

Annex D. Comparative indicators on evaluation and assessment

Table E.1 Educational outcomes in international comparison

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
EDUCATIONAL ATTAINMENT			
Source: OECD, 2011			
% of population that has attained at least upper secondary education, by age group (excluding ISCED 3C short programmes) ³ (2009)			
Ages 25-64	77	73	17/33
Ages 25-34	84	81	=19/33
Ages 35-44	79	77	18/33
Ages 45-54	74	71	16/33
Ages 55-64	70	61	15/33
% of population that has attained tertiary education, by age group (2009)			
Ages 25-64	35	30	=13/34
Ages 25-34	44	37	10/34
Ages 35-44	38	32	=12/34
Ages 45-54	29	27	=15/34
Ages 55-64	25	22	=15/34
Average annual growth rate in levels of educational attainment from 1999 to 2009			
Below upper secondary	-6.4	-3.4	a
Upper secondary and post-secondary non-tertiary	1.3	0.9	a
Tertiary education	6.6	3.7	a
Upper secondary graduation rates (2009)			
% of upper secondary graduates (first-time graduation) to the population at the typical age of graduation	69	82	24/27
STUDENT PERFORMANCE			
Source: OECD, 2010a			
Performance at age 15 (Programme for International Student Assessment, PISA)			
Mean performance (2009) in:			
Reading literacy	472	493	30/34
Mathematics literacy	489	496	24/34
Science literacy	484	501	29/34
Proportion of students by reading proficiency in % (2009):			
Top performers (% of students proficient at Levels 5 or 6)	5.7	7.6	a
Lowest performers (% of students proficient below Level 2)	26.0	18.8	a

Table E.2 Contextual statistics in international comparison

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
SCHOOL SYSTEM EXPENDITURE			
Source: OECD, 2011			
Expenditure on primary, secondary and post-secondary non-tertiary institutions as a % of GDP, from public and private sources			
1995	m	~	m
2000	m	~	m
2008	2.9	3.8	29/32
Public expenditure on primary, secondary and post-secondary non-tertiary education as a % of total public expenditure (2008)³	7.6	8.7	22/32
Total expenditure on primary, secondary and post-secondary non-tertiary education from public sources (2008) (%)	97.4	91.0	7/31
Annual expenditure per student by educational institutions, (2008) (USD)⁵			
Primary	13 648	7 153	1/31
Lower secondary	19 791	8 498	1/29
Upper secondary	20 002	9 396	1/30
All secondary	19 898	8 971	1/32
Change in expenditure per student by educational institutions, primary, secondary and post-secondary non-tertiary education, index of change between 1995, 2000 and 2008 (2000 = 100)			
1995	m	87	m
2008	m	134	m
Current expenditure – composition, primary, secondary and post-secondary non-tertiary education (2008)⁶			
Compensation of teachers	78.9	63.2	3/20
Compensation of other staff	10.7	15.6	17/20
Compensation of all staff	89.7	79.0	3/30
Other current expenditure	10.4	21.0	28/30
SCHOOL STAFF NUMBERS			
Source: OECD, 2011 ⁷			
Ratio of students to teaching staff (2009)⁸			
Primary	11.6	16.0	6/30
Lower Secondary	m	13.5	a
Upper Secondary	m	13.5	a
All Secondary	9.1	13.5	2/32
TEACHER SALARIES in public institutions			
Source: OECD, 2011			
Primary – starting salary (USD)	51 799	29 767	1/34
Primary – 15 years experience (USD)	74 402	38 914	1/33
Primary – top of scale (USD)	113 017	48 154	1/32
Primary – ratio of salary at top of the scale to starting salary	2.18	1.64	29/34
Lower secondary – starting salary (USD)	80 053	31 687	1/33
Lower secondary – 15 years experience (USD)	100 068	41 701	1/32
Lower secondary – top of scale (USD)	139 152	51 317	1/33
Lower secondary – ratio of salary at top of the scale to starting salary	1.74	1.64	=11/33
Upper secondary – starting salary (USD)	80 053	33 044	1/33
Upper secondary – 15 years experience (USD)	100 068	43 711	1/32
Upper secondary – top of scale (USD)	139 152	53 651	1/33
Upper secondary – ratio of salary at top of the scale to starting salary	1.74	1.64	=12/33
Number of years from starting to top salary (lower secondary education) (2009)⁹	30	24	=18/31

NB: Shortest = 6 years (Scotland); Longest = 40 years (Hungary)

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
Decisions on payments for teachers in public schools (2009)			
Criteria for base salary and additional payments awarded to teachers in public institutions			
• Base salary/■ Additional yearly payment /Δ Additional incidental payment			
Years of experience as a teacher	●	●33 ■10 Δ9	
Management responsibilities in addition to teaching duties	a	●14 ■20 Δ8	
Teaching more classes or hours than required by full-time contract	Δ	●3 ■15 Δ19	
Special tasks (career guidance or counselling)	Δ	●6 ■17 Δ14	
Teaching in a disadvantaged, remote or high cost area (location allowance)	a	●13 ■19 Δ5	
Special activities (e.g. sports and drama clubs, homework clubs, summer schools etc.)	a	●2 ■12 Δ14	
Teaching students with special educational needs (in regular schools)	●	●11 ■13 Δ8	
Teaching courses in a particular field	a	●5 ■6 Δ4	
Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession	a	●20 ■10 Δ5	
Holding a higher than minimum level of teacher certification or training obtained during professional life	●	●17 ■13 Δ3	
Outstanding performance in teaching	a	●6 ■10 Δ13	
Successful completion of professional development activities	●	●15 ■10 Δ4	
Reaching high scores in the qualification examination	a	●4 ■3 Δ3	
Holding an educational qualification in multiple subjects	a	●3 ■6 Δ4	
Family status (married, number of children)	■	●3 ■10 Δ1	
Age (independent of years of teaching experience)	●	●5 ■4 Δ2	
Other	a	●2 ■8 Δ3	

Table E.3 Indicators on education system evaluation, school evaluation, teacher appraisal and student assessment in Luxembourg

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
EDUCATION SYSTEM EVALUATION			
Curriculum and examination regulations, public schools only			
Source: OECD, 2010c; OECD, 2011			
Primary education			
A standard curriculum or partially standardised curriculum is required (2008)	Yes	Yes: 27 No: 2	
National examination offered ¹⁰ (2009)	No	Yes: 3 No: 29	
Of which compulsory in public schools	a	Yes: 2	
National assessment offered ¹¹ (2009)	Yes	Yes: 27 No: 5	
Of which compulsory in public schools	Yes	Yes: 16 No: 11	
Lower secondary education			
A standard curriculum or partially standardised curriculum is required (2008)	Yes	Yes: 27 No: 2	
National examination offered ¹⁰ (2009)	No	Yes: 13 No: 18	
Of which compulsory in public schools	a	Yes: 11 No: 2	
National assessment offered ¹¹ (2009)	Yes	Yes: 19 No: 13	
Of which compulsory in public schools	Yes	Yes: 13 No: 5	
Subjects covered in national examinations¹⁰ (lower secondary education) (2009)			
Source: OECD, 2011			
Mathematics	a	Yes: 12	
Science	a	Yes: 11 No: 3	
National language or language of instruction	a	Yes: 13	
Social Studies	a	Yes: 8 No: 4	
Modern Foreign Languages	a	Yes: 10 No: 2	
Technology	a	Yes: 4 No: 8	
Arts	a	Yes: 5 No: 8	
Religion	a	Yes: 4 No: 9	
Practical and Vocational Skills	a	Yes: 4 No: 7 Varies: 1	
Other subjects	a	Yes: 2 No: 10	
Subjects covered in national assessments¹¹ (lower secondary education) (2009)			
Source: OECD, 2011			
Mathematics	Yes	Yes: 19	
Science	No	Yes: 9 No: 10	
National language or language of instruction	Yes	Yes: 18	
Social Studies	No	Yes: 5 No: 12	
Modern Foreign Languages	Yes	Yes: 8 No: 122	
Technology	a	Yes: 2 No: 16	
Arts	No	Yes: 3 No: 16	
Religion	No	No: 19	
Practical and Vocational Skills	No	No: 19	
Other subjects	No	Yes: 1 No: 17	
Possible influence of national examinations¹⁰ (2009) Source: OECD, 2011			
Evaluation of school performance	High	None:2 Low:1 Moderate:6 High:8	
Evaluation of school administration	None	None:9 Low:3 Moderate:3 High:2	
Evaluation of individual teachers	Low	None:4 Low:4 Moderate:7 High:2	
The size of the school budget	None	None:13 Low:3 Moderate:1 High:0	
The provision of another financial reward or sanction	None	None:13 Low:3 Moderate:0 High:0	
The assistance provided to teachers to improve their teaching skills	Low	None:7 Low:5 Moderate:3 High:1	
Remuneration and bonuses received by teachers	None	None:13 Low: 2 Moderate:1 High:0	
Likelihood of school closure	None	None:12 Low: 2 Moderate:2 High:0	
Possible influence of national assessments¹¹ (2009) Source: OECD, 2011			
Evaluation of school performance	High	None:3 Low:1 Moderate:8 High:7	
Evaluation of school administration	Low	None:8 Low:6 Moderate:3 High:3	
Evaluation of individual teachers	Low	None:8 Low:4 Moderate:6 High:4	
The size of the school budget	None	None:19 Low:1 Moderate:1 High:0	
The provision of another financial reward or sanction	None	None:18 Low:2 Moderate:0 High:0	
The assistance provided to teachers to improve their teaching skills	High	None:8 Low:3 Moderate:7 High:3	
Remuneration and bonuses received by teachers	None	None:15 Low: 0 Moderate:3 High:1	
Likelihood of school closure	None	None:16 Low: 1 Moderate:2 High:1	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
Reporting of results from national examinations¹⁰ (lower secondary education)			
(2009) Source: OECD, 2011			
Based on norm or criterion reference	a	Norm:2 Criterion: 10	
Results are shared with:			
External audience in addition to education authorities	a	Yes: 12	
School administrators directly	a	Yes: 11 No: 1	
Classroom teachers directly	a	Yes: 10 No: 2	
Parents directly	a	Yes: 10 No: 2	
Students directly	a	Yes: 12	
The media directly	a	Yes: 7 No: 5	
Features of results reporting			
Performance level for most recent year	a	Yes: 10 No: 3	
“Value added” or growth in student achievement based on student progress over 2(+) years	a	Yes: 2 No: 10	
Context sensitive	a	Yes: 2 No: 10	
Compared with other groups or populations of students	a	Yes: 6 No: 6	
Reported together with other indicators of school quality	a	Yes: 4 No: 7	
Used by authorities external to the school for sanctions or rewards	a	Yes: 4 No: 7	
Reporting of results from national assessments¹¹ (lower secondary education) (2009)			
Source: OECD, 2011			
Based on norm or criterion reference	Criterion	Norm:7	Criterion:13
Results are shared with:			
External audience in addition to education authorities	No	Yes:18 No:1	
School administrators directly	a	Yes:18 No:0	
Classroom teachers directly	a	Yes:13 No:5	
Parents directly	a	Yes:13 No:5	
Students directly	a	Yes:13 No:4	
The media directly	a	Yes:10 No:8	
Features of results reporting			
Performance level for most recent year	a	Yes:10 No:3	
“Value added” or growth in student achievement based on student progress over 2(+) years	a	Yes:5 No:13	
Context sensitive	a	Yes:7 No:7	
Compared with other groups or populations of students	a	Yes:10 No:4	
Reported together with other indicators of school quality	a	Yes:3 No:12	
Used by authorities external to the school for sanctions or rewards	a	Yes:3 No:13	
Existence of national tests (2008-09) Source: Eurydice, 2009			
Number of national tests (2008-09) (primary and lower secondary education)			
Source: Eurydice, 2009			
Compulsory tests	3	2.7	=4/22
Sample tests	a	2.3	
Optional tests ¹²	a	2.3	
Years of testing	Primary:3; 6 Secondary:5		
Number of subjects covered in national tests ¹³	3	3 subjects :11	3+ subjects:13 2 subjects:14 Does not apply:5
Main aims of nationally standardised tests (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Taking decisions about the school career of pupils	Yes	No:17	Yes:13
Monitoring schools and/or the education system	No	No:9	Yes:21
Identifying individual learning needs	Yes	No:12	Yes:18
Bodies responsible for setting national tests (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
● Tests for taking decisions about the school career of pupils/ ■ Tests for other purposes/ Δ No national tests			
A unit/agency within the ministry of education without external players	a	●2 ■0 Δ5	
A unit/agency within the ministry of education with external players	●■	●3 ■10 Δ5	
A public body distinct from the ministry, which specialises in education or educational evaluation	a	●11 ■16 Δ5	
A private body or university department	●■	●4 ■4 Δ5	
People in charge of administering national tests (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
● Tests for taking decisions about the school career of pupils/ ■ Tests for other purposes/ Δ No national tests			
Class teachers	●■	●10 ■15 Δ5	
Class teachers + external people	a	●1 ■3 Δ5	
Other teachers from the same school	a	●3 ■3 Δ5	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
Other teachers from the same school + external people	a	●1 ■4 Δ5	
External people alone	a	●3 ■5 Δ5	
Persons in charge of marking national tests (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
●Tests for taking decisions about the school career of pupils/ ■Tests for other purposes/ Δ No national tests			
Class teachers	●■	●7 ■10 Δ5	
Class teachers + external people	a	●4 ■2 Δ5	
Other teachers from the same school	a	●1 ■3 Δ5	
Other teachers from the same school + external persons	a	●0 ■1 Δ5	
External persons alone	a	●8 ■16 Δ5	
Standardisation of test questions (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Questions are the same for all pupils taking one national test	Yes	Yes:19 No:11	
Questions are not the same for all pupils taking one national test	No	Yes:6	
Whether test questions are standardised or not varies depending on type of test	No	Yes:2	
Use of ICT in national testing (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
ICT is currently used in national tests	Yes	Yes:11 No:19	
Use of ICT for on-screen testing	No	Yes:3	
Use of ICT for marking tests	Yes	Yes:8	
Participation of students with special educational needs (SEN) in national testing (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Pupils with SEN may take part in national testing	Yes	Yes:27 No:3	
Participation in national testing for pupils with SEN is compulsory	Yes	Yes:12	
Participation in national testing for pupils with SEN is optional	No	Yes:9	
Participation varies depending on type of test, level of education or type of school	a	Yes:5	
Communication of the results of national tests to local authorities (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Local authorities have access to aggregated results for their own area	No	Yes:17	
Use of achievement data for accountability (2009) (15-year-olds) Source: OECD, 2010c			
% of students in schools where the principal reported that achievement data are used in the following procedures			
Posted publicly	37.0	36.6	13/33
Used in evaluation of the principal's performance	19.9	36.1	21/33
Used in evaluation of teachers' performance	8.2	44.8	33/33
Used in decisions about instructional resource allocation to the school	32.9	32.7	15/33
Tracked over time by an administrative authority	74.4	66.2	16/33
SCHOOL EVALUATION			
School inspection (2009) Source: OECD, 2011			
Primary education	No	Yes: 23 No: 7	
Upper secondary education	No	Yes: 24 No: 7	
Lower secondary education	No	Yes:22 No:7	
School inspections are a component of the school accreditation process (lower secondary education)	a	Yes:6 No:16	
School inspections target low performance schools (lower secondary education)	a	Yes:8 No:13	
Extent to which school inspections are structured ¹⁴ (lower secondary education)	a	Highly:14 Partially:6 Unstructured:1	
Frequency of school inspections (lower secondary education, public schools only)	a	Every 3+ years: 9 Once every 3 years: 3 Once every 2 years: 1 Once per year: 2 More than once a year: 3 No requirements: 3	
Aspects addressed during school inspections (lower secondary education):			
Compliance with rules and regulations	a	Yes:20 No:1	
Financial management	a	Yes:13 No:8	
Quality of instruction	a	Yes:19 No:2	
Student performance	a	Yes:17 No:4	
Satisfaction and perceptions of students	a	Yes:14 No:7	
Satisfaction and perceptions of parents	a	Yes:13 No:8	
Satisfaction and perceptions of staff	a	Yes:13 No:8	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
School inspection results are shared with (lower secondary education):			
External audience in addition to education authorities	a	Yes:19 No:3	
Higher level education authorities directly	a	Yes:16 No:3	
School administrators directly	a	Yes:19 No:0	
Classroom teachers directly	a	Yes:16 No:3	
Parents directly	a	Yes:11 No:8	
Students directly	a	Yes:8 No:10	
The media directly	a	Yes:9 No:10	
Possible influence of evaluation by school inspectorate (or equivalent) (2009)			
Source: OECD, 2011			
Performance evaluation			
School performance	Low	None:2 Low:4 Moderate:4 High:11 Not applicable: 5	
School administration	Low	None:3 Low:3 Moderate:7 High:8 Not applicable: 5	
Individual teachers	Moderate	None:3 Low:3 Moderate:7 High:7 Not applicable:8	
Rewards and sanctions			
The size of the school budget	Low	None:11 Low:8 Moderate:1 High:0 Not applicable:6	
The provision of another financial reward or sanction	a	None:9 Low:4 Moderate:2 High:3 Not applicable:7	
The assistance provided to teachers to improve their teaching skills	Low	None:2 Low:5 Moderate:9 High:5 Not applicable:5	
Remuneration and bonuses received by teachers	a	None:13 Low:0 Moderate:3 High:0 Not applicable:9	
Likelihood of school closure	a	None:7 Low:1 Moderate:2 High:9 Not applicable:7	
Requirements for school self-evaluations (2009) Source: OECD, 2011			
Primary education			
Component of school inspections	No	Yes:21 No:10	
Upper secondary education	a	Yes:13 No:6	
Component of school inspections	No	Yes:23 No:10	
Lower secondary education	a	Yes:15 No:5	
Component of school inspections	No	Yes:20 No:10	
Component of school inspections	a	Yes:13 No:5	
Aspects addressed during school self-evaluations (lower secondary education)			
Compliance with rules and regulations	a	Yes:14 No:4	
Financial management	a	Yes:12 No:5	
Quality of instruction	a	Yes:17 No:1	
Student performance	a	Yes:16 No:2	
Satisfaction and perceptions of students	a	Yes:16 No:2	
Satisfaction and perceptions of parents	a	Yes:15 No:3	
Satisfaction and perceptions of staff	a	Yes:13 No:5	
School self-evaluation results are shared with (lower secondary education):			
External audience in addition to education authorities	a	Yes:16 No:3	
Higher level education authorities directly	a	Yes:9 No:7	
School inspectorates directly	a	Yes:11 No:1	
School administrators directly	a	Yes:14 No:1	
Classroom teachers directly	a	Yes:15 No:1	
Parents directly	a	Yes:10 No:6	
Students directly	a	Yes:8 No:7	
The media directly	a	Yes:5 No:10	
Extent to which school self-evaluations are structured (lower secondary education)	a	Highly:3 Partially:11 Unstructured:4	
Possible influence of school self-evaluations (2009)			
Source: OECD, 2011			
Performance evaluation			
School performance	Moderate	None:0 Low:4 Moderate:6 High:5 Not applicable:8	
School administration	Low	None:1 Low:6 Moderate:3 High:6 Not applicable:8	
Individual teachers	Low	None:2 Low:6 Moderate:2 High:5 Not applicable:9	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
Rewards and sanctions			
The school budget	Low	None:9 High:2	Low:3 Moderate:1 Not applicable:9
The provision of another financial reward or sanction	a	None:7 High:1	Low:5 Moderate:0 Not applicable:10
The assistance provided to teachers to improve their teaching skills	Moderate	None:3 High:3	Low:3 Moderate:7 Not applicable:8
Remuneration and bonuses received by teachers	a	None:6 High:0	Low:4 Moderate:1 Not applicable:12
Likelihood of school closure	a	None:7 High:1	Low:4 Moderate:1 Not applicable:11
Use of student test results in school evaluation (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Test results may be used for evaluation	No	Yes:15	No:15
Test results used for external evaluation	No	Yes:5	
Recommendations or support tools for the use of results during internal evaluation	No	Yes:7	
Use varies depending on type of test, level of education or type of school	No	Yes:3	
Publication of individual school results in national tests (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
Individual school results may be published	No	Yes:10	No:20
Publication organised, or required of schools, by central/local governments	No	Yes:9	
Publication at the discretion of schools	No	Yes:1	
Accountability to parents (2009) (15-year-olds) Source: OECD, 2010c			
% of students in schools where principals reported that their school provides parents with information on student performance:			
Relative to other students in the school	83.4	46.7	2/32
Relative to national or regional benchmarks	33.0	47.3	24/33
As a group relative to students in the same grade in other schools	10.2	23.5	26/33
TEACHER APPRAISAL			
Official methods for the individual or collective evaluation of teachers (2006-07) Source: Eurydice, 2008			
Teacher evaluation exists	No	Yes:30	No:3
Teacher inspection on an individual or collective basis	No	Yes:22	
School self-evaluation	No	Yes:14	
Individual evaluation by school principals	No	Yes:16	
Individual evaluation by peers	No	Yes:5	
Methods used to monitor the practice of teachers (2009) (15-year-olds) Source: OECD, 2010c			
% of students in schools where the principal reported that the following methods have been used the previous year to monitor the practice of teachers at their school			
Tests of assessments of student achievement	49.3	58.9	23/32
Teacher peer review (of lesson plans, assessment instruments, lessons)	38.0	56.8	24/32
Principal or senior staff observations of lessons	53.9	68.9	25/34
Observation of classes by inspectors or other persons external to the school	10.0	28.3	27/34
STUDENT ASSESSMENT			
The influence of test results on the school career of pupils (2008-09) (primary and lower secondary education) Source: Eurydice, 2009			
ISCED 1/ ISCED 2			
Award of certificates	a	ISCED 1:2	ISCED 2:12
Streaming	ISCED 1	ISCED 1:4	ISCED 2:2
Progression to the next stage of education	a	ISCED 1:1	ISCED 2:2
No national tests, or no impact on progression	ISCED 2	ISCED 1:29	ISCED 2:22
Completion requirements for upper secondary programmes Source: OECD, 2011			
● Final examination / ■ Series of examinations during programme / ▲ Specified number of course hours and examination / ♦ Specified number of course hours only ¹⁵			
ISCED 3A	● ■ ▲	●16 ○7 ■20 □2 ▲19 ▲2 ♦2 ♦1	
ISCED 3B	● ■ ▲	●7 ○1 ■7 □1 ▲6 ▲1 ♦0	
ISCED 3C	● ■ ▲	●13 ○6 ■18 □1 ▲16 ▲2 ♦1	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
Student grouping by ability (2009) (15-year-olds) Source: OECD, 2010c			
% of students in schools where principals reported the following practice within the school			
No ability grouping	29.3	31.9	19/33
Ability grouping for some subjects	19.7	55.2	32/33
Ability grouping for all subjects	51.0	12.9	1/33
Groups of influence on assessment practices (2009) (15-year-olds)			
Source: OECD, 2010c			
% of students in schools where the principal reported the following groups exert a direct influence on decision making about assessment practices			
Regional or national education authorities (e.g. inspectorates)	86.8	56.6	2/33
The school's governing board	22.0	29.5	19/33
Parent groups	4.0	17.3	30/33
Teacher groups (e.g. staff association, curriculum committees, trade union)	37.2	58.1	28/33
Student groups (e.g. student association, youth organisation)	0.0	22.7	33/33
External examination boards	17.5	42.4	28/31
Frequency of student assessment by method (2009) (15-year-olds)			
Source: OECD, 2010c			
% of students in schools where the principal reported the student assessment methods below are used with the indicated frequency			
Standardised tests			
Never	1.0	24.4	33/33
1-5 times a year	96.4	68.7	2/33
At least once a month	2.6	6.9	19/33
Teacher-developed tests			
Never	3.6	1.6	a
1-5 times a year	12.7	36.8	28/33
At least once a month	83.7	61.7	9/33
Teachers' judgemental ratings			
Never	17.5	5.7	3/33
1-5 times a year	39.7	35.4	14/33
At least once a month	42.9	58.8	23/33
Student portfolios			
Never	39.3	23.4	8/33
1-5 times a year	52.8	56.4	20/33
At least once a month	7.9	20.1	28/33
Student assignments/projects/homework			
Never	0.0	1.0	a
1-5 times a year	36.4	28.2	7/33
At least once a month	63.6	70.8	25/33
Use of student assessments (2009) (15-year-olds)			
Source: OECD, 2010c			
% students in schools where the principal reported that assessments of students are used for the following purposes			
To inform the parents about their child's progress	100.0	98.1	a
To make decisions about students' retention or promotion	99.6	77.8	2/32
To group students for instructional purposes	45.4	50.5	18/33
To compare the school to district or national performance	53.5	53.5	17/33
To monitor the school's progress from year to year	40.3	76.7	32/33
To make judgements about teachers' effectiveness	21.7	47.5	31/33
To identify aspects of instruction or the curriculum that could be improved	60.0	77.4	28/33
To compare the school with other schools	34.7	45.9	21/33
% of students repeating one or more grades according to their own report (2009)			
(15-year-olds) Source: OECD, 2010c			
Level of school autonomy regarding the criteria for the internal assessment of pupils (2006-07) (primary and lower secondary education) Source: Eurydice, 2008			
Full/Limited/No autonomy	Limited	Full:24 Limited:10 No:0	
School decision-makers involved in determining the criteria for the internal assessment of pupils (2006-07) (primary and lower secondary education)			
Source: Eurydice, 2008			
School responsibility involved			
School principal	Yes	Yes:34	
Teachers individually or collectively	No	Yes:0	
School management body	No	Yes:13	
Responsibilities vary depending on level of education	No	Yes:0	
	Yes	Yes:21	

	Luxembourg	International benchmark ¹	Luxembourg's rank ²
School autonomy in preparing the content of examinations for certified qualifications (2006-07) (primary and lower secondary education)			
Source: Eurydice, 2008			
School responsibility involved/ examinations for certified qualifications exist	No	Yes:24 No:10	
Full/Limited/No autonomy	No	Full:5 Limited:0 No:19	
School decision-makers who may be involved in preparing the content of examinations for certified qualifications (ISCED 2) (2006-07)			
Source: Eurydice, 2008			
School responsibility involved/ examinations for certified qualifications exist	No	Yes:5 No:29	
School principal	No	Yes:0	
Teachers individually or collectively	No	Yes:1	
School management body	No	Yes:0	
Responsibilities vary depending on level of education	No	Yes:4	

Notes for Tables E.1 and E.2

1. The international benchmark column provides comparative information in one of two forms: country average (calculated as the simple average of all countries/systems for which data are available, as indicated in the Source Guide below); distribution of countries/systems by result category (typically by the categories “Yes” and “No”, but may also indicate the number of countries/systems in which a given criterion is used, *e.g.* for the indicator “Decision payments for teachers in public schools”, 29 countries use “Base salary”, 9 use “Additional yearly payment”, etc.). With the exception of data taken from the Teaching and Learning International Study (TALIS) and Eurydice publications (in the Source Guide: OECD, 2009; Eurydice, 2008; Eurydice, 2009), the benchmark is for OECD countries only.
2. “Luxembourg’s rank” indicates the position of Luxembourg when countries are ranked in descending order from the highest to lowest value on the indicator concerned. For example, on the indicator “Reading literacy”, the rank 30/34 indicates that Luxembourg recorded the 30th highest value of the 34 countries/ systems for which data are available.
3. The International Standard Classification of Education (ISCED) is used to describe levels of education (and subcategories).

ISCED 1 - Primary education

Designed to provide a sound basic education in reading, writing and mathematics and a basic understanding of some other subjects. Entry age: between 5 and 7. Duration: 6 years.

ISCED 2 - Lower secondary education

Completes provision of basic education, usually in a more subject-oriented way with more specialist teachers. Entry follows 6 years of primary education; duration is 3 years. In some countries, the end of this level marks the end of compulsory education.

ISCED 3 - Upper secondary education

Even stronger subject specialisation than at lower-secondary level, with teachers usually more qualified. Students typically expected to have completed 9 years of education or lower secondary schooling before entry and are generally around the age of 15 or 16.

ISCED 3A - Upper secondary education type A

Prepares students for university-level education at level 5A

ISCED 3B - Upper secondary education type B

For entry to vocationally oriented tertiary education at level 5B

ISCED 3C - Upper secondary education type C

Prepares students for workforce or for post-secondary non tertiary education

ISCED 4 - Post-secondary non-tertiary education

Programmes at this level may be regarded nationally as part of upper secondary or post-secondary education, but in terms of international comparison their status is less clear cut. Programme content may not be much more advanced than in upper secondary, and is certainly lower than at tertiary level. Entry typically requires completion of an upper secondary programme. Duration usually equivalent to between 6 months and 2 years of full-time study.

ISCED 5 - Tertiary education

ISCED 5 is the first stage of tertiary education (the second – ISCED 6 – involves advanced research). At level 5, it is often more useful to distinguish between two subcategories: 5A, which represent longer and more theoretical programmes; and 5B, where programmes are shorter and more practically oriented. Note, though, that as tertiary education differs greatly between countries, the demarcation between these two subcategories is not always clear cut.

ISCED 5A - Tertiary-type A

“Long-stream” programmes that are theory based and aimed at preparing students for further research or to give access to highly skilled professions, such as medicine or architecture. Entry preceded by 13 years of education, students typically required to have completed upper secondary or post-secondary non-tertiary education. Duration equivalent to at least 3 years of full-time study, but 4 is more usual.

ISCED 5B - Tertiary-type B

“Short-stream” programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years of full-time study, but 3 is more usual.

4. Public expenditure includes public subsidies to households for living costs (scholarships and grants to students/ households and students loans), which are not spent on educational institutions.
5. Expressed in equivalent USD converted using purchasing power parities.
6. Expenditure on goods and services consumed within the current year which needs to be made recurrently to sustain the production of educational services – refers to current expenditure on schools and post-secondary non-tertiary educational institutions. The individual percentage may not sum to the total due to rounding.
7. Public and private institutions are included. Calculations are based on full-time equivalents. “Teaching staff” refers to professional personnel directly involved in teaching students.
8. Here “Luxembourg’s rank” indicates the position of Luxembourg when countries are ranked in ascending order from the lowest to the highest ratio of students to teaching staff.
9. Here “Luxembourg’s rank” indicates the position of Luxembourg when countries are ranked in ascending order from the shortest to the highest number of years that it takes to reach the top salary from the starting salary.
10. “National examinations” are tests which have formal consequences for students.
11. “National assessments” are tests which do not have formal consequences for students.
12. “Compulsory tests” have to be taken by all students, regardless of the type of school attended, or by all students in public sector schools. “Optional tests” are taken under the authority of schools.
13. Austria, the Flemish Community of Belgium, Ireland, Lithuania, Latvia, Sweden, England, Northern Ireland and Scotland apply several tests at the national level each with a distinct number of subjects. Thus, for these countries no exact number of subjects tested can be provided.
14. “Highly structured” means that similar activities are completed at each school based on a specific set of data collection tools. “Unstructured” means that activities at each site vary and depend on the strengths and weaknesses of the school.
15. In the case of empty symbols (□△◇) the completion requirement within a country varies (e.g. in federal systems between states).

Sources:

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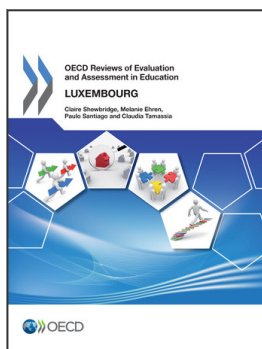
Data explanation:

- m Data are not available
- a The category does not apply
- ~ Average is not comparable with other levels of education
- = At least one other country has the same rank

Source Guide

Participation of countries by source

	TALIS (OECD, 2009)	Education at a Glance (OECD, 2010b)	PISA 2009 (OECD, 2010a; OECD, 2010c)	Eurydice (2008; 2009)	Education at a Glance (OECD, 2011)
OECD countries					
Australia	•	•	•		•
Austria	•	•	•	•	•
Belgium			•		
Flemish Community	•	•	•	•	•
French Community		•	•	•	•
German Community				•	
Canada		•	•		•
Chile		•	•		•
Czech Republic		•	•	•	•
Denmark	•	•	•	•	•
Estonia	•		•	•	•
Finland		•	•	•	•
France		•	•	•	•
Germany		•	•	•	•
Greece		•	•	•	•
Hungary	•	•	•	•	•
Iceland	•	•	•	•	•
Ireland	•	•	•	•	•
Israel			•		•
Italy	•	•	•	•	•
Japan		•	•		•
Korea	•	•	•		•
Luxembourg		•	•	•	•
Mexico	•	•	•		•
Netherlands		•	•	•	•
New Zealand		•	•		•
Norway	•	•	•	•	•
Poland	•	•	•	•	•
Portugal	•	•	•	•	•
Slovak Republic	•	•	•	•	•
Slovenia	•		•	•	
Spain	•	•	•	•	•
Sweden		•	•	•	•
Switzerland		•	•		•
Turkey	•	•	•		•
United Kingdom					
England		•	•	•	•
Northern Ireland		•	•	•	
Scotland		•	•	•	•
Wales		•	•	•	
United States		•	•		•
Other					
Brazil	•				
Bulgaria	•			•	
Latvia				•	
Lichtenstein				•	
Lithuania	•			•	
Malaysia	•				
Malta	•			•	
Romania				•	



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