

NATIONAL ASSESSMENT OF BASIC COMPETENCIES (NABC) IN HUNGARY

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1. THE GOAL OF NABC

The goal of the National ABC studies is to assess whether students are able to use their knowledge and skills in real life situations and gain further information – and not to assess the level of student success in internalizing factual knowledge set by the curriculum. The assessment tests therefore do not measure curricular requirements, but rather how well students can activate what they have learned and can use them in problems relating to everyday situations.

The characteristics of NABC and PISA		
	NABC	PISA
Customer	Hungarian state	OECD
Target group	6th, 8th, 10th grade	15-year-old students (7th, 8th, 9th, 10th grade)
Target fields	Reading and mathematical literacy	Reading, mathematical science literacy, digital competence
Sample	All around 280.000 students	170 schools 35 students each 5000 students
Frequency	Each year	Every 3rd year
Level of feedback	Student reports Maintainer, school and schools site reports Item characteristics reports Country report	Country report

3. THE SYSTEM OF NABC

- Every pupil assessed in grades 6th, 8th and 10th
- National tests in literacy and numeracy
- Individual student identification number used
- Background data collected on students and schools
- Centralised scoring of tests at national level by the national managing agency (Educational Authority)
- Reporting at four levels
 - National level (for the public and decision-makers)
 - Local level (to every maintainers)
 - School level (to every school)
 - Pupil level (to every school and parent)

Test booklets

- 45 minute long clusters with approximately 30 items,
- 2 reading and 2 mathematics clusters,
- 2 booklet types, with the same items, the order of clusters changed,
- some units are used in more grades to allow the construction of a common scale for Grades 6-10,
- reliability (Cronbach's Alpha) is above 0.89 for each domain in each year.



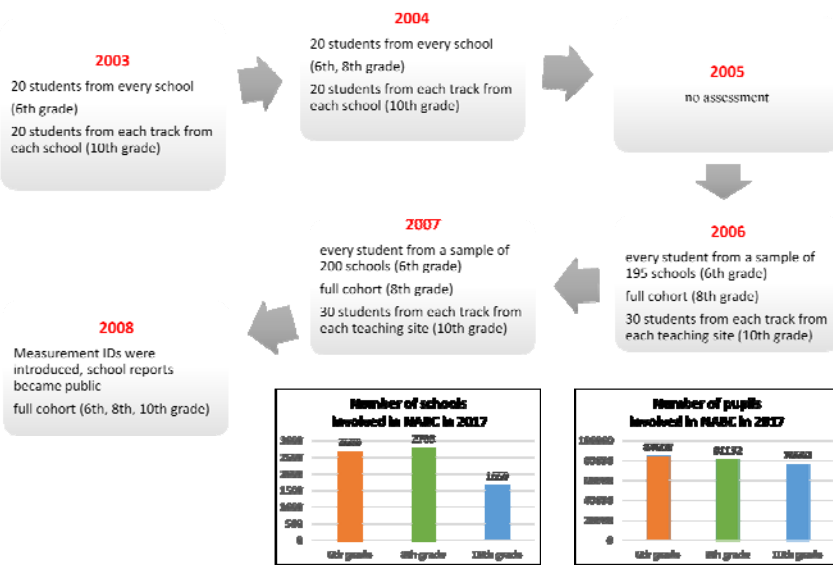
Tests measure students' abilities to apply their reading and mathematical literacy skills to solve everyday problems.

Items inquire how students can use their skills, knowledge and competencies

- to acquire information,
- interpret texts and mathematical problems,
- evaluate the situation
- and use reasoning to support their solution, etc.



2. MILESTONES



5. THE EFFECTS OF NABC

Regulations force schools to continually evaluate their scores:

- the Public Education Act has an amendment that makes it obligatory for lower achieving schools to make provisions;
- the Act pronounces that among other things the annual quality control documents must be based on the assessment data.

4. YEARLY REPORTS

Final databases

- ability scores,
- background indexes,
- student and school weights and bootstrap replicate weights are available for researchers upon request

Reports

- **FIT reports** (maintainer, school and schools site reports) in pdf format
- **FIT software** – used by school sites, schools and maintainers for further analysis of the data
- **Student reports** – accessible online by students, their parents and teachers
- **Item characteristics reports** released on 27th February
- **Country report** released before 31st May



REFERENCES

NABC as a good practice (ELINET)

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