

_____ 38 mln (34th)

38.7% under 29 yrs; 12.5% in schools

_____ \$19 752 per capita (40th)

_____ since 2004



_____ 98% public sector

Compulsory until the age of 18

Funded mainly from state budget
through grants to local governments

Autonomy of school principals
and teachers regarding curriculum,
textbooks, teaching methods and
internal assessment

BUT: strict laws regulating
teacher employment and salaries

Education boom: more than 50%
in higher education

Obligatory at the end of primary (12-year-olds) and lower-secondary school (15-year-olds) since 2002

Since 2005 replaced old Matura exam in upper secondary schools with new standardized Matura exam (majority of 18/19-year-olds)

: representative sample of 15-year-olds

Poland participated in all editions (2000, 2003, 2006, 2009)

Poland showed one of the largest improvements among all countries since 2000; This is probably associated with the reform of 1999

Additional testing of 16- and 17-year-olds in 2006 and 2009 to see how upper-secondary students perform comparing to lower-secondary

: representative sample of 3rd graders

CIVED

Additional student surveys including longitudinal studies in primary and secondary schools

National exams provide very detailed data on

age					grade
6	Zero class (primary schools or kindergartens)				0
7	Comprehensive primary schools				I
8					II
9					III
10					IV
11					V
12					VI
	Final standardised test NO SELECTION				
13	Comprehensive lower secondary schools (<i>gimnazjum</i>) ISCED 2A				I
14					II
15					III
	Final standardised exam - SELECTION				
16	ISCED 3A	ISCED 3B	ISCED 3B	ISCED 3C	I
17				II	
18					
19					IV
	NEW Matura higher ed431 4MCID 53BDC 874				

National examination system was introduced by the reform of 1999 to monitor student achievement after further decentralization of management and finances to local government and increased school autonomy regarding curriculum, textbooks and teaching methods

Since 2002, results of assessments are extensively used by

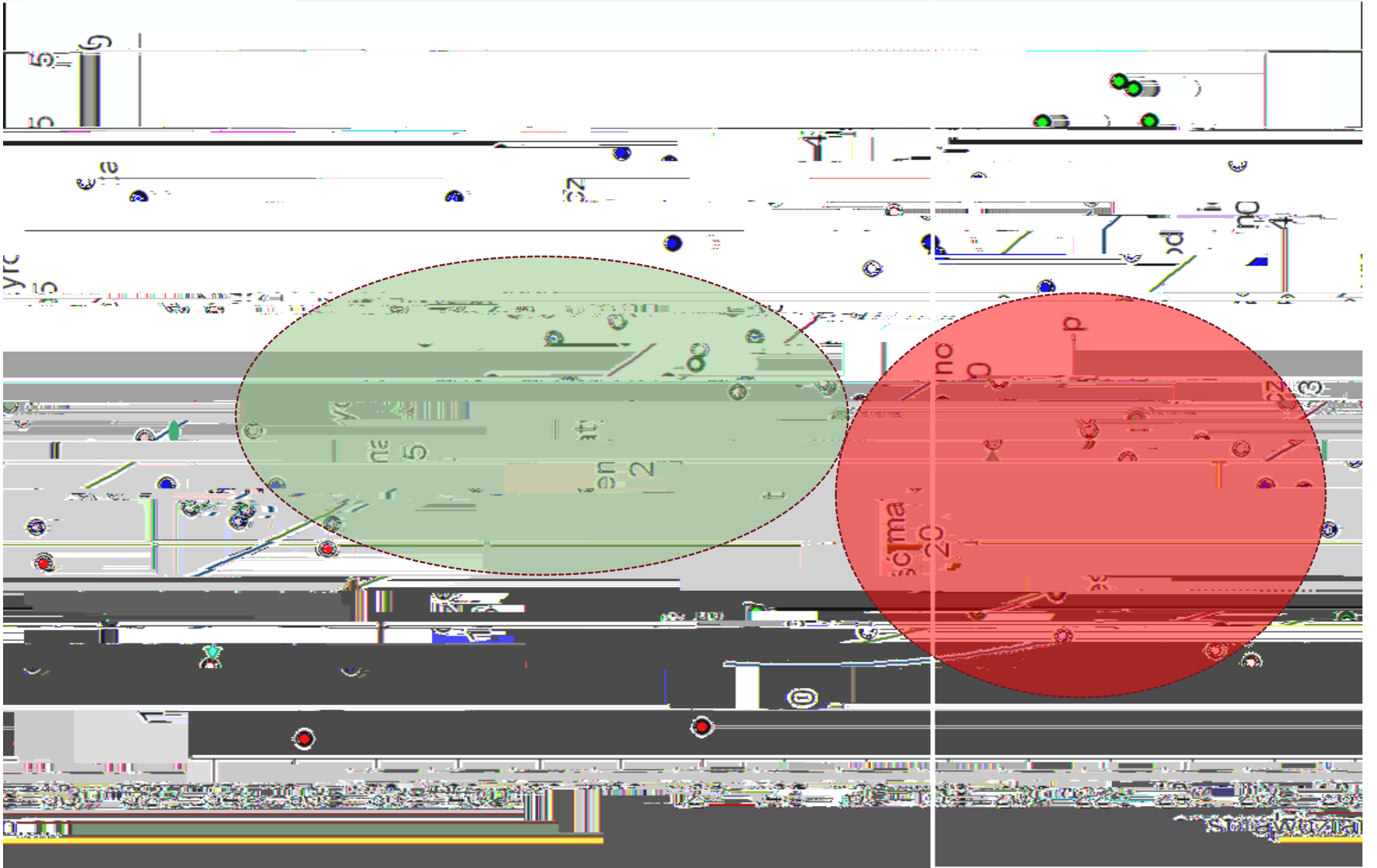
In the beginning, raw unadjusted scores were compared between schools or regions

Obviously, such comparisons have little value for improving teaching practice or for accountability

Raw comparisons do not take into account student and school background

Two schools/teachers of equal quality can perform very differently on final exams just because they have students with very different family background

Comparisons over time are also invalid as exam scores are published on different scales



Dissatisfaction with raw comparisons

- Unfair for schools

- Misleading for accountability

- Providing little guidance for schools and teachers on how they perform comparing to other schools

Increasing amount of data and expertise

Overall critique of the assessment system

- Teaching-to-the test

- Little value for teaching

National exams provide objective assessments of student knowledge and skills

- They create incentives and give students and schools valuable feedback

- They are necessary to monitor decentralized school system

The system evolved over time by introducing more exam subjects, providing value-added scores and additional tools to understand results

Main challenges:

- Provide more useful information for teachers

- Provide more detailed and more reliable results

Introduction of national exams and data collection is a first necessary step to collect objectively measured and reliable information on student performance

Further investments are crucial, however, to use collected information for policy purposes and to improve teaching practice

Poland, similarly to many other countries, lack research capacity to fully explore potential of collected data