

INNLAB 2022
Skolverket, Sweden

Skolverket

Revision of compulsory education in Sweden 2022

- New steering documents for compulsory school
- New grading criteria (replacing knowledge requirements)
- No changes to the curriculum Part 1 and Part 2 (norms and values, guidelines for education), no changes of the grade scale (F-A). There is an ongoing public discussion about the F-grade (failed)
- Syllabuses revision for comprehensive school, Same school, special education – all changes came into effect in July 2022
- Comments to the syllabuses – explanatory materials in every subject
- Parallel process (partially) for the upper secondary school (Mathematics and CEFR- English, Modern languages)
- Revision is ongoing for upper secondary school

Implementation has started

- Implementation process started up with two web-based conferences for the school leaders, principles and other interested actors
- Digital meetings and conferences for municipal organisers, owners and headmasters
- Transparency and availability – web-based resources
- <https://www.skolverket.se/om-oss/var-verksamhet/skolverkets-prioriterade-omraden/reviderade-kurs--och-amnesplaner/andrade-kursplaner-i-grundskolan>
- [Web based implementation - https://www.skolverket.se/undervisning/grundskolan/aktuella-forandringar-pa-grundskoleniva/andrade-laroplaner-och-kursplaner-hosten-2022#skvtableofcontent7153](https://www.skolverket.se/undervisning/grundskolan/aktuella-forandringar-pa-grundskoleniva/andrade-laroplaner-och-kursplaner-hosten-2022#skvtableofcontent7153)

Educational reform – upper secondary

- Each upper secondary school subject consists of one or more courses or modules. Each course has its own course content and knowledge requirements (assessment criteria). After the completion of the course the student is awarded a grade for that course. All course grades from the student's upper secondary studies are included in the upper secondary diploma and count towards the mean grade average. The diploma will list the student's final grades in the subject only.
- Since a commission of inquiry has proposed a model for subject grades in upper secondary schools and modifications to the grading system used across all types of schools in Sweden, it has been decided that pupils are awarded one overall grade for the whole subject. However, to ensure flexibility and to meet the needs of adult education at upper secondary level, subjects still need to be divided into modules or levels.
- <https://www.regeringen.se/4a3d31/contentassets/fe3346ccd9f84e00a50f340411515aa7/bygga-bedoma-betygssatta--betyg-som-battare-motsvarar-elevernas-kunskaper-sou-202043-ny-version.pdf> (an introduction in English)

National Tests in Sweden

- Skolverket is responsible for national test in compulsory school, upper secondary school, and municipal adult education but also assessment support material (tests on demand)
- The purpose of national tests is to support equal and fair grading. In year 3, the purpose is to support the assessment of knowledge requirements

Different tests for different years

- Year 1: Literacy and Numeracy, Year 3: Mathematics and Swedish/Swedish 2nd language
- Year 6: English, Mathematics and Swedish/Swedish 2nd language, Year 9: English, Mathematics, Swedish/Swedish 2nd language + one subject of the natural sciences and one subject of the social sciences
- Upper secondary: English, Mathematics, Swedish/Swedish 2nd language (tests administered at different levels depending on study program)
- Adult education: As upper secondary + Swedish for immigrants

Swedish National Tests differ from standardised tests in some other countries

- The tests are most often marked by the students' teachers or by teachers in the students' school
- They only support assessment or grading – they are not exams, although the test results must be “given special consideration”
- The construction of test items is carried out by selected universities
- From school Year 6 the test result is reported in the grade scale A-F
- Standards are set before the tests are administered with little equating between forms

How do the tests support equal and fair grading?

- Up until recently there have been no clear instruction on how national test results are supposed to be used in grading
- There has been no national investigation on how teachers use national tests in grading
- New instructions (publicised this summer) specify that they should be used for comparison with teachers' own evidence; teachers moderate their grades to a national standard

Why is Sweden digitising the National Tests?

- In September 2017, Skolverket received a government mission to develop and provide digitised national tests and tests on demand in compulsory school and at upper secondary level
- The government wants to achieve two goals with the digitisation of national tests

Goal 1: increased fairness and legal certainty in assessment and grading

- Skolverket aims to achieve this goal through the following measures:
 - ✓ Increased possibilities for students with different physical, cognitive, sensory abilities to take the tests
 - ✓ Increased accessibility through achievement of WCAG 2,1 AA criteria

Why is Sweden digitising the National Tests?

- ✓ Increased accessibility through adjustments in accordance with individual needs and preferences
- ✓ More equal conditions between school for taking the tests through standardised settings for adjustments
- ✓ More valid test results due to test constructors following the new framework for test construction
- ✓ Higher interrater reliability due to automatic scoring, anonymisation of student responses and marking of written composition (essays) nationally by specially trained and supervised markers employed by the agency
- ✓ Reduced possibilities for illicit distribution test material
- ✓ Increased trust in validity of test result with increased moderation of grading

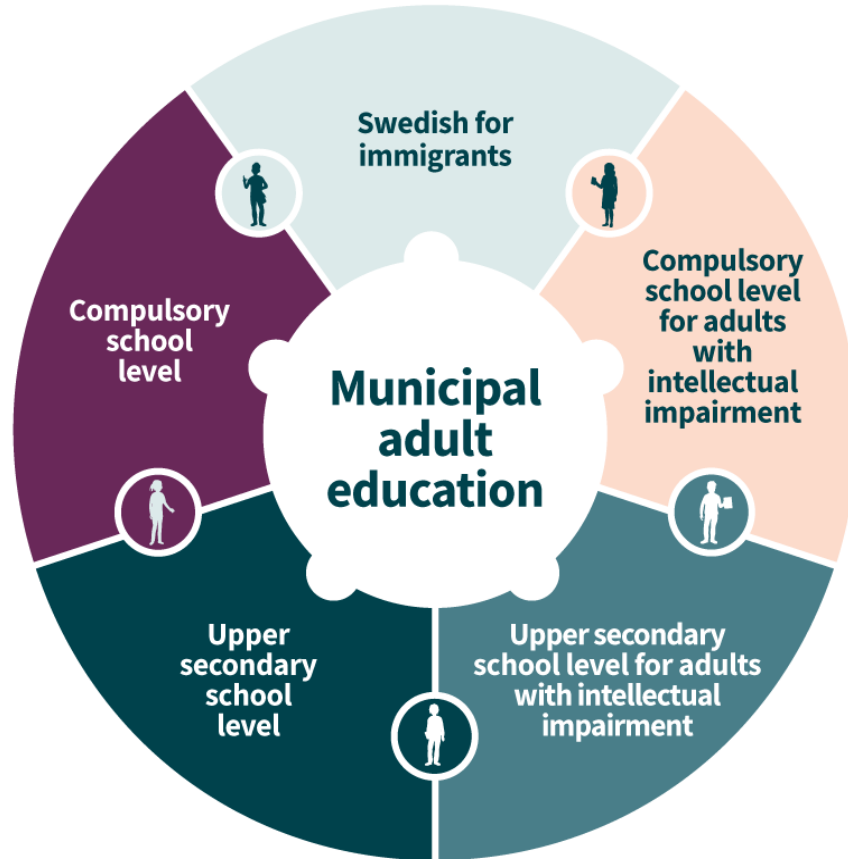
When is Sweden digitising the National Tests?

Goal 2: decreased workload for administration of national test has, through digitisation, been reduced for the target group; teachers and school relevant staff.

Skolverket aims to achieve this goal through the following measures:

- ✓ more efficient administration by teachers (preparations, marking, reporting)
- ✓ more efficient administration by school staff (preparation, file management, allocation, result reports)
- ✓ more efficient post analyses by headmasters
- ✓ possibility to redistribute marking of written composition (essays) from schools to paid volunteer markers
- ✓ The first tests will be digitised spring 2024 and from spring 2026 the goal is that all tests will be digitised

Municipal adult education consists of five parts



- A new simplified grading system on compulsory school levels was introduced in January 2022. Since then only G (pass) and IG (failed) is used instead of grades F-A. The new grading system was introduced since grades on this level are not used as a tool for gaining access to adult education on upper secondary level
- Ongoing review of courses offered on basic level: The adult education on compulsory school level has traditionally been formed with compulsory education for children as a model. However, the adult students on these levels have changed and are now very heterogenous. So, are the courses offered at present, the ones that best meet the needs of both students and the labour market?
- The review of present courses is planned to be completed in 2026 with new or revised courses in use

Council of Europe/ECML/ Roadmap

- Roadmap project – Skolverket / ECML expert
- Getting familiar with the whole-school approach in order to know how to engage all the stakeholders involved in the school's development
- Raising awareness of the language dimension in all subjects in order to foster the language(s) of schooling
- Getting to know other ECML projects by exploring some of their promising practices relevant to the fostering of the language(s) of schooling
- ECML Webinar October 2021
- Adaptation and implementation in Ireland at the national level
- Training and consultancy in Malta 2020, Finland and Sweden 2022
- [https://www.ecml.at/TrainingConsultancy/Supportingthelanguage\(s\)ofschoolingtheRoadmap/tabid/4342/language/en-GB/Default.aspx](https://www.ecml.at/TrainingConsultancy/Supportingthelanguage(s)ofschoolingtheRoadmap/tabid/4342/language/en-GB/Default.aspx)

Program for professional development: Language Leap

- Teachers of English and modern languages: Peer learning through modules
- Internal initiative from the Swedish National Agency for Education – no governmental grant
- Main purpose: to increase the students' achievement of educational objectives, through systematic professional development for teachers
- Primary school, secondary school and adult education
- Based upon experiences from similar national school development programmes
- In collaboration with different universities

Language Leap: the material

- 8 articles + film per module
- Module 1: Developing oral proficiency
- Module 2: Written production and interaction
- **Module 3: Intercultural competence**
- Module 4: Receptive skills

- Lärportalen: <https://larportalen.skolverket.se/#/moduler/1a-moderna-sprak/alla/alla>

The material

- Module 1: Developing oral proficiency
- Module 2: Written production and interaction
- **Module 3: Intercultural competence**
- Module 4: Receptive skills
- Lärportalen: <https://larportalen.skolverket.se/#moderna-sprak/alla/alla>

1. Interculturality in the steering documents
2. Interculturality in the school context
3. Translanguaging
4. Intercultural meetings
5. Language and communication in intercultural meetings
6. Image as language
7. Cultural meetings in literature and movies
8. Language, culture, thought and communication

Beginners' English + CV + Teachers' Gala

- Teachers of English: pupils with no or little knowledge. University course, ½ semester, extremely popular
- Translating the CV: finished by Christmas 2022
- Transversal skills
- Yearly Language Teachers' Gala. Lectures & Discussion tracks.

How Covid influenced teaching

- Primary face-to-face, secondary optional – up to the municipal organiser or the independent school owner
- Support from Skolverket in collaboration with the other institutions and organisations at <https://www.skolahemma.se/>
- Run by several public sector authorities, research institutes, academic researchers, private education technology suppliers and school administrative organizations. The collaboration, set up with rapid deployment in March 2020 as a response to Covid-19 and supports formal authorities from a people-in-the-field perspective. Support documentation, guides and current and relevant news updates has been part of the core mission.
- Situation with children and students from Ukraine
- <https://www.skolverket.se/innehall-a-o/landningssidor-a-o/nyanlanda-barn-och-elever-fran-ukraina>
- <https://www.skolverket.se/skolutveckling/leda-och-organisera-skolan/nyanlandas-utbildning/oversikt-av-det-ukrainska-skolsystemet>

Skolverket