

Exhibit 17: National Policies Regarding Examinations with Consequences for Students

Reported by National Research Coordinators

| Country | Examinations with Consequences for Individual Students | Grades at which Examinations with Consequences for Individual Students are Given | Description of Policy for Using Student Achievement to Assign Students to Classes |
|-----------------------|--|--|--|
| Armenia | Yes | Grades 4, 9, 12 | No policy |
| Australia | Yes | Varies by state. Many states require examinations by the end of secondary education. | No policy |
| Bahrain | No | n/a | No policy, but introduced a merging system regarding students' achievement. |
| Belgium (Flemish) | No | n/a | From Grade 1 on, examinations are made by teachers and have consequences for students. Final decisions on repeating a grade or going to special education are made by the school team and until Grade 7 also by the students' parents, largely based on their grades on examinations. From Grade 6 on, schools may also exclude students from certain tracks. |
| Botswana | Yes | Grades 4, 7, 10, 12 | No policy, but selection into science streams (physics, biology, chemistry, statistics, additional mathematics) and social science or humanities streams is based on performance at the Junior level. |
| Bulgaria | Yes | Grade 7, end of secondary education | No policy |
| Canada | Yes | Varies by province | No policy |
| Chile | Yes | Grades 7, 10, 12 | No policy |
| Chinese Taipei | Yes | Grades 9, 12 | Junior high schools can have Grade 8 students assigned to English and mathematics classes based on their achievement. For Grade 9 students, streaming applies to English, mathematics, and science classes. |
| Croatia | No | n/a | No policy |
| Cyprus | Yes | Grade 12 | No policy |
| Czech Republic | Yes | Grade 9, end of secondary education | No policy |
| Denmark | Yes | Grade 9 | No policy |
| Egypt | – | – | – |
| England | Yes | Years 10/11, 13 | Schools may choose to put children into ability sets for some subjects, including mathematics and science. This is common as children move up through the school system and many mathematics and science classes are taught in ability sets in Grades 6–10. |
| Finland | No | n/a | No policy |
| France | Yes | Grades 9, 12 | No policy |
| Georgia | Yes | Grades 11, 12 | No policy |
| Germany | Yes | Varies by state | During Grade 4 in primary school a vote is taken by the school which the pupil is leaving that contains general information about the pupil's progress in primary school across all subjects and concludes with an overall assessment of her or his aptitude for certain types of secondary schools: lower, higher, and vocational. This is accompanied by detailed consultations with parents. |
| Hong Kong SAR | Yes | Grade 12 | No policy |
| Hungary | Yes | Grades 4, 6, 8, end of secondary education | The results of non-compulsory mathematics and reading exams in Grades 4 and 6 are part of the exams used for entrance to secondary general schools starting from Grade 5 or 7. The results of the non-compulsory exam in Grade 8 are part of the exam used for entrance to most secondary schools. The results of the final exam of secondary education (Matura) can be counted to the points needed for entrance to tertiary education. |
| Indonesia | Yes | Grades 6, 9, 12 | Grade 6 examination results are used for entrance to secondary school; Grade 9 examination results are used for entrance to high school; Grade 12 examination results are considered for entrance to universities. |
| Iran, Islamic Rep. of | Yes | Grades 6, 11, 12 | At the end of Grade 9 students choose a stream (such as theoretical or vocational school). At the end of Grade 10 students choose a track of study (such as mathematics, science, or humanities). Students are advised in this process based on their grades in specific subjects. |
| Ireland | Yes | Grades 9, 12 | No policy |
| Israel | Yes | Grades 10, 11, 12 | No policy |
| Italy | Yes | Grades 8, 13 | No policy |
| Japan | Yes | Grades 9, 12 | There is no official policy on educational streaming, and students are not tracked. However, at the upper secondary level, schools place students into tracks according to their entrance examination results. |
| Jordan | Yes | Grade 12 | At the end of Grade 10 students are divided into the academic and vocational tracks. Students are tracked based upon their achievement averages in Grades 8, 9, and 10. |
| Kazakhstan | Yes | Grades 9, 11/12 | No policy |

SOURCE: IEA's Trends in International Mathematics and Science Study – TIMSS 2015

A dash (–) indicates data not provided.

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|----------------------|--|---|---|
| Korea, Rep. of | Yes | Grade 12 | No policy, but some middle and high schools divide students into different levels of classes depending on their English or math grades on in-class examinations. |
| Kuwait | Yes | Grades 4–12 | No policy |
| Lebanon | Yes | Grade 9 | No policy |
| Lithuania | Yes | Grades 10, 12 | No policy |
| Malaysia | Yes | Grades 6, 9, 11 | An examination at the end of Grade 9 is used to streamline students to an art, pure science, or vocational focus in Grade 10 (upper secondary level). |
| Malta | Yes | Years 4–11 | The total standardized results for Year 4 and 5 annual examinations determine the band in which the student will be placed in Year 5 and 6, respectively. The standardized scores taken from the end of the primary benchmark results determine the setting of students going to Year 7 for mathematics, English, and Maltese classes and determine which students will take the Core Curriculum Programme, which is a learning program for students who have demonstrated a low attainment level in the assessed subjects. Each annual examination from Years 7–10 is used to determine the setting of students during the following year. |
| Morocco | Yes | Grades 6, 9, 11/12 (baccalaureate examination) | Students are assigned at the end of Grade 9 (the 3rd grade of the middle school). |
| Netherlands | Yes | Grade 6, end of secondary school | Students' achievements in the first two years of secondary education will determine their final tracks (different levels of vocational education, general, or pre-university). |
| New Zealand | Yes | Years 10–13 | No policy |
| Northern Ireland | Yes | Year 12 | No policy |
| Norway | Yes | Grades 10–13 | No policy |
| Oman | Yes | Grades 10–12 | No policy |
| Poland | Yes | Grades 6, 9, 12 | No policy |
| Portugal | Yes | Grades 4, 6, 9, 11, 12 | No policy |
| Qatar | Yes | Grades 3–12 | No policy |
| Russian Federation | Yes | Grades 9, 11 | In Grades 5–6 and 7–9 the method of streaming depends on the choice of school. Different approaches are possible based on academic achievement, interview, or oral/written examination. The selection takes into account the interests and abilities of students in the study of the subject. In upper secondary school (Grades 10–11), there are some different streams (e.g., natural science, or social and humanitarian). Forms (10–11) differ according to the nomenclature of subjects. Students are allocated to different classes of their choice according to their inclinations, interests, and plans for the future. The selection in Grade 10 considers scores in compulsory subjects (Russian and mathematics) and 1–2 profile subjects. |
| Saudi Arabia | Yes | Grades 1–12 | Upgrading from Grade 3–5 and from 7–9. |
| Serbia | Yes | Grade 8, Grade 4 of secondary school | There is a gymnasium (secondary education school of general education) for students talented in mathematics in Belgrade. Starting from Grade 7 of primary education students can take an examination for the assessment of extraordinary abilities. |
| Singapore | Yes | Grades 6, 10, 12 | At Primary 5 and Primary 6 (Grades 5 and 6), subject-based banding is used to better cater to the learning needs of students. |
| Slovak Republic | Yes | Grades 9, 13 (optional) | No policy |
| Slovenia | Yes | Grades 6, 9, 13 | No policy |
| South Africa | Yes | Grade 12 | No policy |
| Spain | Yes | Grade 12 | No policy |
| Sweden | No | n/a | No policy |
| Thailand | Yes | Grades 6, 9, 12 | No policy. In some schools students are assigned to classes according to their grade point averages. Also, students who demonstrate talents in science, mathematics, and language are assigned to special classes. |
| Turkey | Yes | Grades 8, 12 | No policy |
| United Arab Emirates | Yes | Grade 12 | Assignments into the public stream or the advanced stream begin at Grade 10. |
| United States | Varies by state | Varies by state. Many states require examination by the end of secondary education. | Varies by state and district |

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|--|--|--|---|
| Benchmarking Participants—Responses Pertain to Benchmarking Provinces/Emirates/States | | | |
| Buenos Aires, Argentina | No | n/a | No policy |
| Ontario, Canada | Yes | Grade 10 | No policy |
| Quebec, Canada | Yes | End of secondary education | No policy |
| Abu Dhabi, UAE | Yes | n/a | In Grades KG–5 all students are promoted to the next grade level, except in rare circumstances. In Grades 6–12 students who are not meeting expected learning outcomes or performing below expectations are entitled to learning support. There are consequences of re-sit examinations and retentions. |
| Dubai, UAE | Yes | Varies by curriculum | Assignments into the public stream or the advanced stream begin at Grade 10. |
| Florida, US | Yes | Grades 3, 10 | No policy |

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