Pupil assessment

Pupil assessment aims to verify the degree of acquisition of the skills and the achievement of the objectives of primary education. It comprises:

- **formative assessment**, which takes place throughout the whole of the learning process
- **summative assessment**, aimed at assessing the level of knowledge in certain subjects, as well as of the skills acquired.

The Ministry of Education and Vocational Training (MEFP) is responsible for the design of the basic curriculum for each type of educational provision and stage with regard to the objectives, skills, contents, didactic methodology, assessable learning standards and outcomes and evaluation criteria of the degree of acquisition of the skills and the achievement of the objectives, in order to ensure common training and guarantee that certificates are official and valid throughout the country.

The elements of the basic curricula related to the assessment of the learning process of students are the following ones:

- **the evaluation criteria** is the specific referent to assess the learning process of the student. They describe whatever needs to be valued and what the student must achieve, both in terms of knowledge and skills; they respond to what must be achieved in each subject
- **the assessable learning standards** are specifications of the evaluation criteria, which allow for the definition of the learning outcomes. They specify what the student must know and understand in relation to each subject; they must be observable, measurable and assessable, as well as allow for the adjustment of the achievement accomplished. Their design must contribute and facilitate the elaboration of comparable and standardized tests.

Assuming that all areas and subjects must contribute to the development of skills, the set of assessable learning standards of a specific subject will result in the subject profile, which identifies the skills that are developed through that specific subject and facilitates the evaluation of the students’ skills.

All of the elements comprised by the basic curricula, amongst which the evaluation criteria and assessable learning standards are included, are completed and consolidated by the education authorities within their management sphere. The educational institutions also do so in their programmes, while the Teachers’ Assembly is responsible for organizing pupil’s assessment.

Each teacher can adopt the evaluation techniques and instruments that he/she deems most appropriate.

More information on [Quality assurance in early childhood and school education](https://eacea.ec.europa.eu/national-policies/eurydice) [1].
Formative assessment

Formative assessment:

- evaluates pupils’ learning processes
- it is continuous, global and takes into account pupil progression in all the subjects
- the education authorities establish three moments throughout such process: initial assessment, continuous assessment and final assessment.

At the end of this educational stage, an individualised report on the degree of teaching acquisition is elaborated:

- those types of learning that can have an impact on the education progress are highlighted, as well as others which are important to guarantee an individualised attention to every pupil
- this report is confidential and helps to improve coordination towards the following educational stage: compulsory secondary education.

Communicating assessment results:

- families are informed in writing on the assessment results by the class teacher, at least every three months
- this information does not have any official academic value, but it is essential for deciding if the pupil’s progression is appropriate
- the results of the evaluation are expressed in terms of the following. A ‘Fail’ is a negative assessment, whereas all the rest are positive:
  - Fail (IN)
  - Pass (SU)
  - Good (BI)
  - Very Good (NT)
  - Excellent (SB).

When a pupil does not progress adequately, reinforcement measures are established and implemented as soon as difficulties are identified and, in the case of students with special educational needs, the legislation provides for the adoption of measures adapted to such needs.

More information on Special education needs provision within mainstream education [2].

Summative assessment

In primary education, the following evaluations are conducted:

- individualised evaluation at the end of the 3rd year in order to verify the degree of mastery of skills and abilities in oral and written expression and comprehension, calculus and problem solving in relation to the acquisition of the linguistic communication and mathematical skills
- evaluation at the end of the stage in order to verify the degree of acquisition of the linguistic communication and mathematical skills and basic skills in science and technology, as well as on the attainment of the objectives set for the stage.

This evaluation is carried out by the educational institutions according to what the education authorities set.

More information on External evaluations in primary education [3].
Progression of pupils

The Ministry of Education and Vocational Training is in charge of setting the criteria for pupils' progression in the basic curriculum for primary education.

The Autonomous Communities share and define such criteria, although some differences can be found in the manner they are formulated.

In order to progress to the next year or stage:

- pupils must have achieved the objectives set for the stage or those corresponding to the year concerned, and acquired the relevant key skills
- the teaching team is in charge of the decisions on the progression of pupils, although special attention is paid to the information and criterion of the class teacher.

Repetition:

- is an exceptional measure which is adopted only when all other ordinary reinforcement and support measures to tackle students' learning difficulties have been exhausted
- students can repeat only once during the stage, with a specific reinforcement or remedial plan organised by the educational institutions in accordance with what is established by the education authorities.

Parents and legal guardians must be aware of the decisions concerning evaluation and promotion and collaborate in the support or strengthening measures adopted by the schools in order to facilitate the pupils' education progression.

Certification

No certification is awarded at the end of primary education since, at this point, pupils have not yet completed their basic compulsory education, which comprises primary and compulsory secondary education, at the end of which pupils receive their first official certificate.

The school record of primary education is the official document that reflects the evaluation results, as well as decisions concerning the students' academic progress throughout the stage, and attests successful completion of the studies. Its safekeeping is the responsibility of the school where the student is enrolled and is supervised by the Education Inspection.

It contains, at least:

- information identifying the student
- subjects studied each year
- the evaluation results obtained in each examination session (ordinary and extraordinary)
- decisions on progression and retention, as well as the average of the grades obtained in each area
- level obtained in the final evaluation of primary education
- information regarding changes of educational institution
- curricular and organisational measures applied
- dates of the different milestones.

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