

**Exhibit 12: 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
Australia	Yes	Varies by state	No policy
Austria	Yes	Grade 12/13 (upper secondary school, VET colleges)	At the lower secondary level, students and their parents can apply for entry to either a lower level academic secondary school or New Secondary School. The admission depends on the grades of the students at the end of primary school.
Azerbaijan	Yes	Grades 9 and 11, university entrance	No policy
Bahrain	No	n/a	No policy
Belgium (Flemish)	No	n/a	No policy. In primary schools, the school has autonomy in assigning students to classes. In secondary school, this assignment is dependent on the certificate obtained at the end of the previous year.
Belgium (French)	Yes	Grades 6, 8, 12	Differentiated first stages of secondary school are available for students who have not completed Grade 6. Students who do not obtain the certificate for the first stage of secondary education have to attend the vocational track.
Bulgaria	Yes	Grades 7, 12	No policy
Canada	Yes	Varies by province	No policy
Chile	Yes	Grade 12	No policy
Chinese Taipei	Yes	Grades 9, 12	No policy
Czech Republic	Yes	Grade 9, end of upper secondary school	No policy
Denmark	Yes	Grades 9, 12	No policy
Egypt	Yes	Grades 6, 9, 12	No policy
England	Yes	End of secondary school, university entrance	At the end of secondary school (ages 14-16) exams are taken to determine the further educational trajectory. To gain entrance to a university, students need to take A level exams (ages 16-18).
Finland	Yes	End of upper secondary school	No streaming, but achievement can be used to assign students to remedial education.
France	Yes	Grades 9, 12	No policy
Georgia	Yes	Grade 12	No policy
Germany	Yes	Varies by state, but generally Grades 9, 12	During Grade 4, 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 his or her 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	No policy
Iran, Islamic Rep. of	Yes	Grade 12	At the end of Grade 9, students choose a stream (such as theoretical or vocational schools). At the end of grade 10, they choose a track of study such as mathematics, science, or humanities. Students are advised based on their grades on specific subjects such as mathematics.
Ireland	Yes	Grades 9, 12	No policy; schools are given autonomy to decide how students are assigned to classes. Streaming has become less popular since the 1990s.
Israel	Yes	Grades 10, 11, 12	No policy
Italy	Yes	Grades 8, 13	No policy
Kazakhstan	Yes	Grades 5, 6, 7, 8, 10, 11	In a number of types of educational institutions (lyceums, gymnasiums, and schools for gifted children), differentiation is used for distribution of classes in areas of study, such as mathematics and humanities.
Kuwait	Yes	Grades 5-12	No policy
Latvia	Yes	Grades 9, 12	No policy
Lithuania	Yes	Grades 10, 12	No policy
Macao SAR	No	n/a	No policy

SOURCE: IEA's Progress in International Reading Literacy Study—PIRLS 2016

A dash (-) indicates data not provided.

**Exhibit 12: National Policies Regarding Examinations with Consequences for Students (Continued)**

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
Malta	Yes	Years 4-11	Examinations at the end of Years 4 and 5 determine the band in which the student will be placed for the following school year. The scores achieved by students at the End-of-Primary Benchmark assessment are standardized and used to determine the setting of Year 7 students for their Maltese, English, and mathematics classes. These scores also 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. Subsequently, throughout Years 7 to 10 the results of the core subjects achieved in annual examinations are used to determine the setting of students during the following school year.
Morocco	Yes	Grades 6, 9, 11/12	No policy
Netherlands	Yes	Grade 6, end of secondary school	No policy
New Zealand	Yes	Years 11-13	No policy
Northern Ireland	Yes	Years 12, 13, 14	No policy
Norway (5)	Yes	Grades 10-13	No policy
Oman	Yes	Grades 5-11, 12	No policy
Poland	-	-	-
<sup>1</sup> Portugal	Yes	Grades 4, 6, 9, 11/12	No policy
Qatar	Yes	Grades 3, 6, 9, 12	No policy
Russian Federation	Yes	Grades 9, 11	No policy
Saudi Arabia	Yes	Grades 7-12	Level from 7-12. Age from 12-18.
Singapore	Yes	Grades 6, 10, 12	In 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), end of secondary school	No policy
Slovenia	Yes	Grades 6, 9	No policy
South Africa	Yes	Grade 12	Public schools are not allowed to stream children. All classes are supposed to be mixed ability, inclusive environments. Streaming is regarded as discriminatory in nature even for language classes with first and second language speakers as language and race are intricately related in South Africa. In private schools, streaming of children often takes place for higher and lower ability groups in subjects such as mathematics and language.
Spain	Yes	Grade 12	No policy
Sweden	No	n/a	No policy
Trinidad and Tobago	Yes	Grade 5, age 16	No policy
United Arab Emirates	Yes	Grade 12	After Grade 9 students will be directed to either the advanced track or the public track. This depends on the academic level of the students' performance in math and science for Grade 9. It also relies on the UAENAP results of Grades 7 and 9 in addition to the student's will.
United States	Varies by state	Varies by state. Some states use grade 3-8 tests for promotion decisions or require exit examinations at the end of secondary school.	Varies by state and district

<sup>1</sup> The high stakes exams at grades 4 and 6 were revoked during the 2015/2016 school year.

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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
<b>Benchmarking Participants—Responses Pertain to Benchmarking Provinces/Regions/Emirates/States</b>			
Buenos Aires, Argentina	No	n/a	No policy
Ontario, Canada	Yes	Grade 10	No policy
Quebec, Canada	Yes	End of secondary school	No policy
Denmark (3)	Yes	Grades 9, 12	No policy
Norway (4)	Yes	Grades 10-13	No policy
Moscow City, Russian Fed.	Yes	Grades 9, 11	Moscow has a policy on using student achievement to assign students to profile classes where in-depth study of individual subjects are carried out.
Eng/Afr/Zulu - RSA (5)	Yes	Grade 12	Public schools are not allowed to stream children. All classes are supposed to be mixed ability, inclusive environments. Streaming is regarded as discriminatory in nature even for language classes with first and second language speakers as language and race are intricately related in South Africa. In private schools, streaming of children often takes place for higher and lower ability groups in subjects such as mathematics and language.
Andalusia, Spain	Yes	Grade 12	No policy
Madrid, Spain	Yes	Grade 12	No policy
Abu Dhabi, United Arab Emirates	Yes	Grades 6-11, 12	No policy
Dubai, United Arab Emirates	Yes	Varies by curriculum	Policies vary depending upon the curriculum students follow.

SOURCE: IEA's Progress in International Reading Literacy Study—PIRLS 2016