

## Annex D. Comparative indicators on evaluation and assessment

|  | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|--|----------|------------------------------|------------------------------|
| <b>EDUCATIONAL ATTAINMENT</b> Source: Education at a Glance (OECD, 2010a) <sup>3</sup>   |          |                              |                              |
| <b>% of population that has attained at least upper secondary education, by age group</b><br>(excluding ISCED 3C short programmes) <sup>4</sup> (2008)   |          |                              |                              |
| Ages 25-64   | 28       | 71                           | 30/30                        |
| Ages 25-34   | 47       | 80                           | 28/30                        |
| Ages 35-44   | 29       | 75                           | 29/30                        |
| Ages 45-54   | 20       | 68                           | 30/30                        |
| Ages 55-64   | 13       | 58                           | 30/30                        |
| <b>% of population that has attained tertiary education, by age group (2008)</b>   |          |                              |                              |
| Ages 25-64   | 14       | 28                           | =28/31                       |
| Ages 25-34   | 23       | 35                           | 25/31                        |
| Ages 35-44   | 15       | 29                           | =27/31                       |
| Ages 45-54   | 10       | 25                           | =30/31                       |
| Ages 55-64   | 8        | 20                           | 31/31                        |
| <b>Upper secondary graduation rates (2008)</b>   |          |                              |                              |
| % of upper secondary graduates (first-time graduation) to the population at the typical age of graduation  | 63       | 80                           | 24/26                        |
| <b>STUDENT PERFORMANCE</b>   |          |                              |                              |
| <b>Mean performance in PISA (Programme for International Student Assessment)</b><br>(15-year-olds) (2009) Source: PISA Results (OECD, 2010d) <sup>3</sup>  |          |                              |                              |
| Reading literacy   | 489      | 493                          | 22/34                        |
| Mathematics literacy   | 487      | 496                          | =25/34                       |
| Science literacy   | 493      | 501                          | 25/34                        |
| <b>SCHOOL SYSTEM EXPENDITURE</b> Source: Education at a Glance (OECD, 2010a) <sup>3</sup>  |          |                              |                              |
| <b>Expenditure on primary, secondary and post-secondary non-tertiary institutions as a % of GDP, from public and private sources</b>   |          |                              |                              |
| 1995   | 3.6      | ~                            | =13/26                       |
| 2000   | 3.9      | ~                            | =8/29                        |
| 2007   | 3.5      | 3.6                          | =17/29                       |
| <b>Public expenditure on primary, secondary and post-secondary non-tertiary education as a % of total public expenditure (2008)<sup>5, 6</sup></b>   | 7.8      | 9.0                          | =19/29                       |
| <b>Total expenditure on primary, secondary and post-secondary non-tertiary education from public sources (2007) (%)</b>  | 99.9     | 90.3                         | 2/25                         |
| <b>Annual expenditure per student by educational institutions, (2007) (US\$)<sup>6, 7</sup></b>  |          |                              |                              |
| Primary  | 5011     | 6741                         | 21/28                        |
| Lower secondary  | 6497     | 7598                         | 19/26                        |
| Upper secondary  | 7243     | 8746                         | 19/26                        |
| All secondary  | 6833     | 8267                         | 22/28                        |
| <b>Change in expenditure per student by educational institutions, primary, secondary and post-secondary non-tertiary education, index of change between 1995, 2000 and 2007 (2000 = 100)<sup>6</sup></b> |          |                              |                              |
| 1995   | 72       | 88                           | 19/22                        |
| 2007   | 109      | 125                          | 20/27                        |
| <b>Current expenditure – composition, primary, secondary and post-secondary non-tertiary education (2007)<sup>6, 8</sup></b>   |          |                              |                              |
| Compensation of teachers   | 81.5     | 63.8                         | 1/20                         |
| Compensation of other staff  | 11.6     | 14.9                         | 14/20                        |
| Compensation of all staff  | 93.1     | 79.2                         | 1/28                         |
| Other current expenditure  | 6.9      | 20.8                         | 28/28                        |

|   | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|---|----------|------------------------------|------------------------------|
| <b>SCHOOL STAFF NUMBERS</b>   |          |                              |                              |
| <b>Ratio of students to teaching staff (2008)<sup>9</sup></b>   |          |                              |                              |
| Primary   | 11.3     | 16.4                         | 23/27                        |
| Lower Secondary   | 8.1      | 13.7                         | =23/24                       |
| Upper Secondary   | 7.3      | 13.5                         | 24/24                        |
| All Secondary   | 7.7      | 13.7                         | 29/29                        |
| <b>CHARACTERISTICS OF THE TEACHER WORKFORCE</b><br>(lower secondary education, 2007/08) Source: TALIS (OECD, 2009b) <sup>10</sup> |          |                              |                              |
| <b>Age distribution of teachers</b>   |          |                              |                              |
| Teachers aged under 25 years  | 0.5      | 3.0                          | =20/23                       |
| Teachers aged 25-29 years   | 7.4      | 12.1                         | 17/23                        |
| Teachers aged 30-39 years   | 40.0     | 28.0                         | 2/23                         |
| Teachers aged 40-49 years   | 36.3     | 29.6                         | 5/23                         |
| Teachers aged 50-59 years   | 14.2     | 23.5                         | 19/23                        |
| Teachers aged 60 years and more   | 1.7      | 3.9                          | 14/23                        |
| <b>Gender distribution of teachers (% of females)</b>   | 70.7     | 69.3                         | 10/23                        |
| <b>Teachers' educational attainment</b>   |          |                              |                              |
| % of teachers who completed an ISCED 5A qualification or higher <sup>4</sup>  | 95.3     | 83.7                         | 9/23                         |
| <b>Employment status of teachers</b>  |          |                              |                              |
| % of teachers permanently employed  | 67.6     | 84.5                         | 23/23                        |
| <b>TEACHER SALARIES</b> in public institutions, Source: Education at a Glance (OECD, 2010a) <sup>3</sup>                          |          |                              |                              |
| <b>Annual teacher salaries (2008)<sup>7</sup></b>   |          |                              |                              |
| Primary – starting salary (US\$)  | 21677    | 28949                        | 25/29                        |
| Primary – 15 years experience (US\$)  | 35486    | 39426                        | 20/29                        |
| Primary – top of scale (US\$)   | 55654    | 48022                        | 8/29                         |
| Primary – ratio of salary after 15 years experience to GDP per capita   | 1.55     | 1.16                         | =2/29                        |
| Lower secondary – starting salary (US\$)  | 21677    | 30750                        | 25/29                        |
| Lower secondary – 15 years experience (US\$)  | 35486    | 41927                        | 20/29                        |
| Lower secondary – top of scale (US\$)   | 55654    | 50649                        | 10/29                        |
| Lower secondary – ratio of salary after 15 years experience to GDP per capita   | 1.55     | 1.22                         | 4/29                         |
| Upper secondary – starting salary (US\$)  | 21677    | 32563                        | 25/28                        |
| Upper secondary – 15 years experience (US\$)  | 35486    | 45850                        | 21/28                        |
| Upper secondary – top of scale (US\$)   | 55654    | 54717                        | 13/28                        |
| Upper secondary – ratio of salary after 15 years experience to GDP per capita   | 1.55     | 1.29                         | 6/28                         |
| <b>Number of years from starting to top salary</b> (lower secondary education) (2008)   | 31       | 24                           | 10/27                        |
| <b>Decisions on payments for teachers in public schools (2008)<sup>11</sup></b>   |          |                              |                              |
| 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  | ●        | ●29 ■9 Δ8                    |                              |
| Management responsibilities in addition to teaching duties  | ■        | ●12 ■18 Δ7                   |                              |
| Teaching more classes or hours than required by full-time contract  | Δ        | ●2 ■10 Δ17                   |                              |
| Special tasks (career guidance or counselling)  | ■        | ●4 ■13 Δ11                   |                              |
| Teaching in a disadvantaged, remote or high cost area (location allowance)  | -        | ●9 ■18 Δ4                    |                              |
| Special activities (e.g. sports and drama clubs, homework clubs, summer schools etc.)   | -        | ●1 ■8 Δ12                    |                              |
| Teaching students with special educational needs (in regular schools)   | ●        | ●9 ■11 Δ5                    |                              |
| Teaching courses in a particular field  |          | ●5 ■8 Δ4                     |                              |
| Holding an initial educational qualification higher than the minimum qualification required to enter the teaching profession      | ●        | ●18 ■9 Δ5                    |                              |
| Holding a higher than minimum level of teacher certification or training obtained during professional life                        | ●        | ●15 ■11 Δ3                   |                              |
| Outstanding performance in teaching   | -        | ●5 ■9 Δ8                     |                              |
| Successful completion of professional development activities  | ●        | ●10 ■7 Δ4                    |                              |
| Reaching high scores in the qualification examination   | ●        | ●4 ■3 Δ3                     |                              |
| Holding an educational qualification in multiple subjects   | -        | ●3 ■4 Δ3                     |                              |
| Family status (married, number of children)   | ■        | ●2 ■8 Δ1                     |                              |
| Age (independent of years of teaching experience)   | -        | ●4 ■3 Δ1                     |                              |
| Other   | -        | ●1 ■8 Δ2                     |                              |

|   | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|---|----------|------------------------------|------------------------------|
| <b>TEACHER PROFESSIONAL DEVELOPMENT</b> (lower secondary education)   |          |                              |                              |
| Source: TALIS (OECD, 2009b) <sup>10</sup>   |          |                              |                              |
| <b>Teacher participation in professional development (2007/08)</b>  |          |                              |                              |
| % of teachers who undertook some prof. development in the previous 18 months  | 85.8     | 88.5                         | 17/23                        |
| Average days of professional development across all teachers  | 18.5     | 15.3                         | 7/23                         |
| Average days of professional development among those who received some  | 21.6     | 17.3                         | 7/23                         |
| Average % of professional development days taken that were compulsory   | 35.1     | 51.0                         | 20/23                        |
| <b>Types of professional development undertaken by teachers (2007/08)</b>   |          |                              |                              |
| Courses and workshops   | 77.0     | 81.2                         | 16/23                        |
| Education conferences and seminars  | 51.6     | 48.9                         | 9/23                         |
| Qualification programmes  | 29.5     | 24.5                         | 7/23                         |
| Observation visits to other schools   | 26.4     | 27.6                         | 10/23                        |
| Professional development network  | 15.0     | 40.0                         | 23/23                        |
| Individual and collaborative research   | 47.1     | 35.4                         | 8/23                         |
| Mentoring and peer observation  | 14.6     | 34.9                         | 23/23                        |
| Reading professional literature   | 73.3     | 77.7                         | 15/23                        |
| Informal dialogue to improve teaching   | 94.2     | 92.6                         | =8/23                        |
| <b>Impact of different types of professional development undertaken by teachers (2007/08)</b>   |          |                              |                              |
| % of teachers reporting that the professional development undertaken had a moderate or high impact upon their development as a teacher  |          |                              |                              |
| Courses and workshops   | 82.8     | 80.6                         | 11/23                        |
| Education conferences and seminars  | 73.0     | 73.9                         | 16/23                        |
| Qualification programmes  | 87.0     | 87.2                         | 15/23                        |
| Observation visits to other schools   | 67.4     | 74.9                         | 19/23                        |
| Professional development network  | 80.7     | 80.2                         | 14/23                        |
| Individual and collaborative research   | 94.0     | 89.3                         | 5/23                         |
| Mentoring and peer observation  | 87.6     | 77.6                         | 4/23                         |
| Reading professional literature   | 78.9     | 82.8                         | 16/23                        |
| Informal dialogue to improve teaching   | 88.1     | 86.7                         | 10/23                        |
| <b>Teachers' high professional development needs (2007/08)</b>  |          |                              |                              |
| % of teachers indicating they have a "high level of need" for professional development in the following areas   |          |                              |                              |
| Content and performance standards   | 9.8      | 16.0                         | 15/23                        |
| Student assessment practices  | 6.9      | 15.7                         | 21/23                        |
| Classroom management  | 5.8      | 13.3                         | 19/23                        |
| Subject field   | 4.8      | 17.0                         | 21/23                        |
| Instructional practices   | 7.7      | 17.1                         | 18/23                        |
| ICT teaching skills   | 24.2     | 24.7                         | 12/23                        |
| Teaching special learning needs students  | 50.0     | 31.3                         | 2/23                         |
| Student discipline and behaviour problems   | 17.4     | 21.4                         | 15/23                        |
| School management and administration  | 18.2     | 9.7                          | 3/23                         |
| Teaching in a multicultural setting   | 17.0     | 13.9                         | 7/23                         |
| Student counselling   | 8.5      | 16.7                         | 18/23                        |
| <b>TEACHER PERCEPTION OF SELF-EFFICACY</b>  |          |                              |                              |
| (lower secondary education) Source: TALIS (OECD, 2009b) <sup>10</sup>   |          |                              |                              |
| % of teachers who "strongly agree" or "agree" with the statement "Teachers feel that they are making a significant educational difference" (2007/08)  | 89.8     | 92.3                         | 17/23                        |
| % of teachers who "strongly agree" or "agree" with the statement "Teachers feel that when they try really hard, they can make progress with even the most difficult and unmotivated students" (2007/08) | 65.0     | 82.7                         | 23/23                        |
| <b>SYSTEM EVALUATION</b>  |          |                              |                              |
| <b>Examination regulations, public schools only (2008)</b> Source: Education at a Glance (OECD, 2010a) <sup>3,12</sup>  |          |                              |                              |
| Primary education (Yes/No)  |          |                              |                              |
| A standard curriculum or partially standardised curriculum is required  | Yes      | 27/29                        |                              |
| Mandatory national examination is required <sup>13</sup>  | No       | 4/29                         |                              |
| Mandatory national assessment is required <sup>14</sup>   | Yes      | 19/29                        |                              |
| Lower secondary education (Yes/No)  |          |                              |                              |
| A standard curriculum or partially standardised curriculum is required  | Yes      | 27/29                        |                              |
| Mandatory national examination is required  | Yes      | 10/28                        |                              |
| Mandatory national assessment is required   | No       | 18/29                        |                              |

|  | Portugal | Country average <sup>1</sup>    | Portugal's rank <sup>2</sup>      |
|--|----------|---------------------------------|-----------------------------------|
| <b>Potential subjects of assessment at national examinations<sup>13</sup></b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3,12</sup>                  |          |                                 |                                   |
| National examinations exist (Yes/No)   | Yes      | 8/25                            |                                   |
| Mathematics  | Yes      | 9/9                             |                                   |
| Science  | No       | 7/9                             |                                   |
| National language or language of instruction   | Yes      | 9/9                             |                                   |
| Other subjects   | No       | 8/9                             |                                   |
| Compulsory for schools to administer national examinations (Yes/No)  | Yes      | 7/9                             |                                   |
| Year/Grade of national examination   | 9        | 9.2                             |                                   |
| <b>Potential subjects of assessment at national periodical assessments<sup>14</sup></b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3,12</sup>        |          |                                 |                                   |
| National periodical assessments (Yes/No)   | No       | 14/25                           |                                   |
| Mathematics  | a        | 12/13                           |                                   |
| Science  | a        | 5/13                            |                                   |
| National language or language of instruction   | a        | 12/13                           |                                   |
| Other subjects   | a        | 6/12                            |                                   |
| Compulsory for school to administer national assessment (Yes/No)   | a        | 10/13                           |                                   |
| Year/Grade of national assessment  | a        |                                 |                                   |
| <b>Possible influence of national examinations</b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3</sup> None/Low/Moderate/High <sup>15</sup>           |          |                                 |                                   |
| Performance feedback to the school   | None     | None:2 Low:1 Moderate:1 High:3  |                                   |
| Performance appraisal of the school management   | None     | None:4 Low:1 Moderate:1 High:1  |                                   |
| Performance appraisal of individual teachers   | None     | None:4 Low:2 Moderate:0 High:1  |                                   |
| The school budget  | None     | None:7 Low:1 Moderate:0 High:0  |                                   |
| The provision of another financial reward or sanction  | None     | None:7 Low:1 Moderate:0 High:0  |                                   |
| The assistance provided to teachers to improve their teaching skills   | None     | None:3 Low:0 Moderate:3 High:0  |                                   |
| Remuneration and bonuses received by teachers  | None     | None:7 Low:0 Moderate:0 High:0  |                                   |
| Likelihood of school closure   | None     | None:7 Low:0 Moderate:1 High:0  |                                   |
| Publication of results (Yes/No) <sup>12</sup>  | Yes      | 9/10                            |                                   |
| Publication of tables that compare school performance (Yes/No)   | No       | 2/10                            |                                   |
| <b>Possible influence of national periodical assessments</b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3</sup> None/Low/Moderate/High <sup>15</sup> |          |                                 |                                   |
| Performance feedback to the school   | a        | None:4 Low:1 Moderate:2 High:3  |                                   |
| Performance appraisal of the school management   | a        | None:6 Low:2 Moderate:1 High:0  |                                   |
| Performance appraisal of individual teachers   | a        | None:8 Low:1 Moderate:0 High:0  |                                   |
| The school budget  | a        | None:8 Low:1 Moderate:0 High:0  |                                   |
| The provision of another financial reward or sanction  | a        | None:9 Low:0 Moderate:0 High:0  |                                   |
| The assistance provided to teachers to improve their teaching skills   | a        | None:5 Low:1 Moderate:3 High:0  |                                   |
| Remuneration and bonuses received by teachers  | a        | None:9 Low:1 Moderate:0 High:0  |                                   |
| Likelihood of school closure   | a        | None:9 Low:0 Moderate:0 High:1  |                                   |
| Publication of results (Yes/No) <sup>12</sup>  | a        | 7/12                            |                                   |
| Publication of tables that compare school performance (Yes/No)   | a        | 2/12                            |                                   |
| <b>Existence of national tests</b> (2008/09) Source: Eurydice (2009) <sup>16</sup>   |          |                                 |                                   |
| <b>Number of national tests</b> (2008/09) (primary and lower secondary education) Source: Eurydice, (2009) <sup>16</sup>   | Yes      | 30/35                           |                                   |
| Compulsory tests   | 3        | 2.7                             | =4/22                             |
| Sample tests   | -        | 2.3                             | -                                 |
| Optional tests <sup>17</sup>   | -        | 2.3                             | -                                 |
| Years of testing   | 4,6,9    |                                 |                                   |
| Number of subjects covered in national tests <sup>18</sup>   | 2        | 2 subjects:14<br>3+ subjects:13 | 3 subjects:11<br>Does not apply:5 |
| <b>Main aims of nationally standardised tests</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>12,16</sup> (Yes/No)  |          |                                 |                                   |
| Taking decisions about the school career of pupils   | Yes      | 17/30                           |                                   |
| Monitoring schools and/or the education system   | Yes      | 21/30                           |                                   |
| Identifying individual learning needs  | No       | 12/30                           |                                   |
| <b>Bodies responsible for setting national tests</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>11,16</sup>  |          |                                 |                                   |
| ● 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  | -        | ●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   | -        | ●11 ■16 Δ5                      |                                   |
| A private body or university department  | -        | ●4 ■4 Δ5                        |                                   |

|   | Portugal       | Country average <sup>1</sup>              | Portugal's rank <sup>2</sup>                         |
|---|----------------|---|--|
| <b>People in charge of administering national tests</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>11,16</sup>  |                |   |  |
| ●Tests for taking decisions about the school career of pupils/■Tests for other purposes/ΔNo national tests  | -              | ●10 ■15 Δ5                                |  |
| Class teachers  | -              | ●1 ■3 Δ5                                  |  |
| Class teachers + external people  | ●■             | ●3 ■3 Δ5                                  |  |
| Other teachers from the same school   | -              | ●1 ■4 Δ5                                  |  |
| Other teachers from the same school + external people   | -              | ●3 ■5 Δ5                                  |  |
| External people alone   | -              |   |  |
| <b>Persons in charge of marking national tests</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>11,16</sup>   |                |   |  |
| ●Tests for taking decisions about the school career of pupils/■Tests for other purposes/ΔNo national tests  | -              | ●7 ■10 Δ5                                 |  |
| Class teachers  | -              | ●4 ■2 Δ5                                  |  |
| Class teachers + external people  | -              | ●1 ■3 Δ5                                  |  |
| Other teachers from the same school   | -              | ●0 ■1 Δ5                                  |  |
| Other teachers from the same school + external persons  | ●■             | ●8 ■16 Δ5                                 |  |
| External persons alone  |                |   |  |
| <b>Standardisation of test questions</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>12,16</sup> (Yes/No)  |                |   |  |
| Questions are the same for all pupils taking one national test  | Yes            | 19/30                                     |  |
| Questions are not the same for all pupils taking one national test  | No             | 8/30                                      |  |
| Whether test questions are standardised or not varies depending on type of test   | No             | 2/30                                      |  |
| Data not available  | No             | 1/30                                      |  |
| <b>Use of ICT in national testing</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>12,16</sup> (Yes/No)   |                |   |  |
| ICT is currently used in national tests   | No             | 11/30                                     |  |
| Use of ICT for on-screen testing  | No             | 3/30                                      |  |
| Use of ICT for marking tests  | No             | 8/30                                      |  |
| <b>Participation of students with special educational needs (SEN) in national testing</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>12,16</sup> (Yes/No) |                |   |  |
| Pupils with SEN may take part in national testing   | Yes            | 27/30                                     |  |
| Participation in national testing for pupils with SEN is compulsory   | Yes            | 12/30                                     |  |
| Participation in national testing for pupils with SEN is optional   | No             | 9/30                                      |  |
| Participation varies depending on type of test, level of education or type of school  | No             | 5/30                                      |  |
| Data not available  | No             | 1/30                                      |  |
| <b>Communication of the results of national tests to local authorities</b> (2008/09) (primary and lower secondary education) Source: Eurydice (2009) <sup>12,16</sup> (Yes/No)                |                |   |  |
| Local authorities have access to aggregated results for their own area  | No             | 17/30                                     |  |
| <b>Use of achievement data for accountability</b> (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c) <sup>3</sup>                                       |                |   |  |
| % of students in schools where the principal reported that achievement data is used in the following procedures   |                |   |  |
| Posted publicly   | 30.1           | 36.4                                      | 22/33  |
| Used in evaluation of the principal's performance   | 11.7           | 35.5                                      | 28/33  |
| Used in evaluation of teachers' performance   | 17.1           | 44.2                                      | 29/33  |
| Used in decisions about instructional resource allocation to the school   | 54.2           | 32.2                                      | 8/33   |
| Tracked over time by an administrative authority  | 66.3           | 65.2                                      | 19/33  |
| <b>SCHOOL EVALUATION</b>  |                |   |  |
| <b>Requirements for school evaluations by an inspectorate</b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3</sup>                                      |                |   |  |
| None/1 per 3+ years/1 per 3 years/1 per 2 years/1 per year/1+ per year  | 1 per 3+ years | None:4<br>1 per 3 years:6<br>1 per year:1 | 1 per 3+ years:5<br>1 per 2 years:0<br>1+ per year:1 |
| <b>Possible influence of school evaluation by an inspectorate</b> (lower secondary education) (2006) Source: Education at a Glance (OECD, 2008) <sup>3</sup>                                  |                |   |  |
| None/Low/Moderate/High <sup>15</sup>  |                |   |  |
| Influence on performance feedback   |                |   |  |
| Performance feedback to the school  | High           | None:0 Low:1 Moderate:1 High:10           |  |
| Performance appraisal of the school management  | High           | None:0 Low:2 Moderate:3 High:7            |  |
| Performance appraisal of individual teachers  | a              | None:1 Low:5 Moderate:2 High:3            |  |
| Financial and other implications  |                |   |  |
| The school budget   | a              | None:5 Low:2 Moderate:2 High:1            |  |
| The provision of another financial reward or sanction   | a              | None:4 Low:4 Moderate:0 High:1            |  |

|   | Portugal    | Country average <sup>1</sup>    | Portugal's rank <sup>2</sup>     |
|---|-------------|---------------------------------|----------------------------------|
| The assistance provided to teachers to improve their teaching skills  | Moderate    | None:1 Low:2                    | Moderate:6 High:2                |
| Remuneration and bonuses received by teachers   | None        | None:6 Low:1                    | Moderate:2 High:0                |
| Likelihood of school closure  | a           | None:2 Low:3                    | Moderate:2 High:2                |
| Publication of results (Yes/No) <sup>12</sup>   | Yes         | 11/13                           |                                  |
| Publication of tables that compare school performance (Yes/No)  | No          | 1/12                            |                                  |
| <b>Requirements for school self-evaluations</b> (lower secondary education) (2006)  |             |                                 |                                  |
| Source: Education at a Glance (OECD, 2008) <sup>3</sup>   |             | None:6                          | 1 per 3+ years:1                 |
| None/1 per 3+ years/1 per 3 years/1 per 2 years/1 per year/1+ per year  | 1+ per year | 1 per 3 years:1<br>1 per year:8 | 1 per 2 years:0<br>1+ per year:3 |
| <b>Possible influence of school self-evaluations</b> (lower secondary education) (2006)   |             |                                 |                                  |
| Source: Education at a Glance (OECD, 2008) <sup>3</sup>   |             |                                 |                                  |
| None/Low/Moderate/High <sup>15</sup>  |             |                                 |                                  |
| Influence on performance feedback   |             |                                 |                                  |
| Performance feedback to the school  | None        | None:1 Low:2                    | Moderate:1 High:8                |
| Performance appraisal of the school management  | None        | None:2 Low:2                    | Moderate:4 High:4                |
| Performance appraisal of individual teachers  | None        | None:4 Low:4                    | Moderate:2 High:2                |
| Financial and other implications  |             |                                 |                                  |
| The school budget   | None        | None:5 Low:2                    | Moderate:2 High:1                |
| The provision of another financial reward or sanction   | None        | None:4 Low:4                    | Moderate:1 High:0                |
| The assistance provided to teachers to improve their teaching skills  | None        | None:3 Low:2                    | Moderate:1 High:5                |
| Remuneration and bonuses received by teachers   | None        | None:5 Low:3                    | Moderate:0 High:1                |
| Likelihood of school closure  | None        | None:8 Low:0                    | Moderate:1 High:0                |
| Publication of results (Yes/No) <sup>12</sup>   | No          | 4/14                            |                                  |
| Publication of tables that compare school performance (Yes/No)  | No          | 1/14                            |                                  |
| <b>Frequency and type of school evaluations</b> (lower secondary education) (2007/08)   |             |                                 |                                  |
| Source: TALIS (OECD, 2009b) <sup>10</sup>   |             |                                 |                                  |
| % of teachers working in schools where school evaluations were conducted with the following frequency over the last five years  |             |                                 |                                  |
| Frequency of school self-evaluation   |             |                                 |                                  |
| Never   | 47.9        | 20.2                            | 2/23                             |
| Once  | 19.3        | 16.2                            | 7/23                             |
| 2-4 times   | 13.3        | 18.3                            | 18/23                            |
| Once per year   | 13.0        | 34.9                            | 20/23                            |
| More than once per year   | 6.4         | 10.3                            | 14/23                            |
| Frequency of external evaluation  |             |                                 |                                  |
| Never   | 49.1        | 30.4                            | 6/23                             |
| Once  | 29.9        | 30.8                            | 12/23                            |
| 2-4 times   | 18.2        | 20.5                            | 15/23                            |
| Once per year   | 2.1         | 11.4                            | 19/23                            |
| More than once per year   | 0.6         | 7.0                             | 20/23                            |
| No school evaluation from any source  | 32.8        | 13.8                            | 3/23                             |
| <b>Criteria of school evaluations</b> (lower secondary education) (2007/08)   |             |                                 |                                  |
| Source: TALIS (OECD, 2009b) <sup>10</sup>   |             |                                 |                                  |
| % of teachers whose school principal reported that the following criteria were considered with high or moderate importance in school self-evaluations or external evaluations |             |                                 |                                  |
| Student test scores   | 65.9        | 76.2                            | 17/23                            |
| Retention and pass rates of students  | 94.2        | 70.8                            | 2/23                             |
| Other student learning outcomes   | 85.2        | 78.9                            | 6/23                             |
| Student feedback on the teaching they receive   | 73.5        | 72.7                            | 10/23                            |
| Feedback from parents   | 78.3        | 77.3                            | 13/23                            |
| How well teachers work with the principal and their colleagues  | 79.8        | 83.7                            | 17/23                            |
| Direct appraisal of classroom teaching  | 40.8        | 71.1                            | 22/23                            |
| Innovative teaching practices   | 71.8        | 76.7                            | 18/23                            |
| Relations between teachers and students   | 88.7        | 87.1                            | 11/23                            |
| Professional development undertaken by teachers   | 72.7        | 81.5                            | 20/23                            |
| Teachers' classroom management  | 72.5        | 80.7                            | 17/23                            |
| Teachers' knowledge and understanding of their main subject field(s)  | 75.4        | 78.2                            | 17/23                            |
| Teachers' knowledge and understanding of instructional practices in their main subject field(s)   | 78.4        | 77.5                            | 16/23                            |
| Teaching of students with special learning needs  | 80.7        | 77.2                            | 11/23                            |
| Student discipline and behaviour  | 80.4        | 83.6                            | 16/23                            |
| Teaching in a multicultural setting   | 57.9        | 52.9                            | 8/23                             |
| Extra-curricular activities with students (e.g. school plays and performances, sporting activities)   | 83.3        | 74.5                            | 10/23                            |

|  | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|--|----------|------------------------------|------------------------------|
| <b>Impacts of school evaluations upon schools (lower secondary education) (2007/08)</b>  |          |                              |                              |
| Source: TALIS (OECD, 2009b) <sup>10</sup>  |          |                              |                              |
| % of teachers whose school principal reported that school evaluations (external or self-evaluation) had a high or moderate level of influence on the following       |          |                              |                              |
| Level of school budget or its distribution within schools  | 35.8     | 38.0                         | 11/23                        |
| Performance feedback to the school   | 91.6     | 81.3                         | 5/23                         |
| Performance appraisal of the school management   | 91.1     | 78.7                         | 3/23                         |
| Performance appraisal of teachers  | 57.3     | 71.1                         | 19/23                        |
| Assistance provided to teachers to improve their teaching  | 55.1     | 70.3                         | 19/23                        |
| Teachers' remuneration and bonuses   | 2.6      | 26.1                         | =21/23                       |
| <b>Publication of school evaluations (lower secondary education) (2007/08) Source:</b>   |          |                              |                              |
| TALIS (OECD, 2009b) <sup>10</sup>  |          |                              |                              |
| % of teachers in schools where school evaluation results were :  |          |                              |                              |
| Published; or  | 63.2     | 55.3                         | 11/23                        |
| Used in school performance tables  | 23.5     | 28.7                         | 15/23                        |
| <b>Use of student test results in school evaluation (2008/09) (primary and lower secondary education) Source: Eurydice (2009)<sup>12,16</sup> (Yes/No)</b>           |          |                              |                              |
| Test results may be used for evaluation  | Yes      | 15/30                        |                              |
| Test results used for external evaluation  | No       | 5/30                         |                              |
| Recommendations or support tools for the use of results during internal evaluation   | No       | 7/30                         |                              |
| Use varies depending on type of test, level of education or type of school   | Yes      | 3/30                         |                              |
| <b>Publication of individual school results in national tests (2008/09) (primary and lower secondary education) Source: Eurydice (2009)<sup>12,16</sup> (Yes/No)</b> |          |                              |                              |
| Individual school results may be published   | No       | 10/30                        |                              |
| Publication organised, or required of schools, by central/local governments  | No       | 9/30                         |                              |
| Publication at the discretion of schools   | No       | 1/30                         |                              |
| <b>Accountability to parents (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>                                |          |                              |                              |
| % of students in schools where principals reported that their school provides parents with information on:   |          |                              |                              |
| This child's academic performance relative to other students in the school   | 36.5     | 46.1                         | 21/32                        |
| This child's academic performance relative to national or regional benchmarks  | 41.7     | 46.8                         | 17/33                        |
| This child's academic performance of students as a group relative to students in the same grade in other schools   | 11.5     | 23.1                         | 24/33                        |
| <b>TEACHER APPRAISAL</b>   |          |                              |                              |
| <b>Frequency and source of teacher appraisal and feedback (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b)<sup>10</sup></b>                         |          |                              |                              |
| % of teachers who reported having received appraisal and/or feedback on their work with the following frequency from the following sources                           |          |                              |                              |
| Feedback received from the principal   |          |                              |                              |
| Never  | 38.8     | 22.0                         | 4/23                         |
| Less than once every two years   | 8.4      | 9.2                          | 9/23                         |
| Once every two years   | 2.5      | 4.5                          | 17/23                        |
| Once per year  | 16.8     | 22.8                         | 18/23                        |
| Twice per year   | 6.7      | 12.3                         | 22/23                        |
| 3 or more times per year   | 16.8     | 17.1                         | 11/23                        |
| Monthly  | 4.5      | 6.6                          | =13/23                       |
| More than once per month   | 5.4      | 5.4                          | 11/23                        |
| Feedback received from other teachers or members of the school management team   |          |                              |                              |
| Never  | 31.4     | 28.6                         | 8/23                         |
| Less than once every two years   | 5.1      | 6.9                          | 15/23                        |
| Once every two years   | 1.6      | 2.6                          | =20/23                       |
| Once per year  | 9.5      | 13.3                         | 18/23                        |
| Twice per year   | 6.3      | 9.7                          | 20/23                        |
| 3 or more times per year   | 23.5     | 19.3                         | 6/23                         |
| Monthly  | 11.0     | 10.4                         | 9/23                         |
| More than once per month   | 11.6     | 9.1                          | 6/23                         |
| Feedback received from an external individual or body (e.g. external inspector)  |          |                              |                              |
| Never  | 84.0     | 50.7                         | 2/23                         |
| Less than once every two years   | 7.7      | 19.0                         | 19/23                        |
| Once every two years   | 2.0      | 5.4                          | 19/23                        |
| Once per year  | 4.2      | 13.2                         | 22/23                        |
| Twice per year   | 0.9      | 5.4                          | =22/23                       |
| 3 or more times per year   | 0.9      | 4.3                          | 22/23                        |
| Monthly  | 0.2      | 1.2                          | 23/23                        |
| More than once per month   | 0.1      | 0.8                          | 23/23                        |

|  | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|--|----------|------------------------------|------------------------------|
| <b>Criteria for teacher appraisal and feedback (lower secondary education) (2007/08)</b>   |          |                              |                              |
| Source: TALIS (OECD, 2009b) <sup>10</sup>  |          |                              |                              |
| % of teachers who reported that the following criteria were considered with high or moderate importance in the appraisal and/or feedback they received                     |          |                              |                              |
| Student test scores  | 64.4     | 65.0                         | 12/23                        |
| Retention and pass rates of students   | 75.2     | 56.2                         | 3/23                         |
| Other student learning outcomes  | 71.0     | 68.4                         | 11/23                        |
| Student feedback on the teaching they receive  | 82.7     | 72.8                         | 6/23                         |
| Feedback from parents  | 73.3     | 69.1                         | 8/23                         |
| How well they work with the principal and their colleagues   | 80.5     | 77.5                         | 6/23                         |
| Direct appraisal of classroom teaching   | 55.3     | 73.5                         | 20/23                        |
| Innovative teaching practices  | 69.4     | 70.7                         | 13/23                        |
| Relations with students  | 90.9     | 85.2                         | 5/23                         |
| Professional development undertaken  | 66.4     | 64.5                         | 10/23                        |
| Classroom management   | 76.4     | 79.7                         | 14/23                        |
| Knowledge and understanding of their main subject field(s)   | 78.6     | 80.0                         | 13/23                        |
| Knowledge and understanding of instructional practices in their main subject field(s)  | 78.9     | 78.2                         | 13/23                        |
| Teaching of students with special learning needs   | 58.2     | 57.2                         | 11/23                        |
| Student discipline and behaviour   | 80.2     | 78.2                         | 11/23                        |
| Teaching in a multicultural setting  | 47.9     | 45.0                         | 10/23                        |
| Extra-curricular activities with students (e.g. school performances, sporting activities)  | 72.9     | 62.3                         | 8/23                         |
| <b>Outcomes of teacher appraisal and feedback (lower secondary education) (2007/08)</b>  |          |                              |                              |
| Source: TALIS (OECD, 2009b) <sup>10</sup>  |          |                              |                              |
| % of teachers who reported that the appraisal and/or feedback they received let to a modest or large change in the following aspects of their work and careers             |          |                              |                              |
| A change in salary   | 1.7      | 9.1                          | =20/23                       |
| A financial bonus or another kind of monetary reward   | 0.6      | 11.1                         | 22/23                        |
| A change in the likelihood of career advancement   | 6.2      | 16.2                         | 19/23                        |
| Public recognition from the principal and/or their colleagues  | 26.3     | 36.4                         | 15/23                        |
| Opportunities for professional development activities  | 11.3     | 23.7                         | 20/23                        |
| Changes in work responsibilities that make the job more attractive   | 25.3     | 26.7                         | 9/23                         |
| A role in school development initiatives (e.g. curriculum development group)   | 25.3     | 29.6                         | 12/23                        |
| <b>Actions undertaken following the identification of a weakness in a teacher appraisal (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b)<sup>10</sup></b> |          |                              |                              |
| % of teachers whose school principal reported that the following occurs if an appraisal of teachers' work identifies a specific weakness                                   |          |                              |                              |
| The principal ensures that the outcome is reported to the teacher  |          |                              |                              |
| Never  | 0.5      | 2.6                          | =12/23                       |
| Sometimes  | 14.5     | 9.5                          | 4/23                         |
| Most of the time   | 24.5     | 25.8                         | 14/23                        |
| Always   | 60.6     | 62.1                         | 13/23                        |
| The principal ensures that measures to remedy the weakness in their teaching are discussed with the teacher  |          |                              |                              |
| Never  | 0.0      | 1.0                          | =11/23                       |
| Sometimes  | 16.9     | 9.4                          | 4/23                         |
| Most of the time   | 26.0     | 30.7                         | 15/23                        |
| Always   | 57.1     | 58.9                         | 15/23                        |
| The principal, or others in the school, establishes a development or training plan for the teacher to address the weakness in their teaching                               |          |                              |                              |
| Never  | 13.6     | 10.5                         | 7/23                         |
| Sometimes  | 29.4     | 33.0                         | 16/23                        |
| Most of the time   | 35.6     | 35.9                         | 10/23                        |
| Always   | 21.3     | 20.6                         | 9/23                         |
| The principal, or others in the school, imposes material sanctions on the teacher (e.g. reduced annual increases in pay)   |          |                              |                              |
| Never  | 98.6     | 86.0                         | 4/23                         |
| Sometimes  | 1.4      | 11.3                         | 20/23                        |
| Most of the time   | 0.0      | 1.8                          | =14/23                       |
| Always   | 0.0      | 0.9                          | =14/23                       |
| The principal, or others in the school, report the underperformance to another body to take action (e.g. governing board, local authority, school inspector)               |          |                              |                              |
| Never  | 63.8     | 51.0                         | 7/23                         |
| Sometimes  | 32.5     | 37.3                         | 15/23                        |
| Most of the time   | 1.0      | 6.8                          | =20/23                       |
| Always   | 2.7      | 4.9                          | 12/23                        |



|   | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|---|----------|------------------------------|------------------------------|
| The principal ensures that the teacher has more frequent appraisals of their work   |          |                              |                              |
| Never   | 11.6     | 9.0                          | 5/23                         |
| Sometimes   | 43.5     | 34.5                         | 6/23                         |
| Most of the time  | 34.9     | 41.3                         | 15/23                        |
| Always  | 10.0     | 15.2                         | 17/23                        |
| <b>Teacher perceptions of the appraisal and/or feedback they received</b> (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b) <sup>10</sup>           |          |                              |                              |
| % of teachers who reported the following about the appraisal and/or feedback they had received in their school  |          |                              |                              |
| Appraisal and/or feedback contained a judgement about the quality of the teacher's work   | 77.4     | 74.7                         | 10/23                        |
| Appraisal and/or feedback contained suggestions for improving certain aspects of teacher's work   | 56.1     | 58.0                         | 16/23                        |
| Appraisal and/or feedback was a fair assessment of their work as a teacher in this school   |          |                              |                              |
| Strongly disagree   | 4.2      | 4.4                          | 10/23                        |
| Disagree  | 14.4     | 12.4                         | 6/23                         |
| Agree   | 66.7     | 63.3                         | =9/23                        |
| Strongly agree  | 14.8     | 19.9                         | 17/23                        |
| Appraisal and/or feedback was helpful in the development of their work as teachers in this school   |          |                              |                              |
| Strongly disagree   | 4.8      | 5.6                          | =11/23                       |
| Disagree  | 12.7     | 15.9                         | 16/23                        |
| Agree   | 68.5     | 61.8                         | 5/23                         |
| Strongly agree  | 14.0     | 16.8                         | 15/23                        |
| <b>Teacher perceptions of the personal impact of teacher appraisal and feedback</b> (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b) <sup>10</sup> |          |                              |                              |
| % of teachers who reported the following changes following the appraisal and/or feedback they received in their school  |          |                              |                              |
| the following personal impact from appraisal and feedback   |          |                              |                              |
| Change in their job satisfaction  |          |                              |                              |
| A large decrease  | 3.9      | 2.5                          | 2/23                         |
| A small decrease  | 5.8      | 4.8                          | 7/23                         |
| No change   | 42.1     | 41.2                         | 12/23                        |
| A small increase  | 38.2     | 37.3                         | 12/23                        |
| A large increase  | 10.1     | 14.2                         | 16/23                        |
| Change in their job security  |          |                              |                              |
| A large decrease  | 2.1      | 1.5                          | 5/23                         |
| A small decrease  | 2.9      | 3.0                          | 10/23                        |
| No change   | 77.7     | 61.9                         | 4/23                         |
| A small increase  | 13.3     | 21.8                         | 18/23                        |
| A large increase  | 4.0      | 11.8                         | 22/23                        |
| <b>Impact of teacher appraisal and feedback upon teaching</b> (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b) <sup>10</sup>                       |          |                              |                              |
| % of teachers who reported that the appraisal and/or feedback they received directly led to or involved moderate or large changes in the following                  |          |                              |                              |
| Classroom management practices  | 22.4     | 37.6                         | 20/23                        |
| Knowledge or understanding of the teacher's main subject field(s)   | 18.8     | 33.9                         | 18/23                        |
| Knowledge or understanding of instructional practices   | 23.0     | 37.5                         | =16/23                       |
| A development or training plan for teachers to improve their teaching   | 26.8     | 37.4                         | 15/23                        |
| Teaching of students with special learning needs  | 21.4     | 27.2                         | 16/23                        |
| Student discipline and behaviour problems   | 26.9     | 37.2                         | =16/23                       |
| Teaching of students in a multicultural setting   | 14.7     | 21.5                         | 13/23                        |
| Emphasis placed by teachers on improving student test scores in their teaching  | 35.5     | 41.2                         | 12/23                        |
| <b>Teacher appraisal and feedback and school development</b> (lower secondary education) (2007/08) Source: TALIS (OECD, 2009b) <sup>10</sup>                        |          |                              |                              |
| % of teachers who agree or strongly agree with the following statements about aspects of appraisal and/or feedback in their school                                  |          |                              |                              |
| In this school, the school principal takes steps to alter the monetary reward of the persistently underperforming teacher   | 22.4     | 23.1                         | 12/23                        |
| In this school, the sustained poor performance of a teacher would be tolerated by the rest of the staff   | 20.0     | 33.8                         | 20/23                        |
| In this school, teachers will be dismissed because of sustained poor performance  | 27.2     | 27.9                         | 14/23                        |
| In this school, the principal uses effective methods to determine whether teachers are performing well or badly   | 57.2     | 55.4                         | 11/23                        |
| In this school, a development or training plan is established for teachers to improve their work as teachers  | 49.3     | 59.7                         | 17/23                        |

|   | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|---|----------|------------------------------|------------------------------|
| In this school, the most effective teachers receive the greatest monetary or non-monetary rewards   | 11.0     | 26.2                         | 16/23                        |
| In this school, if I improve the quality of my teaching I will receive increased monetary or non-monetary rewards   | 17.8     | 25.8                         | 13/23                        |
| In this school, if I am more innovative in my teaching I will receive increased monetary or non-monetary rewards  | 17.4     | 26.0                         | =13/23                       |
| In this school, the review of teacher's work is largely done to fulfil administrative requirements  | 47.9     | 44.3                         | 10/23                        |
| In this school, the review of teacher's work has little impact upon the way teachers teach in the classroom   | 55.3     | 49.8                         | 9/23                         |
| <b>Official methods for the individual or collective evaluation of teachers (2006/07)</b>   |          |                              |                              |
| Source: Eurydice (2008) <sup>12, 16</sup>   |          |                              |                              |
| Teacher evaluation exists   | Yes      | 30/33                        |                              |
| Teacher inspection on an individual or collective basis   | Yes      | 22/30                        |                              |
| School self-evaluation  | Yes      | 14/30                        |                              |
| Individual evaluation by school heads   | Yes      | 16/30                        |                              |
| Individual evaluation by peers  | Yes      | 5/30                         |                              |
| <b>Methods used to monitor the practice of teachers (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>          |          |                              |                              |
| % 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   | 48.5     | 58.3                         | 25/34                        |
| Teacher peer review (of lesson plans, assessment instruments, lessons)  | 78.4     | 56.3                         | 12/34                        |
| Principal or senior staff observations of lessons   | 20.3     | 68.3                         | =30/34                       |
| Observation of classes by inspectors or other persons external to the school  | 1.5      | 28.0                         | 33/34                        |
| <b>STUDENT ASSESSMENT</b>   |          |                              |                              |
| <b>The influence of test results on the school career of pupils (2008/09) (primary and lower secondary education) Source: Eurydice (2009)<sup>11, 16</sup></b>        |          |                              |                              |
| ISCED 1/ ISCED 2 <sup>4</sup>   |          |                              |                              |
| Award of certificates   | ISCED 2  | ISCED 1:2                    | ISCED 2:12                   |
| Streaming   | -        | ISCED 1:4                    | ISCED 2:2                    |
| Progression to the next stage of education  | -        | ISCED 1:1                    | ISCED 2:2                    |
| No national tests, or no impact on progression  | ISCED 1  | ISCED 1:29                   | ISCED 2:22                   |
| <b>Completion requirements for upper secondary programmes Source: Education at a Glance (OECD, 2009a)<sup>3, 11</sup></b>   |          |                              |                              |
| ● Final examination / ■ Series of examinations during programme / Δ Specified number of course hours and examination / ◆ Specified number of course hours only        |          |                              |                              |
| ISCED 3A <sup>4</sup>   | m        | ●21 ■19 Δ19 ◆3               |                              |
| ISCED 3B  | m        | ●6 ■8 Δ7 ◆0                  |                              |
| ISCED 3C  | m        | ●17 ■18 Δ17 ◆1               |                              |
| <b>Student grouping by ability (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>                               |          |                              |                              |
| % of students in schools where principals reported the following on student grouping by ability   |          |                              |                              |
| Student are grouped by ability into different classes   |          |                              |                              |
| For all subjects  | 3.2      | 9.4                          | 24/33                        |
| For some subjects   | 5.8      | 37.4                         | 33/33                        |
| Not for any subject   | 87.0     | 50.4                         | 2/33                         |
| Student are grouped by ability within their classes   |          |                              |                              |
| For all subjects  | 5.4      | 4.5                          | 6/33                         |
| For some subjects   | 20.0     | 46.4                         | 32/33                        |
| Not for any subject   | 71.9     | 47.0                         | 2/33                         |
| <b>Groups of influence on assessment practices (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>               |          |                              |                              |
| % 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)   | 93.5     | 56.6                         | 1/33                         |
| The school's governing board  | 95.1     | 29.6                         | 1/33                         |
| Parent groups   | 17.1     | 17.3                         | 15/33                        |
| Teacher groups (e.g. staff association, curriculum committees, trade union)   | 3.0      | 58.1                         | 33/33                        |
| Student groups (e.g. student association, youth organisation)   | 1.2      | 23.4                         | 32/33                        |
| External examination boards   | 95.1     | 45.2                         | 2/31                         |

|  | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|--|----------|------------------------------|------------------------------|
| <b>Responsibility for student assessment policies (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>         |          |                              |                              |
| % of students in schools where the principal reported the following groups have considerable responsibility in establishing student assessment policies            |          |                              |                              |
| Establishing student assessment policies   |          |                              |                              |
| Principals   | 24.6     | 63.5                         | 32/33                        |
| Teachers   | 60.2     | 69.0                         | 25/33                        |
| School governing board   | 38.5     | 26.5                         | 10/33                        |
| Regional or local education authority  | 8.2      | 15.5                         | 14/32                        |
| National education authority   | 59.3     | 24.3                         | 3/33                         |
| <b>Frequency of student assessment by method (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>              |          |                              |                              |
| % of students in schools where the principal reported the student assessment methods below are used with the indicated frequency                                   |          |                              |                              |
| Standardised tests   |          |                              |                              |
| Never  | 11.9     | 23.7                         | 22/33                        |
| 1-2 times a year   | 57.6     | 51.0                         | 12/33                        |
| 3-5 times a year   | 21.2     | 16.5                         | 11/33                        |
| Monthly  | 6.1      | 4.3                          | 10/33                        |
| More than once a month   | 1.2      | 3.4                          | =14/33                       |
| Teacher-developed tests  |          |                              |                              |
| Never  | 0.0      | 2.7                          | =20/33                       |
| 1-2 times a year   | 0.7      | 6.7                          | =26/33                       |
| 3-5 times a year   | 28.8     | 30.0                         | 19/33                        |
| Monthly  | 65.0     | 27.6                         | 1/33                         |
| More than once a month   | 5.1      | 33.3                         | 32/33                        |
| Teachers' judgmental ratings   |          |                              |                              |
| Never  | 0.0      | 6.6                          | =28/33                       |
| 1-2 times a year   | 1.4      | 12.0                         | 32/33                        |
| 3-5 times a year   | 1.8      | 22.9                         | 32/33                        |
| Monthly  | 12.4     | 15.7                         | 24/33                        |
| More than once a month   | 84.1     | 42.2                         | 2/33                         |
| Student portfolios   |          |                              |                              |
| Never  | 12.0     | 24.1                         | 25/33                        |
| 1-2 times a year   | 48.9     | 34.4                         | 4/33                         |
| 3-5 times a year   | 24.5     | 20.6                         | 11/33                        |
| Monthly  | 5.8      | 10.4                         | 24/33                        |
| More than once a month   | 5.2      | 9.3                          | =15/33                       |
| Student assignments/projects/homework  |          |                              |                              |
| Never  | 1.3      | 1.5                          | =6/33                        |
| 1-2 times a year   | 5.7      | 12.2                         | 22/33                        |
| 3-5 times a year   | 12.7     | 16.1                         | 19/33                        |
| Monthly  | 13.6     | 13.6                         | 18/33                        |
| More than once a month   | 66.4     | 56.5                         | =10/33                       |
| <b>% of students reporting the following on the frequency of homework (2000) (15-year-olds) Source: PISA Student Compendium (Reading) (OECD, 2000)<sup>3</sup></b> |          |                              |                              |
| Teachers grade homework  |          |                              |                              |
| Never  | 5.2      | 14.9                         | 22/27                        |
| Sometimes  | 47.3     | 44.2                         | 11/27                        |
| Most of the time   | 30.4     | 24.5                         | =7/27                        |
| Always   | 15.0     | 13.9                         | 10/27                        |
| Teachers make useful comments on homework  |          |                              |                              |
| Never  | 17.8     | 23.5                         | 21/27                        |
| Sometimes  | 60.6     | 50.1                         | 2/27                         |
| Most of the time   | 15.6     | 19.2                         | 18/27                        |
| Always   | 4.3      | 4.9                          | 16/27                        |
| Homework is counted as part of marking   |          |                              |                              |
| Never  | 2.7      | 13.7                         | 25/27                        |
| Sometimes  | 21.3     | 33.3                         | 23/27                        |
| Most of the time   | 26.3     | 25.7                         | 15/27                        |
| Always   | 48.3     | 24.7                         | 3/27                         |
| <b>Use of student assessments (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b>                             |          |                              |                              |
| % 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   | 99.0     | 97.5                         | 13/33                        |

|   | Portugal | Country average <sup>1</sup> | Portugal's rank <sup>2</sup> |
|---|----------|------------------------------|------------------------------|
| To make decisions about students' retention or promotion  | 97.2     | 77.1                         | 5/33                         |
| To group students for instructional purposes  | 22.0     | 49.8                         | 30/33                        |
| To compare the school to district or national performance   | 47.0     | 53.0                         | 22/33                        |
| To monitor the school's progress from year to year  | 87.7     | 76.0                         | 10/33                        |
| To make judgements about teachers' effectiveness  | 34.2     | 46.9                         | 21/33                        |
| To identify aspects of instruction or the curriculum that could be improved   | 78.8     | 76.7                         | 19/33                        |
| To compare the school with other schools  | 39.2     | 45.4                         | 20/33                        |
| <b>% of students repeating a grade in the previous school year according to reports by school principals in the following levels (2009) (15-year-olds) Source: PISA Compendium for the school questionnaire (OECD, 2010c)<sup>3</sup></b> |          |                              |                              |
| ISCED2 <sup>4</sup>   | 9.5      | 3.2                          | 2/29                         |
| ISCED3  | 10       | 4.5                          | 3/29                         |
| <b>% of students repeating one or more grades according to their own report (2009) (15-year-olds) Source: PISA Volume IV (OECD, 2010e)<sup>3</sup></b>  |          |                              |                              |
|   | 35.0     | 13.0                         | 4/34                         |
| <b>Parents' perception of school's monitoring of student progress (2009) (15-year-olds) Source: PISA Compendium for the parent questionnaire (OECD, 2010b)<sup>3</sup></b>  |          |                              |                              |
| <b>% of parents who agree or strongly agree with the following statements<sup>19</sup></b>  |          |                              |                              |
| <b>My child's progress is carefully monitored by the school</b>   |          |                              |                              |
| Strongly agree  | 20.6     | 18.5                         | 3/8                          |
| Agree   | 67.7     | 59.4                         | 1/8                          |
| Disagree  | 8.8      | 17.3                         | 8/8                          |
| Strongly disagree   | 0.9      | 2.2                          | 8/8                          |
| <b>My child's school provides regular and useful information on my child's progress</b>   |          |                              |                              |
| Strongly agree  | 25.9     | 19.9                         | 2/8                          |
| Agree   | 60.7     | 54.3                         | =2/8                         |
| Disagree  | 10.3     | 19.7                         | 8/8                          |
| Strongly disagree   | 1.7      | 4.0                          | 8/8                          |
| <b>Level of school autonomy regarding the criteria for the internal assessment of pupils (2006/07) (primary and lower secondary education) Source: Eurydice (2008)<sup>12, 16</sup></b>   |          |                              |                              |
| Full/Limited/No autonomy  | Full     | Full:24 Limited:10 No:0      |                              |
| <b>School decision-makers involved in determining the criteria for the internal assessment of pupils (2006/07) (primary and lower secondary education) Source: Eurydice (2008)<sup>12, 16</sup></b>                                       |          |                              |                              |
| School responsibilities involved  | Yes      | 34/34                        |                              |
| School head   | No       | 0/34                         |                              |
| Teachers individually or collectively   | No       | 13/34                        |                              |
| School management body  | No       | 0/34                         |                              |
| Responsibilities vary depending on level of education   | Yes      | 21/34                        |                              |
| <b>School autonomy in preparing the content of examinations for certified qualifications (2006/07) (primary and lower secondary education) Source: Eurydice (2008)<sup>12, 16</sup></b>   |          |                              |                              |
| School responsibility involved/examinations for certified qualifications exist  | Yes      | 24/34                        |                              |
| Full/Limited/No autonomy  | Full     | Full:5 Limited:0 No:19       |                              |
| <b>School decision-makers who may be involved in preparing the content of examinations for certified qualifications (ISCED 2)<sup>4</sup> (2006/07) Source: Eurydice (2008)<sup>12, 16</sup></b>  |          |                              |                              |
| School responsibility involved/ examinations for certified qualifications exist   | Yes      | 5/34                         |                              |
| School head   | No       | 0/5                          |                              |
| Teachers individually or collectively   | No       | 1/5                          |                              |
| School management body  | No       | 0/5                          |                              |
| Responsibilities vary depending on level of education   | Yes      | 4/5                          |                              |

**Sources:**

Eurydice (2008), *Levels of Autonomy and Responsibilities of Teachers in Europe*, Eurydice, Brussels.

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OECD (2010e), *PISA 2009 Results: What Makes a School Successful?: Resources, Policies and Practices, Volume IV*, OECD, Paris.

**Data explanation:**

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

The report Eurydice (2009) includes all 32 member countries/education areas of the European Union as well as the members of the European Economic Area (Iceland, Liechtenstein and Norway).

TALIS is the OECD's Teaching and Learning International Survey which was implemented for the first time in 2007/08. The data provided concerns 23 countries. The results derived from TALIS are based on self-reports from teachers and principals and therefore represent their opinions, perceptions, beliefs and their accounts of their activities. Further information is available at [www.oecd.org/edu/talis](http://www.oecd.org/edu/talis).

PISA is the OECD's Programme for International Student Assessment, which was undertaken in 2000, 2003, 2006 and 2009. 15-year-old students worldwide are assessed on their literacy in reading, mathematics and science. The study included 27 OECD countries in 2000, 30 in 2003 and 2006, and 34 in 2009. Data used in this appendix can be found at [www.pisa.oecd.org](http://www.pisa.oecd.org).

**General notes:**

1. The country average is calculated as the simple average of all countries for which data are available.
2. "Portugal's rank" indicates the position of Portugal when countries are ranked in descending order from the highest to lowest value on the indicator concerned. For example, on the first indicator "population that has attained at least upper secondary education", for the age group 25-64, the rank 30/30 indicates that Portugal recorded the 30th highest value of the 30 countries that reported relevant data.
3. The column "country average" corresponds to an average across OECD countries.
4. ISCED is the "International Standard Classification of Education" 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**

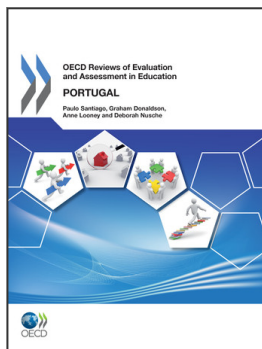
“Short-stream” programmes that are more practically oriented or focus on the skills needed for students to directly enter specific occupations. Entry preceded by 13 years of education; students may require mastery of specific subjects studied at levels 3B or 4A. Duration equivalent to at least 2 years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

5. 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.
6. For Portugal, data refers to public institutions only.
7. Expressed in equivalent US\$ converted using purchasing power parities.
8. 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.
9. Public and private institutions are included. Calculations are based on full-time equivalents. “Teaching staff” refers to professional personnel directly involved in teaching students.
10. The column “country average” corresponds to an average across TALIS countries.
11. The column “country average” indicates the number of countries/systems, in which a given criterion is used, for example, regarding the indicator “Decision on payments for teachers in public schools”. In the row “Management responsibilities in addition to teaching duties”, ●12 ■18 Δ7 indicates that this criterion is used to determine the base salary in 12 countries/systems, to determine an additional yearly payment in 18 countries/systems and to determine an additional incidental payment in 7 countries/systems.
12. The column “country average” indicates the number of countries for which the indicator applies. For example, for the indicator “mandatory national examination is required” 4/29 means, that 4 countries out of 29 for which data are available report that mandatory national examinations are required in their countries.
13. By “national examination” we mean those tests, which do have formal consequences for students.
14. By “national assessment” we mean those tests, which do not have formal consequences for students.
15. These measures express the degree of influence on the indicator: None: No influence at all, Low: Low level of influence, Moderate: Moderate level of influence, High: High level of influence. The column “country average” indicates the number of countries/systems, in which one of the given criteria is used.
16. For this indicator, the column “country average” refers to Eurydice member countries/areas.
17. “Compulsory tests” have to be taken by all pupils, regardless of the type of school attended, or by all students in public sector schools. “Optional tests” are taken under the authority of schools.
18. Austria, Belgium-Flemish Community, 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.
19. Results are based on reports from parents of the students who were assessed and reported proportionate to the number of 15-year-olds enrolled in the school.

## Source Guide

Participation of countries by source

|                             | PISA (OECD, 2000) | Education at a Glance (OECD, 2008) | Education at a Glance (OECD, 2009a) | TALIS (OECD, 2009b) | Education at a Glance (OECD, 2010a) | PISA Compendium (OECD, 2010b/c)<br>PISA Results 2009 (OECD, 2010d) | Eurydice (2008) | Eurydice (2009) |
|-----------------------------|-------------------|------------------------------------|-------------------------------------|---------------------|-------------------------------------|--|-----------------|-----------------|
| Australia                   | •                 | •                                  | •                                   | •                   | •                                   | •  |                 |                 |
| Austria                     | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Belgium (Flemish Community) |                   | •                                  | •                                   | •                   |                                     |  | •               | •               |
| Belgium (French Community)  | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Belgium (German Community)  |                   |                                    |                                     |                     |                                     |  | •               | •               |
| Brazil                      |                   |                                    |                                     | •                   |                                     |  |                 |                 |
| Bulgaria                    |                   |                                    |                                     | •                   |                                     |  | •               | •               |
| Canada                      | •                 | •                                  | •                                   |                     | •                                   | •  |                 |                 |
| Chile                       |                   |                                    |                                     |                     | •                                   | •  |                 |                 |
| Czech Republic              | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Denmark                     | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Estonia                     |                   |                                    |                                     | •                   |                                     | •  | •               | •               |
| Finland                     | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| France                      | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Germany                     | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Greece                      | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Hungary                     | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Iceland                     | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Ireland                     | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Israel                      |                   |                                    |                                     |                     |                                     | •  |                 |                 |
| Italy                       | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Japan                       | •                 | •                                  | •                                   |                     | •                                   | •  |                 |                 |
| Korea                       | •                 | •                                  | •                                   | •                   | •                                   | •  |                 |                 |
| Latvia                      |                   |                                    |                                     |                     |                                     |  | •               | •               |
| Lichtenstein                |                   |                                    |                                     |                     |                                     |  | •               | •               |
| Lithuania                   |                   |                                    |                                     | •                   |                                     |  | •               | •               |
| Luxembourg                  | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Malaysia                    |                   |                                    |                                     | •                   |                                     |  |                 |                 |
| Malta                       |                   |                                    |                                     | •                   |                                     |  | •               | •               |
| Mexico                      | •                 | •                                  | •                                   | •                   | •                                   | •  |                 |                 |
| Netherlands                 |                   | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| New Zealand                 | •                 | •                                  | •                                   |                     | •                                   | •  |                 |                 |
| Norway                      | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Poland                      | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Portugal                    | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Romania                     |                   |                                    |                                     |                     |                                     |  | •               | •               |
| Slovak Republic             |                   | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Slovenia                    |                   |                                    |                                     | •                   |                                     | •  | •               | •               |
| Spain                       | •                 | •                                  | •                                   | •                   | •                                   | •  | •               | •               |
| Sweden                      | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| Switzerland                 | •                 | •                                  | •                                   |                     | •                                   | •  |                 |                 |
| Turkey                      |                   | •                                  | •                                   | •                   | •                                   | •  |                 |                 |
| UK - England                |                   |                                    |                                     |                     |                                     |  |                 | •               |
| UK - Wales                  |                   |                                    |                                     |                     |                                     |  | •               | •               |
| UK - Northern Ireland       | •                 | •                                  | •                                   |                     | •                                   | •  | •               | •               |
| UK - Scotland               |                   |                                    |                                     |                     |                                     |  | •               | •               |
| United States               | •                 | •                                  | •                                   |                     | •                                   | •  |                 |                 |



**From:**  
**OECD Reviews of Evaluation and Assessment in Education: Portugal 2012**

**Access the complete publication at:**  
<https://doi.org/10.1787/9789264117020-en>

**Please cite this chapter as:**

Santiago, Paulo, *et al.* (2012), "Comparative indicators on evaluation and assessment", in *OECD Reviews of Evaluation and Assessment in Education: Portugal 2012*, OECD Publishing, Paris.

DOI: <https://doi.org/10.1787/9789264117020-14-en>

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