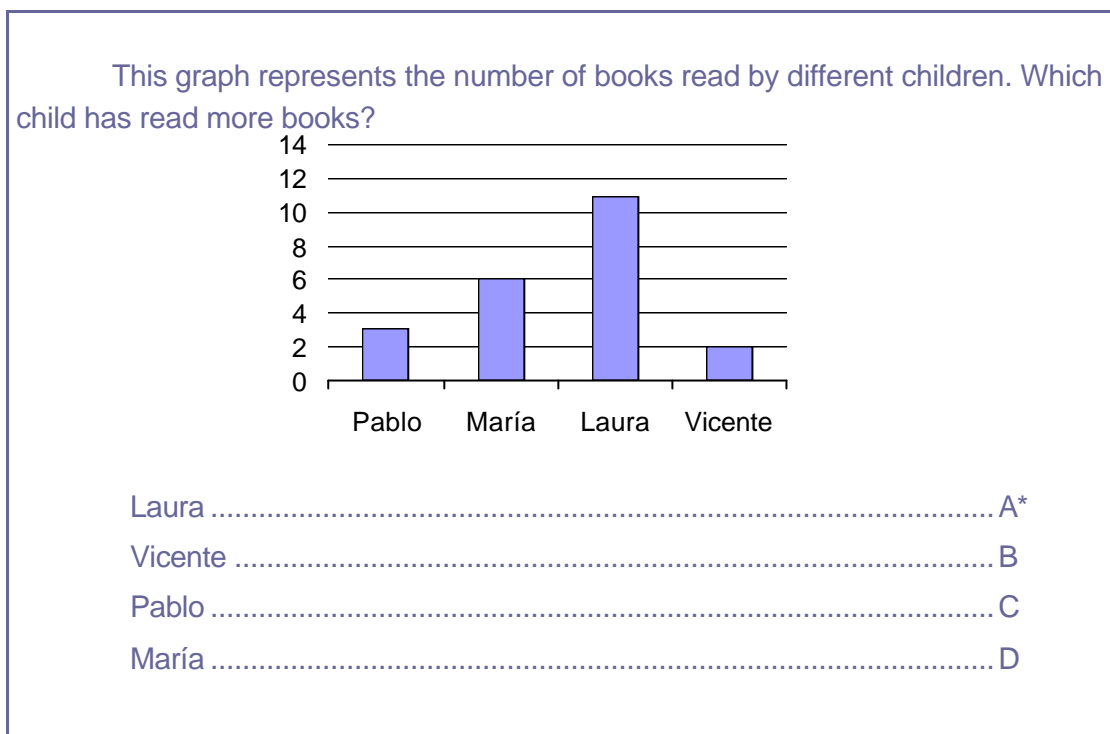
Conceptual contents.

Number of answers: 311. Percentage of correct answers: 27.3%

Correct answers sorted by competence levels

150	200	250	300	350	400
	25.8%	20.9%	21.2%	38.2%	-

EXAMPLE N°9



This item belongs to:

Block of contents: DATA HANDLING AND ANALYSIS: Representation and interpretation of graphs

Procedures and Strategies

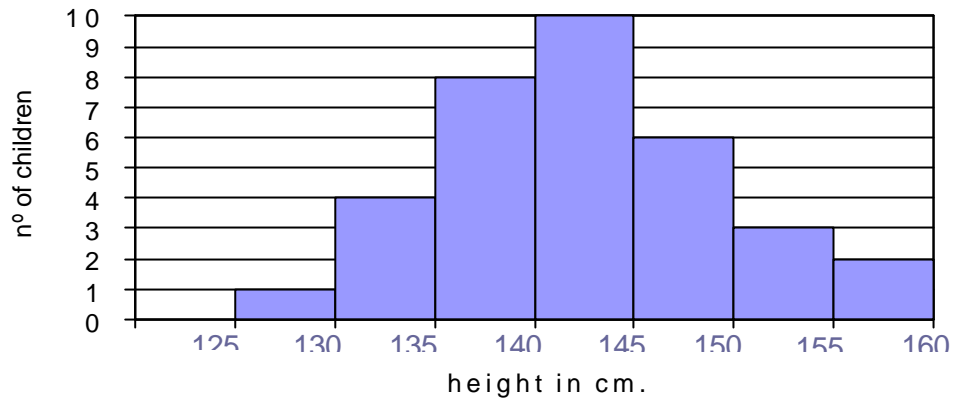
Number of answers: 311. Percentage of correct answers: 99.4%

Correct answers sorted by competence levels:

150	200	250	300	350	400
	96.8%	100%	99%	100%	-

EXAMPLE Nº10

If you look carefully at the representation of the height of the pupils in this class, you would be able to say that there are 8 pupils whose height ranges between:



- 130 and 135 cm A
- 135 and 140 cm B*
- 140 and 145 cm C
- 145 and 150 cm D

This item belongs to:

Block of contents: DATA HANDLING AND ANALYSIS: Representation and interpretation of graphs

Procedures and Strategies

Number of answers: 309. Percentage of correct answers: 49.5%

Correct answers sorted by competence levels:

150	200	250	300	350	400
57.1%	29.2%	38.0%	49.6%	76.7%	100%

EXAMPLE Nº11

Javier and Begoña are playing bowls. Javier has thrown 9 times and has obtained these scores: 4, 4, 0, 2, 1, 6, 3, 8, 8. Begoña has thrown 6 times and her scores are: 5, 1, 3, 2, 7, 6. Who do you think is the best player?

- Javier A
 Begoña B
 They are both the same..... C*
 I don't know D

This item belongs to:

Block of contents: DATA HANDLING AND ANALYSIS: Calculation of probabilities, statistics.

Problem Solving

Number of answers: 309. Percentage of correct answers: 24.3%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	25.0%	17.8%	22.9%	30.9%	64.3%

GLOBAL RESULTS IN ENGLISH

Description of the test

The objective of this test is to determine the level of achievement of the pupils in the 6th year of Primary Education in the subject area of Foreign Language: English.

The evaluation has been organised by taking into account the linguistic skills proposed in the curriculum of Primary Education: oral comprehension, written comprehension and writing skills. The percentage of items dedicated to evaluating the comprehension of oral and written texts has been 30% each, 15% of the items have been destined to writing skills. There has been no possibility of evaluating the oral skills of the pupils, therefore it does not appear in the study.

Linguistic skills	Evaluated Objectives	Activities and Items
Oral Comprehension	To understand global and specific information from several and simple oral texts, presented in different formats (video and audio recordings)	32 items distributed in 4 activities.
Written Comprehension	To extract global and specific information from limited length and difficulty.	36 items distributed in 8 activities.
Writing Skills	To complete brief texts written with a simple structure, with visual and linguistic support.	25 items distributed in 6 activities.

Description of competence levels

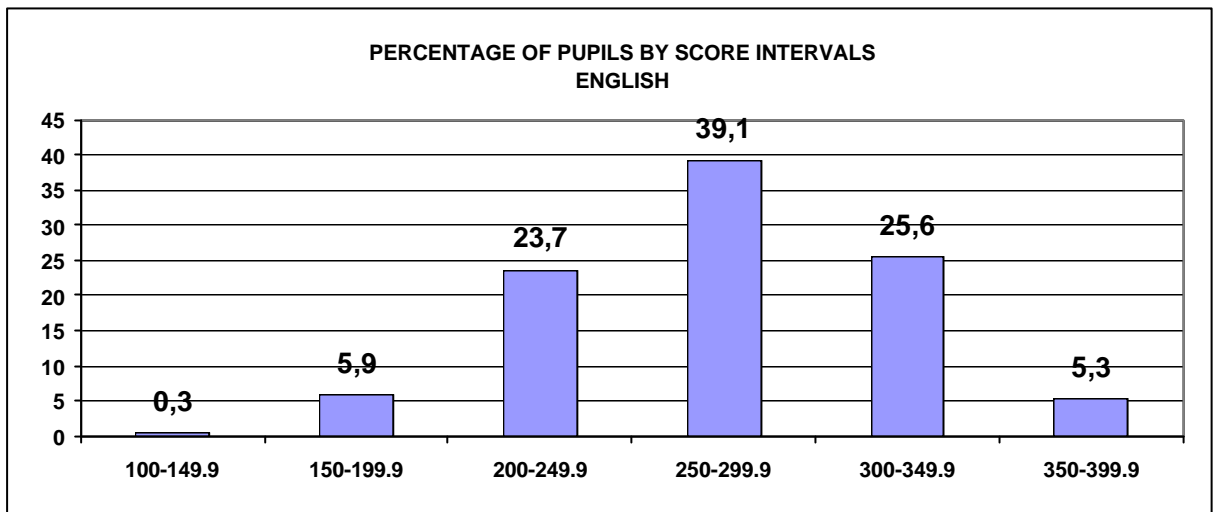
Each of the levels is defined by the knowledge, skills and competences that requires a pupil to be situated in that level. The competences defined for each level are those acquired by the pupils in that level. When a pupil is situated on a given level, it can be said that he or she is competent at the skills required in that level and any previous levels.

These levels determine, according to difficulty degrees, the different competences that are worked on in the curriculum and help teachers plan their intervention.

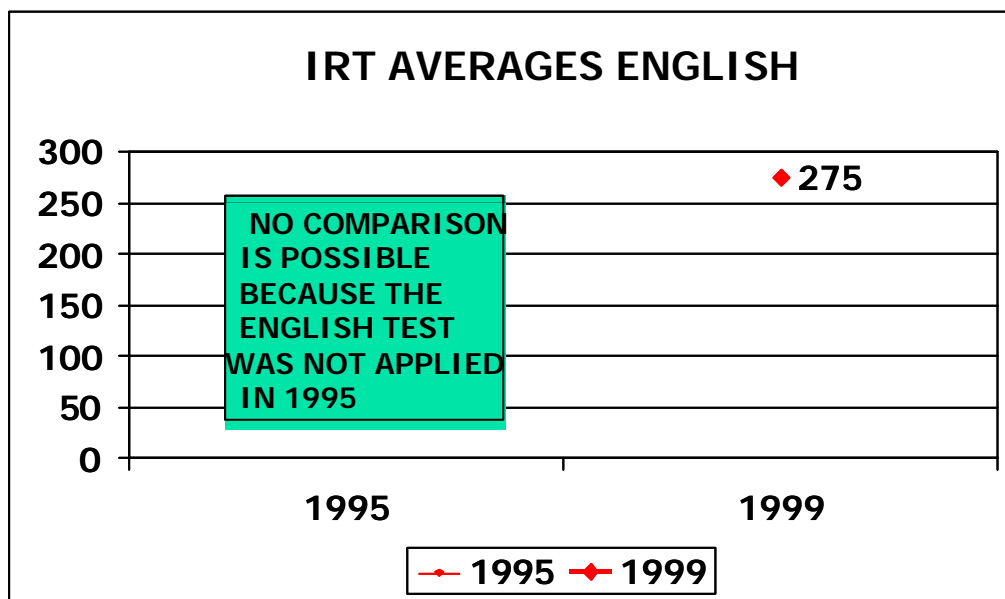
Level 150	Level 200	Level 250
<p>Understand very simple specific elements of a conversation presented in a video recording.</p>	<p>Understand the global information of some extracts of a telephone conversation recorded in audio format.</p> <p>Relate written instructions with very simple structure and vocabulary to their corresponding illustration.</p>	<ul style="list-style-type: none"> ▪ Understand the specific elements of an oral text presented in a video recording. ▪ Identify the global information and draw inferences on the specific elements of an oral text presented in audio format. ▪ Link the image of different objects to their description presented in audio format. ▪ Relate a sequence of images with their oral description. ▪ Relate different instructions written with a structure of coordinated sentences to their corresponding images. ▪ Understand the specific information of a text about weather information and associate the different facts to the corresponding cities in the texts. ▪ Be able to determine true and false information in a postcard. ▪ Identify the different characters in a picture according to a descriptive text. ▪ Be able to fill in the blanks of a letter with very simple and frequently used words (“my”; “is”) in sentences with a very simple structure.

Level 300	Level 350	Level 400
<p>Understand not only the global ideas, but also specific elements of descriptions recorded in audio format, related to objects whose descriptions includes modals such as “can” or adjective forms such as “few, a lot of”.</p> <p>Associate the two parts in which a written sentence (with a very simple structure) has been divided: “There is...”</p> <p>Identify the global information and simple specific details (frequently used words) in a written advertisement.</p> <p>Complete a text with images, by writing what these mean.</p> <p>Select the adequate word among several options to complete a dialogue with the support of illustrations.</p>	<p>Associate the two parts in which a written sentence (containing past tenses formed with auxiliary verbs), has been divided. Introduce frequency adverbs such as: “always”.</p> <p>Understand the global and specific information of a written advertisement.</p> <p>Understand the global and written information of a dialogue with socio-cultural elements.</p> <p>Fill in the blanks of a narrative text about personal preferences, helped by illustrations.</p> <p>Complete dialogues that contain frequently used verbs in irregular past tenses, by choosing the most adequate word among several options.</p>	<p>Fill in the blanks of a letter with moderately difficult vocabulary (that is less frequently used or that has some irregularities) such as the word: “hobbies”.</p>

□ Distribution of the pupils in ranks



Intervals of 50 points, each equalling one standard deviation, are established. This relates to the distance of pupils from the average. In normal distributions, as in this case, 90% of the population is included in ± 1.6 standard deviations.

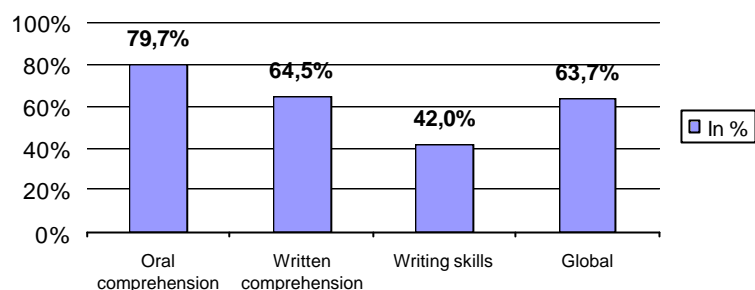


□ Linguistic Skills

The results obtained by the pupils of the CAPV in the three different linguistic skills measured are different. The percentage of correct answers in oral comprehension (79.7%) noticeably stands out when compared to the results of writing skills (42%). Written comprehension stands in an intermediate situation with a percentage of correct answers close to the average of the test (63.7%)

Linguistic Skills	Evaluated objectives	Activities and Items	Average percentage of correct answers (CAPV)
Oral Comprehension	To understand global and specific information from several and simple oral texts, presented in different formats (video and audio recordings)	32 items distributed in 4 activities.	79,7%
Written Comprehension	To extract global and specific information from different types of written texts of limited length and difficulty.	36 items distributed in 8 activities.	64,5%
Writing Skills	To complete brief texts written with a simple structure, with visual and linguistic support.	25 items distributed in 6 activities.	42%

□ AVERAGE PERCENTAGE OF CORRECT ANSWERS BY LINGUISTIC ABILITIES



CONCLUSIONS

The test undertaken in the CAPV, represents in its totality only 75% of the possible correct answers, given that it was not possible to carry out the oral test, which would account for the other 25% of correct answers.

Comprehension linguistic skills are basic in the Primary Education stage and require to be worked on systematically and steadily with the pupils. The percentage of the test dedicated to oral and written comprehension was 30% each. Writing skills have a lesser presence in the *Decreto de Desarrollo Curricular* (Regulation for curriculum development) of Primary Education, 15% of the items is dedicated to its assessment. The distribution of the percentages in each of the skills, is a reflection of the importance they are given at this stage in curriculum.

□ Oral comprehension

The number of correct answers in oral comprehension is very high (79.67%). Given that the curriculum makes a lot of emphasis on this linguistic skill, it is possible to conclude that the pupils of the CAPV achieve a good development of the abilities pointed out by the evaluated objective: “To understand global and specific information from several and simple oral texts, presented in different formats (video and audio recordings)”. The texts best understood by the pupils are those accompanied by plenty of visual support, be it in the form of video tapes or by illustrations accompanying audio recordings. The texts have also a simple structure and vocabulary and usually talk about interesting topics for the pupils: school, family, trips, hobbies, everyday life and time off.

❑ Written comprehension

This ability comprises a wide variety of skills: global and /or specific comprehension of letters, advertisements, informative texts, descriptions, dialogues, instructions... The pupils of the CAPV achieve these skills to different extents. They obtain optimal results in the understanding of instructions and of specific information in descriptive and informative texts.

The average percentage of correct answers in this skill is 64.49%. The level of development of the evaluated abilities in written comprehension is somewhat lower in comparison to oral comprehension. However, generally, pupils demonstrate they are able to extract general and specific information from texts with simple structure and vocabulary and that deal with subjects of their interest. The objective for this ability: "To extract global and specific information from different types of written texts of limited length and difficulty" is divided into different aspects and from its results it is possible to obtain some evidences. Recipes, texts with weather information and the description of people are well mastered by the majority of the pupils because they have been thoroughly worked on in the class. As for the specific understanding of letters and dialogues, pupils reveal an adequate development in the development of this ability.

Some pupils experience difficulty in extracting global and specific information from advertisements. This indicates that these kind of texts are not regularly used in the class.

❑ Writing skills

The average percentage of correct answers for this linguistic ability is 41.96%. This ability requires a great command of the language, because it's strongly linked to the other linguistics skills and to the linguistic code. In the Primary Education curriculum, this ability has a lesser importance than oral and written comprehension.

The evaluated objective: "To complete brief texts written with a simple structure, with visual and linguistic support" and the exercises used for its assessment have some specific characteristics which is necessary to take into account in order to give the best possible perspective from the competences of the pupils in this ability. In none of the exercises was it possible to give a creative answer, because the pupils had to fill in the blanks by choosing, out of several answers, the only one possible correct answer. Therefore, aspects such as originality and free election cannot be evaluated in this study.

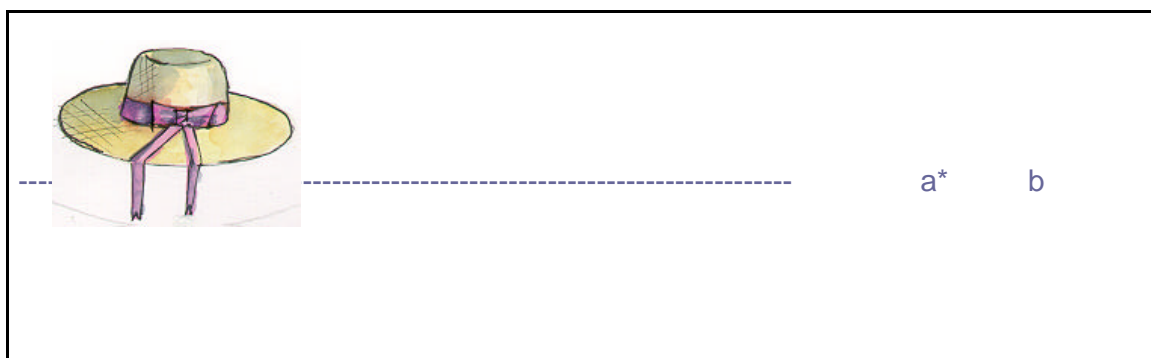
In general, it can be said that pupils have more ability in choosing among several given answers to complete a descriptive text or dialogue with visual support, than to produce the necessary words to complete letters or descriptions about their hobbies, actions that are occurring on the moment of description, and everyday routine.

Finally, it is observed that the variables of attending English classes out of school hours and the weekly time dedicated to the subject area affect the results obtained by pupils. However, the age of initiation to English (Preschool Education, 1st year of Primary Education, 3rd year of Primary Education) does not significantly affect the results.

EXAMPLE ITEMS

EXAMPLE 1 Oral comprehension

Telephone conversation between an English girl on holidays in Spain and her grandmother in England. The pupils had to choose among a series of objects to see if they were or were not related to the activities the girl talked to her grandmother about.



Number of answers: 508. Percentage of correct answers: 82%

Correct answers sorted by competence levels:

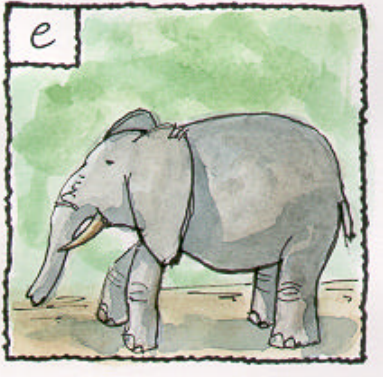
150	200	250	300	350	400
100%	62%	67%	86%	95%	100%

This item was answered by 508 pupils. It is an easy item because the percentage of correct answers is quite high.

EXAMPLE 2 Oral comprehension

Identify the objects corresponding to a description.

"It is very fat. It has four legs, two big ears and a very long trunk."



Number of answers: 606. Percentage of correct answers: 81%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	13%	49%	93%	98%	100%

EXAMPLE 3 Oral comprehension

The pupils watched a video about the experiences of a 12 year old boy spending the summer in a house in England.

Eduardo's pet is ... a cat a
 a parrot b*
 a tortoise c
 a dog d

Number of answers: 1526. Percentage of correct answers: 97%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	81%	96%	100%	100%	100%

EXAMPLE 4 Oral comprehension

The pupils watched a video about the experiences of a 12 year old boy spending the summer in a house in England.

Mrs Parker visited Mallorca ...	three years ago	a
	when she was a child	b
	last year	c*
	last weekend	d

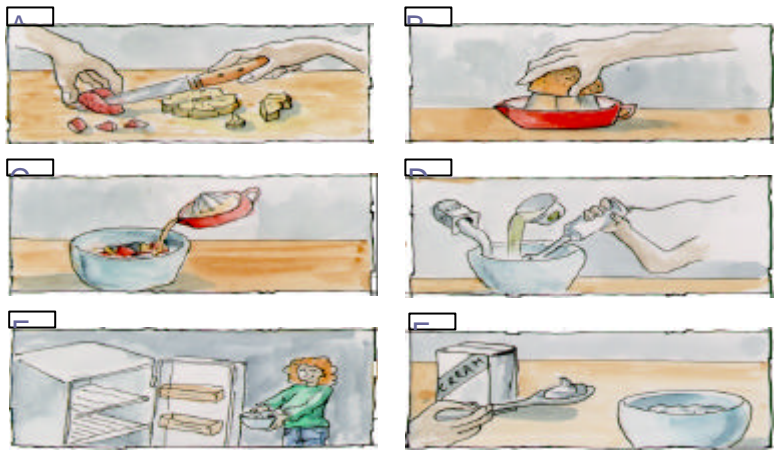
Number of answers: 1526 Percentage of correct answers: 65%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	20%	35%	51%	84%	97%

EXAMPLE 5 Written Comprehension

Look at the pictures to discover how to make a dessert and the ingredients needed.



Put it all together in a bowl and add the orange juice..... a b c* d e f

Number of answers: 296 Percentage of correct answers: 78%

Correct answers sorted by competence levels:

200	250	300	350	400
18%	57%	89%	87%	100%

EXAMPLE 6 Written Comprehension

Read attentively the postcard sent by Albert to his parents and answer the following questions.

Dear Mum and Dad,



This is the beach near our summer camp. I am having a good time here. I am sharing a tent with my three best friends. We are having a lot of fun together.

We go to the beach every day after breakfast. We swim and the monitors organize games and races on the sand.

Yesterday we climbed up the highest mountain near here. We had a picnic

To:

Mr and Mrs Green
15, O'Connell Street
Dublin, 1
IRELAND

There are..... a. four people in the tent*
a picnic on a mountain the summer camp in the afternoon to the beach in the mornings

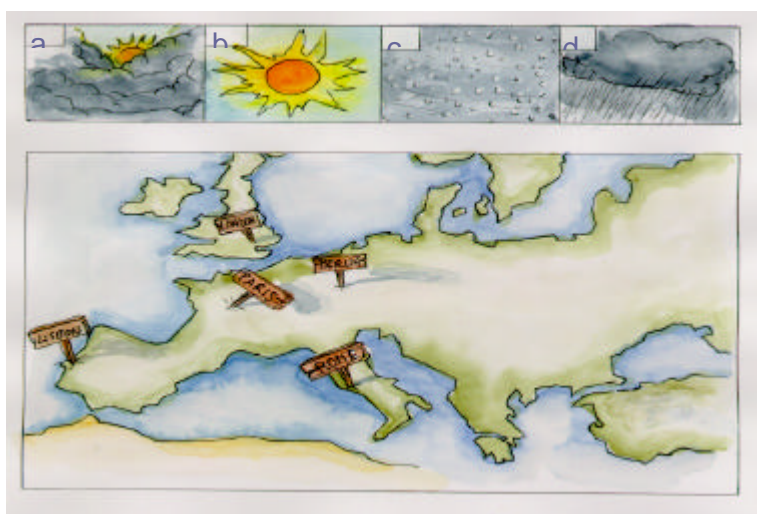
Number of answers:1519 Percentage of correct answers: 50%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	16%	22%	44%	82%	100%

EXAMPLE 7 Written Comprehension

That was the weather in Europe yesterday. As we can see it was not very good. Temperatures were very low in the north of Europe. It was cloudy in London. In Rome it was raining but the temperature was mild. It was a good day in Lisbon, it was sunny. In Berlin it was snowing all day and it was sunny and very cold in Paris.



Berlin

a	b	C*	d
---	---	----	---

Number of answers:304 Percentage of correct answers: 75%

Correct answers sorted by competence levels:

200	250	300	350	400
27%	48%	84%	91%	100%

EXAMPLE 8 Written comprehension

Mark the letter that best describes the weather in each city, according to the text.

Paris

a

B*

c

d

Number of answers: 304 Percentage of correct answers: 53%

Correct answers sorted by competence levels:

200	250	300	350	400
12%	36%	64%	65%	100%

EXAMPLE 9 Writing skills

Complete this letter by filling the blanks with the corresponding word.

47 Kings Road
London N13CH

15TH APRIL 1999

DEAR CHRIS,

HELLO, _____ NAME IS KATE ELLISON AND I
AM 12. I AM A SCHOOLGIRL. I THINK THAT SCHOOL
IS INTERESTING AND I HAVE LOTS OF FRIENDS.

(MY)

Number of answers: 1519 Percentage of correct answers: 77%

Correct answers sorted by competence level:

150	200	250	300	350	400
-%	21%	54%	84%	96%	100%

EJEMPLO 10 Writing skills

Look carefully at the picture. Complete the text by filling the blanks with the corresponding word.

....., Susan is _____ to the radio, Nancy is....



Number of answers: 296

Percentage of correct answers: 20%

Correct answers sorted by competence levels:

200	250	300	350	400
5%	4%	10%	33%	79%

EXAMPLE 11 Writing skills

Complete the annotations that Susan made in her diary by choosing the correct words.



happy

Yesterday afternoon Shirley and I went to _____ house.

Number of answers: 309 Percentage of correct answers: 67%

Correct answers sorted by competence levels:

150	200	250	300	350	400
-	26%	38%	72%	99%	100%

EXAMPLE 11 Writing Skills

Complete the annotations that Susan made in her diary by choosing the correct words.

PAUL WAS SICK. HE ----- IN BED.

Number of correct answers: 309

Percentage of correct answers: 44%

Correct answers sorted by competence levels:

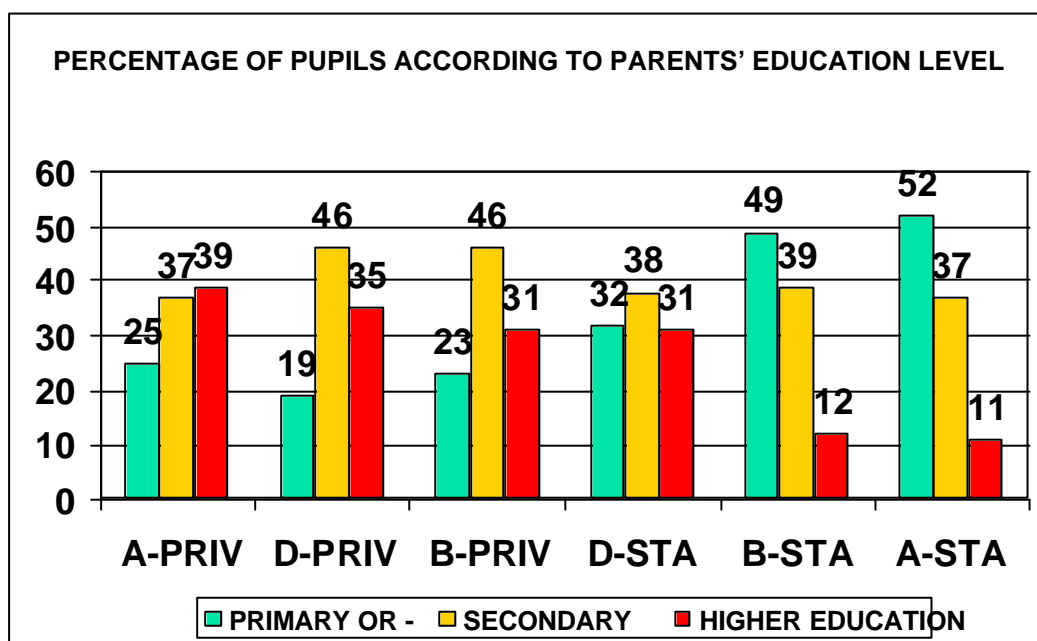
150	200	250	300	350	400
-	23%	36%	29%	85%	92%

RESULTS ACCORDING TO STRATIFICATION VARIABLES

SOME VARIABLES RELATED TO THE RESULTS

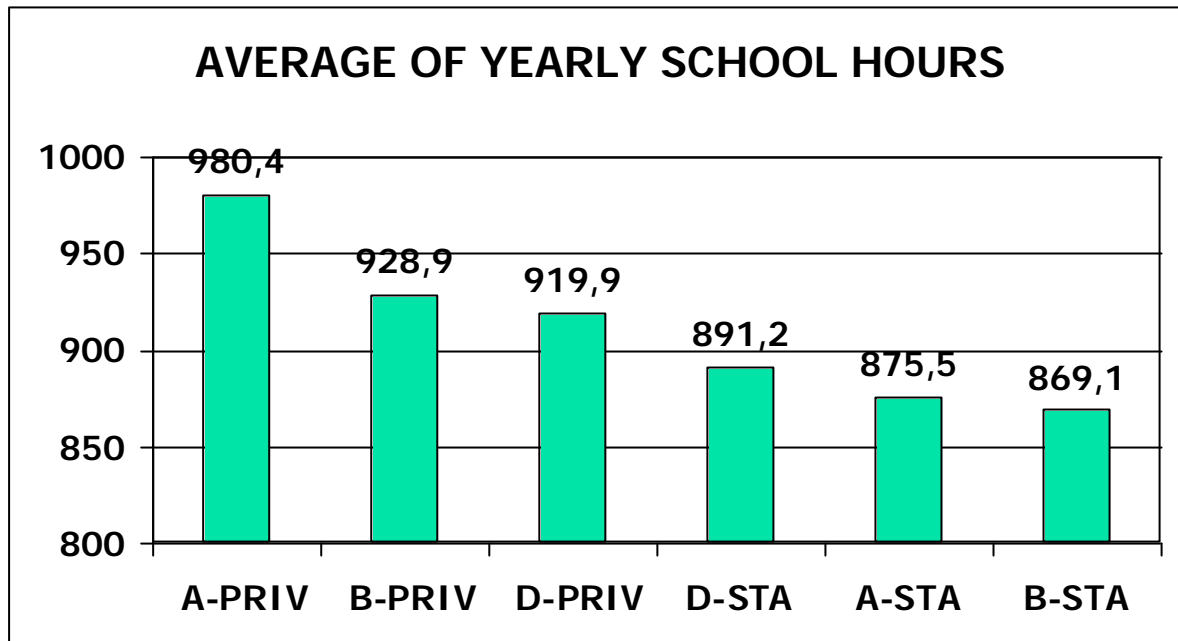
The following variables have a strong correlation with pupil performance in the tests, although their distribution is very irregular in the compared groups.

Education level of the parents⁷: The distribution of family education levels is uneven in the different networks or linguistic models. For instance, the percentage of parents graduated in university is much higher in model A in private schools or in model D in state schools, than in models A or B in state schools.



Pupils whose families are in the higher education level achieve scores that are significantly higher in all the evaluated subject areas. Pupils whose parents have reached secondary education also obtain higher scores than those whose parents have only undergone primary education or none at all.

⁷ Maximum level of education of the family” means the highest education level achieved by the mother or the father in the following categories – none to primary, primary, secondary and higher education-.

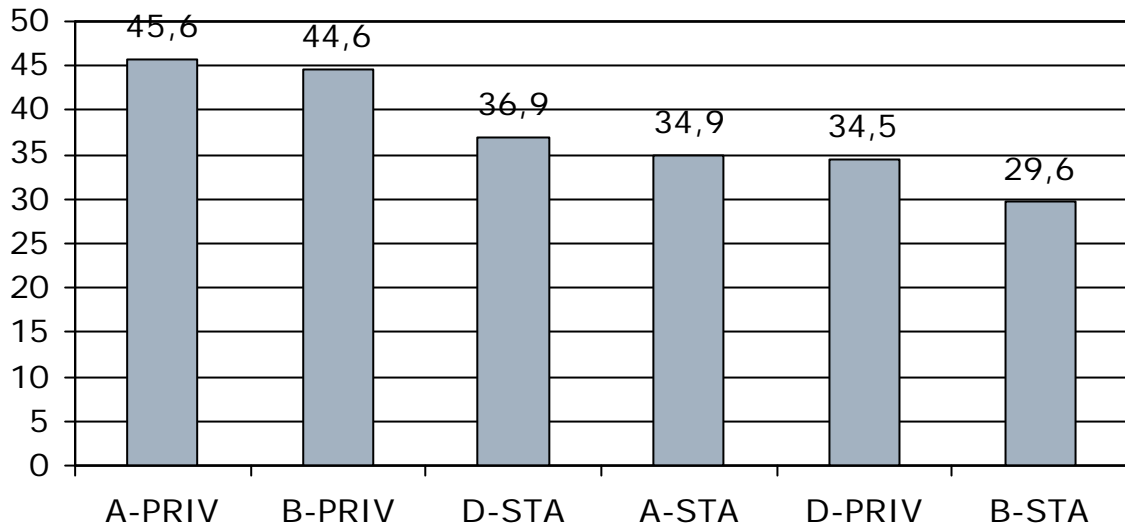


Number of yearly school hours⁸ ()*: There are great differences in the school hours taught by the different networks and models, as can be observed in the graph. This variable is correlated to the results. This means that, the higher the number of school hours, the better the results .

Both the variables “the attendance to out school lessons” and “the weekly time dedicated to English” affect the results attained by pupils in a significant way, while they are not affected significantly by the moment in which the students are introduced to the study of English language, be it in Preschool, in first year of Primary Education or in third year of Primary Education.

⁸ Number of school hours” means the number of class hours determined by the yearly calendar.

PERCENTAGE OF PUPILS WHO ATTEND OUT OF SCHOOL ENGLISH CLASSES



The *strata* used in this evaluation has been: linguistic models -A, B and D- and school network -state and private-, forming six different groups. A sub-sample of small schools (schools with less than ten pupils in the 6th year of Primary Education) has also been used.

The *size of the school* does not affect the results in the CAPV. No significant differences can be observed between large and small schools in any of the subject areas evaluated.

RESULTS BY AREAS

The results in the different strata (linguistic model and network) are presented in this section subtracting the effect of some of the variables (maximum level of education in the family, language of the test, yearly school hours and out of school English classes), which have proved to be vital when explaining the results. This variables are distributed in an uneven way among the different schooling networks. The results are presented by evaluated subject areas.

RESULTS IN SPANISH LANGUAGE BY STRATIFICATION VARIABLES

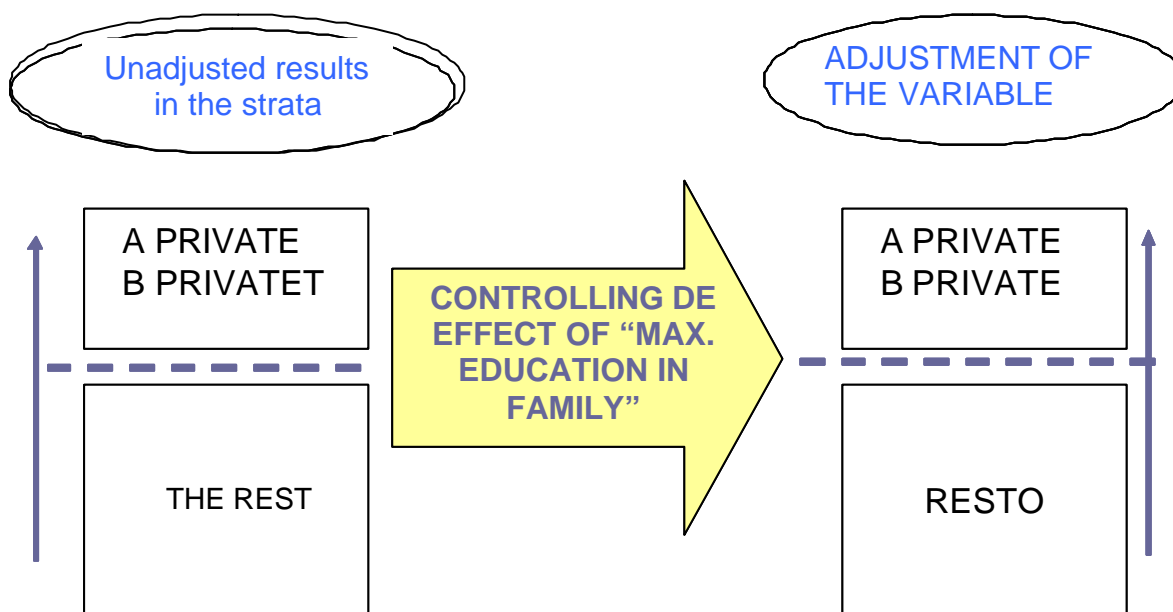
In order to measure the results in the different strata, the variable “maximum level of education in the family” has been taken into account in this case. Before carrying out the variance analysis it is possible to state the following:

The pupils in private schools in models A and B obtain better results than the rest. There were no significant differences between the pupils in these two models

Therefore and according to the results in Spanish language, two groups may be established, one formed by the pupils in private schools in models A and B and the other formed by rest of the pupils.

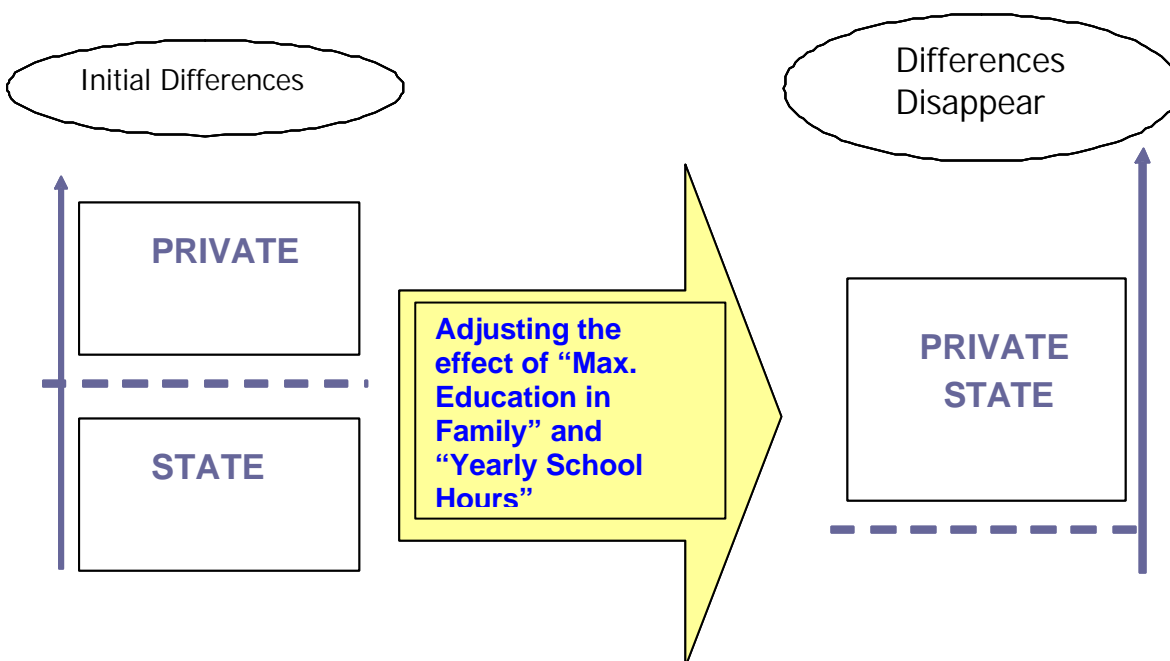
However, these differences may be due to variables other than the network and the language model. Therefore, it becomes necessary to adjust some of the variables which may have a decisive effect in the results.

After adjusting the effect of the “maximum level of education in the family”, it becomes apparent that the differences between strata (model + network) do not disappear. A more exhaustive control of the variables which may be responsible for these differences in performance, is necessary.



RESULTS IN MATHEMATICS BY STRATIFICATION VARIABLES

In order to measure the results in the different strata, the variables “maximum level of education in the family” and “yearly school hours” have been studied. Before carrying out the variance analysis it is possible to state the following:



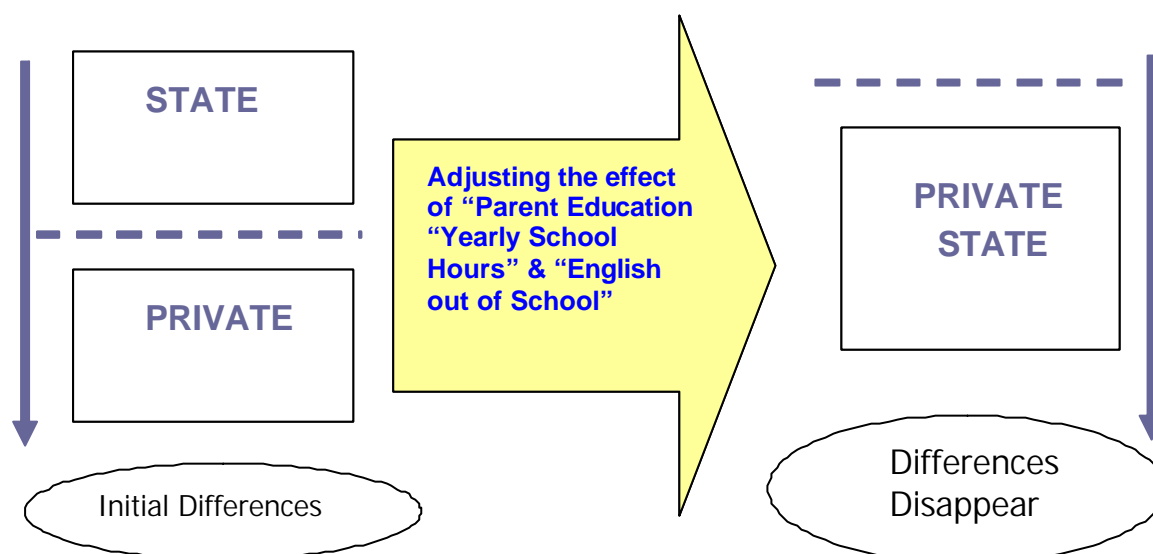
Models A and B in private schools obtain better results than state schools.

Given that there is no difference between linguistic models, the variance analysis is limited to confirming what is happening with the differences between schooling networks.

After adjusting the effect of “maximum level of education in the family” and “yearly school hours”, the differences between networks (state and private) disappear. The variable “yearly school hours” has the most important effect towards these differences.

RESULTS IN ENGLISH LANGUAGE BY STRATIFICATION VARIABLES

In order to measure the results in the different strata, the variables “maximum level of education in the family”, “yearly school hours” and “out of school English lessons” have been studied. Before carrying out the variance analysis it is possible to state the following:



Given that there is no difference between linguistic models, the variance analysis is limited to confirming what is happening with the differences between schooling networks.

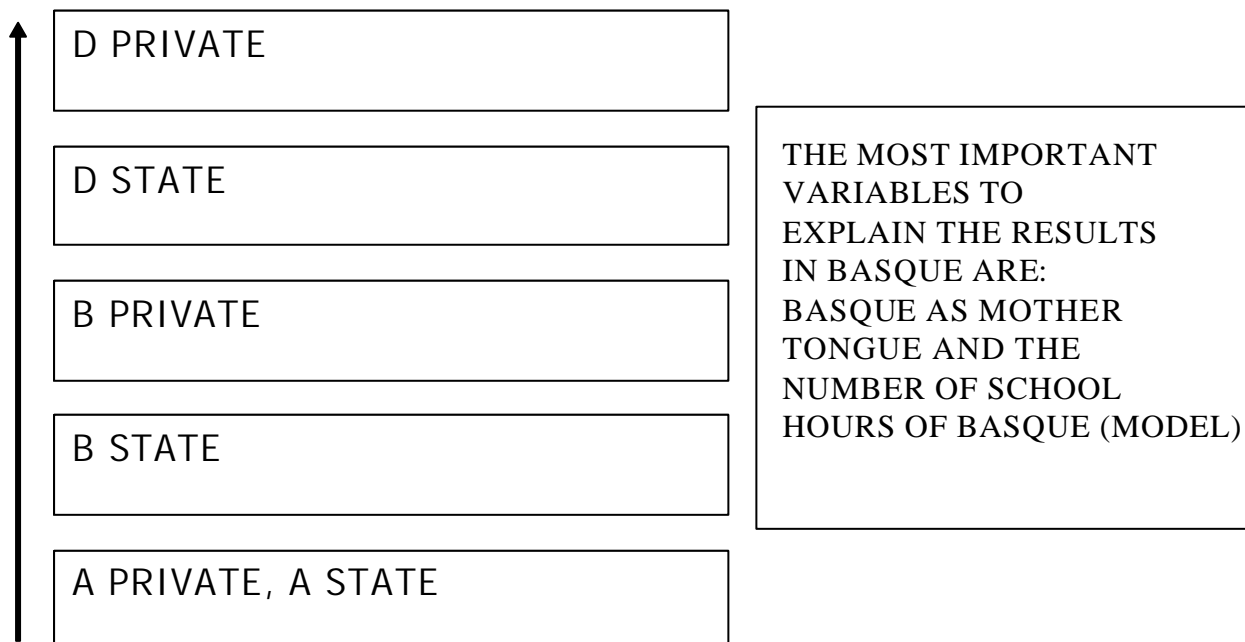
After adjusting the effect of “maximum level of education in the family” and “yearly school hours”, the differences between networks (state and private) disappear, as it had previously happened with linguistic models. Out of these variables, the “maximum level of education in the family” has the most important effect towards the existence of these differences.

RESULTS IN BASQUE LANGUAGE IN THE 1995 EVALUATION

In the 1999 evaluation of Primary Education there was no Basque language test. The results of the evaluation carried out in 1995 are parallel to the EIFE (1, 2 and 3) and the HINE Reports of the Education Department.

We will recall the results from 1995:

Model D achieves better scores than model B and model B in turn, achieves better scores than model A. The private network obtains better results than the state network, with the exception of model A, in which the results are the same for both networks.



CONCLUSIONS

The results in Spanish Language in the 1999 evaluation are better than those in the 1995 evaluation. On the contrary, the results in Mathematics are worse. There is no sufficient data to make comparisons in Basque and English.

Comparing the results between schooling networks, private schools obtain better results than State schools in Mathematics and English. This difference is mainly due to the “maximum level of education in the family” and the “yearly school hours” variables. However, the better results attained in Spanish language by the private network are not justified by any of the mentioned variables.

Comparing the results by linguistic models, models A and B, attain better results than the rest in Spanish language. In Mathematics and English there are no substantial differences.

The ISEI – IVEI will carry out in the future an investigation to analyse in depth the reasons why some results have not been explained in the evaluation phase.