



Introduction of the Matura (Final) Examination in Slovenia

Nika Schlamberger, Slovenia

‘Support for Quality Assurance within the National
Primary and Secondary Education System’ Project



Decision and concept



- ❖ External examination: benefits for teachers, students, parents, school management, the state.
- ❖ Increasingly larger proportion of students enrol into GSE and, consequently, into TE: 1983: 13% → 2010: 41%.
- ❖ International trends (adaptations).
- ❖ ME (as final and entrance exam) owned by:
 - TE and SE;
 - educational institutions (NEC, NEI, CVET).
- ❖ Trial ME: 1994; first ME: 1995; VET ME: 2001.
- ❖ Reliability, political support.



Matura Examination



- ❖ External national exam (same conditions for all).
- ❖ Importance for SE: final exam → recognition of SE.
- ❖ Importance for TE: entrance exam used for:
 - qualification and
 - selection (cases of limited enrolment).
- ❖ Exam consisting of compulsory and elective parts (flexibility):
 - GME: 3 comp + 2 ele subjects;
 - VET ME: 2 comp + 2 ele subjects (+ 1 GME subject if needed).



Matura Examination



❖ Desired effects:

- to influence the quality of SE;
- to assess knowledge based on standards;
- to provide feedback on the curriculum (syllabi) as well as the quality of teaching and learning;
- to enhance communication between SE and TE;
- to abolish entrance exams in TE.



Syllabi and catalogues



- ❖ Examination catalogues for all subjects (ca 30) listing:
 - objectives;
 - structure (including criteria for assessment);
 - contents;
 - samples of tasks (for written and oral/practical parts);
 - description of possible adaptations for CSNs.
- ❖ Objectives and contents: based on subject syllabi (should not exceed them).
- ❖ Change in a syllabus → change in an examination catalogue.
- ❖ Syllabi: NEI; catalogues: NEC, CVET.



Reports and analyses



- ❖ For each test, task and item, NEC prepare statistical analyses including:
 - distribution of points (for written and oral/practical parts);
 - statistical parameters (average, standard deviation, etc);
 - correlations (ME vs school grades, etc);
 - difficulty, validity, reliability, discrimination indices;
 - markers' objectivity, error in marking, etc.
- ❖ Based on these data, subject WGs prepare analyses and reports.
- ❖ An online application Assessment for/of Learning Analytic Tool (ALAT): available for schools.



Analyses



- ❖ Results of analyses are used in:
 - development of new testing materials;
 - improvement of criteria for assessment;
 - feedback to teachers of individual subjects.
- ❖ Every year, bodies responsible for the ME prepare:
 - reports addressed to the Minister, educational councils, universities and the public;
 - analyses of quality at school level.