

BUREAU FOR DEVELOPMENT OF EDUCATION  
**ASSESSMENT UNIT**

**NATIONAL ASSESSMENT  
OF STUDENTS' ACHIEVEMENTS**



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CIVIC EDUCATION IN LOWER  
ELEMENTARY EDUCATION

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**STANDARDS  
OF ACHIEVEMENT  
IN CIVIC EDUCATION**

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Skopje, 2004

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**STANDARDS OF ACHIEVEMENT  
IN CIVIC EDUCATION**



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# 1

## NEED FOR DEVELOPING STANDARDS OF ACHIEVEMENT IN CIVIC EDUCATION

**T**he changes in education, which are particularly intensive in the last years, have the aim to raise the *quality* of the various aspects of education, still, before all, it is expected all the efforts to result in *higher quality of students' achievements*. During these processes it is particularly emphasized that education should be based on standards as the most appropriate manner for continuous monitoring of the work and achievements, which is a basis for permanent quality progress. In order to enable the educational stakeholders (as well as the wider public) to have an equal overview on the students' achievements, it is necessary to describe them as clearly and adequately possible.

With this purpose that the standards of *students' achievement in lower elementary education* are prepared.<sup>1</sup>

*Standards are accepted<sup>2</sup> descriptions of the levels of quality and quantity of knowledge that are expected from the students at the end of a given period during their education.*

Basically, students' achievements are determined by every curriculum. There it is determined what the students need to know and should be able to do as a result of acquisition of the content matter of the given curriculum. In relation to these regulations in

<sup>1</sup> In 2001 standards of achievement were prepared for Macedonian Language, Albanian Language and Mathematics, as part of the National Assessment of Students' Achievement in Lower Elementary Education, while in 2004 standards for civic education in lower elementary education were prepared.

<sup>2</sup> Suggested by wider expert groups and brought by decision of the Minister of Education and Science.

the curriculum, the standards represent pinpointing and differentiation of the achievements by levels. Exactly this pinpointing and differentiation enables objective and valid overview on the students' achievements and facilitates their measurement and assessment.

The curriculum documents for primary education have set the goals for development of the students that are difficult to place in a single subject. Such are the goals and content matters that are concerned with civic education. In the curriculum documents for lower elementary education they are placed under the general goals of primary education and under the goals and content matters of the subjects (most often Society and Mother Tongue). From 1998, with the aim to strengthen civic education in lower elementary education, a special program "Foundations of Democracy" was implemented where also goals were set concerning the knowledge and understanding of the basic civic education concepts: Responsibility, Authority, Justice and Privacy and the implementation of that knowledge in the students' everyday life in their families, schools and wider community. The teachers, and the schools as a whole, are expected to teach and instruct the students through all curricular and extra-curricular activities as well as through creation of an appropriate democratic culture, for life in a democratic civil society. Some goals that fall under the domain of civic education are reached through realization of other projects in lower elementary education, especially the projects "Conflict Resolution Games" and "Children's Rights".

Taking into the consideration, the need for preparation of standards of students' achievements in civic education is even more emphasized because there is no other systematic way to monitor the achievements in this area, something which is very important for a country in transition such as Macedonia. The freedom of choice of content matters and methodological approaches to civic education, also impose the need for explicit justification and evaluation of the achievements in civic education.

The start of the National Assessment of Students' Achievements in Lower Elementary Education, in whose framework the standards for all the subjects and/or topic areas in lower elemen-

tary education will be prepared, is another reason for preparation of standards of achievement in civic education that will enable acceptable evaluation of the achievements in this area.

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## WHAT IS THE GOAL OF THE STANDARDS

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**S**tandards as basis for determination of students' achievements will be accessible to various stakeholders interested in the conditions of the educational and upbringing processes.

They are primarily developed for the National Assessment in Lower Elementary Education, which encompasses successive measurements (testing) that will be carried out at the end of the educational cycle with the aim to obtain data for *the students' achievements on a national level in relation to the set standards*. In other words, that will show whether the results from these measurements correspond with or deviate from the accepted standards. The consistent repetition of certain circumstances in reaching the standards will demonstrate the need for preservation of the existing practice or introducing of changes. The changes in the accomplishment of the standards in the next testings will reveal the *efficiency of the undertaken measures* for improvement of the previously asserted conditions.

The descriptions of the levels of achievements given in the standards will enable the schools and the teachers to assess the circumstances and evaluate the achievements of their students<sup>3</sup> and also the effects of their own work. Such assessment and evaluation will stimulate the teacher to adopt activities that are expected to lead to positive changes in students' achievements.

*For the parents and the wider public* the standards will represent a means for better understanding of the expectations from

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<sup>3</sup> It has to be noted that the standards are developed on a national level and they cannot serve for direct evaluation of the schools without taking into consideration the specific factors that influence them.

the students in civic education and evaluation of the achievements in the schools.

The conditions for meeting the standards on a national level are expected to incite *the responsible authorities* to take measures (appropriate choice of content matters, ways and means for professional development, changes in the curriculum, teaching methods, organization and school management etc.) that will instigate positive changes toward higher level of attainment in standards of achievement in civic education.

The national standards can be compared with similar standards from other *countries*<sup>4</sup> or with *international standards* developed within the framework of international measurements of students' achievements where possibly, in future, our country will also participate.<sup>5</sup>

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 <sup>4</sup> National Assessment Governing Board, NAEP Civics: Civics Framework for the 1998 National Assessment of Educational Progress, U.S. Department of Education, Washington.

<sup>5</sup> For example, in Civic Education Study, IEA.

# 3

## DEVELOPING STANDARDS

**S**tandards of students' achievement in *civic education* at the end of lower elementary education are prepared with a use of a combination of *expert (a priori)* and *empirical (statistical)* approach.

With the expert (*a priori*) approach opinions from a group of experts were obtained (advisors, teachers, parents) about *the necessary and the expected* level of achievement in civic education.

With the empirical (statistical) approach data on the level of the current situation of students' achievements (from the achievements in civic education measurement conducted in 2004) was obtained.

The decision to use *a combined* approach determined the manner of the standard preparation, which was conducted in several phases.

This approach consists of three phases: (1) setting previous expert standards, (2) measurement of achievements and empirical verification of achievement standards and (3) setting standards as a result of coordination of the expert expectations and the empirical data concerning the achievements.

### 3.1. MEASURING THE ACHIEVEMENTS

#### 3.1.1. DESIGNING THE TESTING PROGRAM

First a group of experts (homeroom teachers, BDE advisors and Assessment Unit advisors) prepared a testing program for

measurement of the students' achievements in civic education in lower elementary education.

In the preparation of the testing program starting points were the general goals of primary education and lower elementary education, the lower elementary curriculum, the goals in the program "Foundations of Democracy." The expert's assessments of the content of the measurement of students' achievement in civic education in lower elementary education were set on this basis. It was also taken into consideration what could be measured with the paper and pencil type of instruments<sup>6</sup>.


The testing program contains a register of areas and cumulative goals within the framework of every area that are concerned with the students' achievements at the end of lower elementary education.

### **3.1.2. PREPARATION OF TEST ITEMS**

The members of the achievement measurement expert groups prepared several items for each goal with different level of difficulty (easy, intermediate and difficult). Around 300 items were prepared. In the measurement conducted in 2004, 112 items were used, half of them were also used during the pre-testing in 2003 that was conducted on a sample of students from the pilot schools of the Civic Education project.

### **3.1.3. MEASURING STUDENTS' ACHIEVEMENTS AND ESTABLISHMENT OF EMPIRICAL STANDARD**

At the end of May 2004 the measurement of students' achievements in civic education was conducted over a representative sample of fourth grade students in lower elementary education in the primary schools in Macedonia.

 <sup>6</sup> For now, in these kinds of measurements, only the paper and pencil type of instruments are used, the reasons being primarily financial.

The data was processed and after the elimination of the items with negative psycho-metrical characteristics the achievements were presented on scales of achievement for every topic area separately.

The testing provided results that pointed to the difficulty of each item from the test. On the scales that showed the achievements by topic areas, the items are arranged by percentage of solved items, i.e. by their difficulty: from the easiest to the most difficult. Also, the key cross sections that determine the three levels of standards are presented: minimum - items solved by 90% of the students, sufficient - items solved by 75% of the students and proficient - items solved by 10% of the students.


These are, in fact, the achieved empirical standards.

### **3.2. SETTING A PRIORI (EXPERT) STANDARDS**

An independent expert group of 15 people (homeroom teachers from schools with different characteristics, BDE advisors and a parent), the majority of which were not involved in the preparation of the items, worked on the setting of the standards.

First, the general description of the standards on three levels of achievement was accepted. The levels were determined by the quality and the quantity of the knowledge in relation to the opportunities they offer for further study of civic education and to the expectation of the number of students who can reach them<sup>7</sup>.

Based on the general description of the standards on three levels of achievement: minimum, sufficient and proficient, every member of the working group, according to his or her personal experience and assessment of the needs and skills of the students, classified every item on one of the levels. After that, the assessments made by each group member were compared. The items that were identically assessed by the group members were

 <sup>7</sup> The general description of the standards is given on page 17.

accepted as items for testing of the level achievement. The items that were not unanimously assessed by the group members were subject to a discussion where every group member expressed his or her opinion and explained his or her decision. After the discussion every member, again, for every item, made another assessment.

The selection of the items for every level of achievement in the given area was a priori setting of standards of students' achievement in that area.

### **3.3. REVISION OF PREVIOUS ASSESSMENTS**

#### **3.3.1. INFORMATION ON THE RELATIVE DIFFICULTY OF THE ITEMS AND REVISIONS OF THE ASSESSMENTS**

In this phase of the preparation of standards, the expert group was first introduced to the item arrangement according to their difficulty in the conducted testing, but without data on the solvability percentage. Based on this information every member of the group independently revised his or her initial assessment of the difficulty of every item, i.e. the level of standard to which it should belong. Afterwards this was discussed with the members of the group. Based on this every member of the group independently set limits for every level of the standards.

#### **3.3.2. INFORMATION ON THE EMPIRICAL ACHIEVEMENTS AND REVISIONS OF THE ASSESSMENTS**

In this phase the members of the expert group were provided with information on the actual achievements of the students in the measurement with data on the solvability of every item. The empirical limits of the standards were clearly marked: items solved by 90%, 75% and 10% of the students.

Every member compared the empirical data on the achievement with the previously set standard and revisions his or her expectations. Then every member individually set three levels of standards marking a point on the scale that indicates the boundary between the standards. Based on these records the arithmetical mean of the boundaries between the levels and the standards deviations were calculated.

### **3.3.3. SETTING STANDARDS**

The obtained records were presented to the members of the expert group and they had a discussion whether the values were acceptable. The items that were close to the boundaries were especially considered. At the end the group decided on the acceptance of the boundaries between the standards.

Thus, the points on the scale, where one level of achievement ends and the next one starts, were determined for every topic area, i.e. the goals that most probably will be reached by students on a certain level and not by students on a lower level.

The set standards for every level and for all topic areas in civic education are considerably higher than the students' achievements in the measurement conducted in 2004. The biggest differences exist between the set and the reached level of the minimum and sufficient standards.

The members of the expert groups decided on this levels taking into consideration what really should be expected from children in the area of civic education, so that they are educated for life in a democratic society and also bearing in mind the fact that the measurements in the pilot schools in 2003 showed higher achievements. They also believed that the higher standards would lead to increased efforts for improvement of the implementation and better achievements in civic education.

### **3.4. DESCRIPTION OF THE STANDARD LEVELS**

The determination of the items according to the levels makes it possible to provide a detailed *description* of every student's achievement level for every topic area of the testing program. These descriptions concern *the quantity and the quality* of the acquired content matters and the achievement of the goals in the given topic area.

**These descriptions represent the standards that will be compared to the future students' achievements in civic education.**

The student will reach a certain level, when he or she meets the necessary requirements, i.e. if he or she successfully answers the test items, through which the achievement on that level of content acquisition is measured.

They will also serve as indicators of what is expected from particular groups of students to achieve in civic education at the end of lower elementary education.

# 4

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## STRUCTURE OF THE STANDARDS

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**T**he standards are structured in such a way that first a general description of the levels is presented. Then the description of the topic areas and the goals that are being measured in every area are presented. For each of the three defined levels of standards a detailed description is presented of the knowledge, understanding and skills from every topic area that the students who have reached a certain level are expected to have. At the end examples of items used for measurement of knowledge and skills for every topic area and each of the three levels of achievement, are presented.

## GENERAL DESCRIPTION OF THE LEVELS OF STANDARDS OF ACHIEVEMENT

**T**he standards of students' achievement in civic education at the end of lower elementary education are determined by the description of the quality and the quantity of the knowledge and by the expectation for the number of students that are assumed to be able and should reach these levels<sup>8</sup>.

Three levels of achievement are determined.

### **MINIMUM STANDARD**

Generally, minimum standard means the lowest level of achievement of the goals that are being assessed. It consists of the most basic knowledge, skills and abilities in civic education that are necessary for all the children at the end of lower elementary education.

This level should be reached by at least 90% of the students.

### **SUFFICIENT STANDARD**

Generally, sufficient standard means the intermediate level of achievement of the goals that are being assessed. It consists of

<sup>8</sup> The given percentages of the number of students that are expected to reach every level are valid for the expectations on a national level. On a school level, however, significant differences between the schools are expected as a result of the impact of different factors.

the knowledge skills and abilities in civic education that should be acquired by the children at the end of lower elementary education.

This level should be reached by around 75% of the students.



### **PROFICIENT STANDARD**

Generally, proficient standard means the highest level of achievement of the goals that are being assessed. It consists of the knowledge, skills and abilities that only a part of the students are able to acquire at the end of lower elementary education.

This level can be reached by around 10% of the students.

# 6

## PROGRAM TOPIC AREAS AND AIMS

**I**n lower elementary education the students study the basic civic education concepts: Responsibility, Authority, Justice and Privacy and their application in family life, school life, the life of the local community and the state.

Below, for every of the following areas:

- The Family;
- The School;
- The Local Community;
- The State

the knowledge, skills and abilities that are being measured are given in details.

### THE FAMILY

Concept **Responsibility**:

- to which extent the students can identify and explain the responsibilities and the rights of the family members;
- to which extent they can assess the manners of behavior that come from the rights and responsibilities in the family.

Concept **Authority**:

- to which extent the students recognize and are able to explain the rules in the family and create simple family rules;

- to which extent they recognize different situations of use of authority in the family.

**Concept Justice:**

- to which extent the students can recognize, analyze and solve situations concerning various problems of justice in the family;
- to which extent they can analyze the benefits and consequences from their fulfillment or neglect of the rights and responsibilities in the family.

**Concept Privacy:**

- to which extent the students can identify situations where cooperation among the family members is necessary and where their interests are or are not respected;
- to which extent they can explain the right to privacy in the family and describe appropriate behavior in different situations concerning privacy.

## **THE SCHOOL**

**Concept Responsibility:**

- to which extent the students can identify and explain the rights and responsibilities in the school and evaluate the manners and rights that come from them;
- to which extent they can explain the benefits and consequences from their fulfillment and neglect of the responsibilities in the school and bring reasonable decisions for fulfillment of the responsibilities in different situations in the school.

### Concept **Authority**:

- to which extent the students can recognize, are able to explain and evaluate the rules in the school and create simple school rules;
- to which extent they recognize situations of use and abuse of authority in the school;
- to which extent they can name the persons who manage the school and recognize certain characteristics that are required for that.

### Concept **Justice**:

- to which extent the students know their rights and responsibilities in the school; to which extent they can recognize, analyze and solve situations concerning various problems with justice in the school;
- to which extent they can identify situations where differences exist in the school environment and accept them as normal, recognize the importance of mutual understanding and cooperation and to which extent they are ready to accept a peaceful way of conflict resolution.

### Concept **Privacy**:

- to which extent the students can explain the right to privacy in the school and describe appropriate behavior in situations concerning the privacy in the school;
- to which extent they can explain situations where privacy is important to them, ability to assess and defend a stand concerning their privacy in the school.

## THE LOCAL COMMUNITY

### Concept **Responsibility**:

- to which extent the students can identify and explain the basic responsibilities and rights of the citizens in the local community;
- to which extent they can explain the benefits and consequences of the fulfillment and neglect of the responsibilities in the local community and bring reasonable decision concerning the fulfillment of the responsibilities in certain situations.

### Concept **Authority**:

- to which extent the students can explain why the rules are necessary in the local community and know the basic safety rules;
- to which extent they recognize the authorities in the local community and recognize the situations of use and abuse of authority.

### Concept **Justice**:

- to which extent the students can explain why it is necessary to be held responsible if a rule has been broken in the local community and evaluate a righteous case;
- to which extent they can recognize differences among people in the local community and accept them as normal, to which extent they can analyze and evaluate just solution of the problems in the local community.

### Concept **Privacy**:

- to which extent the students can explain the right to privacy of the citizens in the local community and describe appropriate behavior in different situations concerning privacy;

- to which extent they identify situations where cooperation among the people in the local community is necessary and are able to describe situation where the interests of the people in the local community are respected.

## THE STATE<sup>9</sup>

### Concept **Responsibility**:


- to which extent the students know the basic rules in the state and the citizens' responsibilities in the state and to which extent they can take a stand concerning their respect.

### Concept **Authority**:

- to which extent the students are able to identify the basic characteristics and symbols of the state;
- to which extent they can identify the basic governmental institutions, their functions and are able to recognize their use and abuse.

### Concept **Justice**:

- to which extent the students recognize the basic rights of the children and citizens of the Republic of Macedonia;
- to which extent they are able to identify the existence of differences among people in the state and explain the meaning of mutual understanding and cooperation;
- to which extent they know of just ways for bringing decisions on a national level.

 <sup>9</sup> In the topic area The State the concept Privacy was not measured because it was estimated that the understanding of privacy on such a general level is too complex issue.

# 7

## DESCRIPTION OF STANDARDS BY LEVELS AND TOPIC AREAS



### MINIMUM STANDARD

- The student has reached minimum standard in the topic area **The Family** if:
  - he/she can state some of his/her responsibilities in the family;
  - he/she knows the basic family rules and the appropriate manners of behavior that come from them;
  - he/she recognizes the rights of the parents that come from their position as parents;
  - he/she recognizes the situations in the family when responsibilities are (should be) distributed (rights, benefits) and knows righteous ways for their distribution;
  - he/she recognizes when in an everyday situation in the family a cooperation among the members of the family is necessary;
  - he/she can say how a member of the family feels when his/her privacy is not respected;
  - he/she can describe an appropriate manner of behavior of the child in the family when he/she wants to keep his/her privacy from the other children.
  
- The student has reached minimum standard in the topic area **The School** if:
  - he/she recognizes the basic student's responsibilities concerning study and respect for the code of conduct in the school;

- he/she knows who manages the work in the class and the work in the school;
  - he/she recognizes the basic responsibilities of the teacher concerning the teaching of the students and managing the class;
  - he/she recognizes voting as a manner of righteous bringing of decisions in class concerning issues that are important to the students;
  - he/she recognizes the rights concerning participation of all the students in various activities (for example: going on an excursion) regardless of the success achieved in learning process;
  - he/she recognizes appropriate manner of reaction to a conflict, so that the conflict is peacefully resolved;
  - he/she recognizes appropriate manner of students' behavior in situations where the students' privacy should be respected.
- The student has reached minimum standard in the topic area **The Local Community** if:
    - he/she knows that there are traffic regulations that every member of the local community must respect;
    - he/she can explain why a person must be held responsible if a traffic regulation is violated;
    - he/she identifies the institutions or the persons responsible for the safety of the local community;
    - he/she identifies responsibilities concerning the environment in the local community and can explain the benefits of a clean environment;
    - he/she identifies the services of the local community responsible for health care and prevention of diseases;
    - he/she can analyze and assess decisions concerning the just solution of children's problems in the local community.

- The student has reached minimum standard in the topic area **The State** if:
  - he/she knows the state symbols (the colors of the national flag and the name of the national anthem);
  - he/she knows that Skopje is the capital of Republic of Macedonia;
  - he/she identifies the state institutions that are responsible for the safety of the citizens and knows their basic functions (the Army and the Police);
  - he/she knows the basic right to study in mother tongue;
  - he/she knows that the citizens have the right to be employed and can evaluate the respect of the criteria for employment according to qualifications;
  - he/she is aware of the differences (national, appearance, religion or interest) among the people and is able to choose friends basing his/her choice on mutual interests and not on national, gender or religious basis.



### **SUFFICIENT STANDARD**

Apart from the minimum standard, the student has reached sufficient standard if:

- in the topic area **The Family**:
  - he/she identifies new responsibility obtained in the family;
  - he/she can assess the manners of behavior in a situation when a new responsibility in the family is accepted and the benefits and the consequences of that choice;
  - he/she recognizes responsibilities obtained in the family and distinguishes them from the responsibilities that come from other areas;
  - he/she can set priority of responsibilities in the family and explain them;

- he/she can identify family rules;
  - he/she can analyze situation about problems of just treatment of children by the parents;
  - he/she can describe appropriate behavior of the parents in situations when the children have broken a family rule;
  - he/she can suggest an appropriate solution to a situation in the family when different family members have different needs and interests;
  - he/she recognizes a situation in the family when cooperation between the children is necessary and can suggest an appropriate manner of behavior;
  - he/she can explain a behavior from the area of privacy and the right to privacy;
  - he/she can recognize situation when the parents have the right to restrict the privacy of the children.
- in the topic area **The School**:
    - he/she can list the basic rights and responsibilities of the students that are connected to the order in the school;
    - he/she is capable to deduce corresponding responsibilities from the basic rights in the school;
    - he/she is able to explain why the tasks the teacher assigns should be respected;
    - he/she recognizes who should be held responsible for a violation in the school;
    - he/she recognizes situations when an appropriate use of authority by the teacher is applied;
    - he/she recognizes situations of abuse of authority by the students;
    - he/she distinguishes between right and wrong distribution of things in the school;
    - he/she recognizes and accepts the differences among the students;

- he/she can explain appropriate behavior in situations where the mutual respect of the students' privacy is important;
  - he/she recognizes and is able to explain situations in the school when the right to privacy of the students should be restricted.
- in the topic area **The Local Community**:
    - he/she is able to explain why rules are necessary in the local community (safety rules, rules for preservation of the environment and the property in the local community, rules for hospitals, emergency rooms) and knows the consequences of their violation;
    - he/she recognizes situations when authorities in the local community do not treat all the citizens equally in the enforcement of the rules;
    - he/she identifies the basic responsibilities that he/she has as a child in the local community;
    - he/she identifies who is responsible in situations when the consequences of irresponsible behavior are apparent;
    - he/she knows who manages the local community;
    - he/she recognizes the basic rules of safety on the streets and is able to explain the consequences of violation of the traffic regulations;
    - he/she recognizes situations of gender differences among the people and knows that both sexes have equal rights and is able to assess the righteousness of solution to a problem that comes from disrespect of women's or children's rights;
    - he/she recognizes existence of different opinions among the people and is able to analyze and assess a proposed solution to a problem that has arisen from the variety of opinions;

- he/she identifies situations where cooperation among the people in the local community is necessary, sometimes even in situations where privacy could be intruded.
- in the topic area **The State**:
  - he/she knows the basic children rights;
  - he/she is able to identify behavior or actions that would mean abuse or misinterpretation of children's rights;
  - he/she knows just ways of bringing decisions in certain situations on a national level (for example: selection of national teams for international competitions or selection of representatives of the country abroad);
  - he/she knows the most important national holidays (8th of September and 2nd of August) and the reason why they are proclaimed national holidays;
  - he/she knows that the members of the parliament are elected by voting;
  - he/she is able to recognize violation of rules and regulations by the government authorities and understands why this is not allowed;
  - he/she is aware of the existence of differences among the people concerning their religious and national traditions and is able to explain why they should be respected.



### **PROFICIENT STANDARD**

Apart from the sufficient standard, the student has reached proficient standard if:

- in the topic area **The Family**:
  - he/she can explain the benefits from the responsible behavior of the children in the family;
  - he/she can make a rule concerning the behavior of the children in the family;

- he/she can make a rule concerning the family's safety;
  - he/she can state the benefits and consequences of the respect of the authority (parents' decisions) for the solution to a certain problem in the family;
  - he/she can suggest appropriate behavior of the parents towards the children (in situations when they behave differently about fulfillment of their responsibilities);
  - he/she can analyze situations when the interests of some members of the family are (not) respected;
  - he/she can explain situations when children's right to privacy in the family is restricted in order to gather evidence.
- in the topic area **The School**:
    - he/she recognizes opposed curricular and extra-curricular responsibilities;
    - he/she can explain why it is necessary to know who is responsible for a violation in the school;
    - he/she can explain situations when students have failed to fulfill their responsibilities and knows the consequences of such behavior;
    - he/she can analyze a situation when a new responsibility in the school needs to be taken;
    - he/she distinguishes school rules and other types of regulation (orders, laws and restrictions);
    - he/she can explain the reasons why certain rules have been brought in the school;
    - he/she recognizes important characteristics that the people who manage the school should have;
    - he/she recognizes a situation of abuse of authority by the teacher when grading the students;
    - he/she can explain situations of abuse of authority by the students and suggest ways of improvement of the position of authority;

- he/she recognizes important criteria for the just distribution of things in the school (according to skills, needs, interests and merits);
  - he/she accepts the mutual differences among the students and is able to find appropriate manners of behavior even in conflict situations;
  - he/she is able to suggest appropriate ways of cooperation of the students for successful completion of the joint assignment;
  - he/she can explain the benefits and consequences in situations concerning the defense of the right to privacy in the relations among the students;
  - he/she explains situations of teacher's respect of the students' right to privacy;
  - he/she explains appropriate behavior of the students when the teacher's respect of the students' right to privacy is in question;
- in the topic area **The Local Community**:
    - he/she recognizes problems that are solved on a local level;
    - he/she is able to analyze and assess just bringing of a decision in the local community;
    - he/she is able to explain why someone should be held responsible if he/she destroys the environment (setting fire, cutting trees in the parks, destruction of the property in the local community);
    - he/she identifies situations when cooperation among people is necessary for the improvement of the local community;
    - he/she recognizes problems that come from the everyday life of the people in the local community and analyzes and assesses decisions for just solution of the problem;

- he/she is able to explain the benefits and consequences from the fulfillment and neglect of the responsibilities in the local community and is able to bring reasonable decision concerning responsibility in situations when someone is prevented by some other responsibility from fulfilling his/her responsibility in the local community;
- he/she knows that secret voting in the process of election of a mayor serves to protect the privacy and the opportunity for free expression of people's opinions;
- in the topic area **The State**:
  - he/she knows the basic function of the Parliament of the Republic of Macedonia;
  - he/she knows to state at least one function of the President of the state (commander-in-chief of the armed forces, represents the state in the world, appoints ambassadors, approves the laws, pardons prisoners);
  - he/she recognizes consequences from irresponsible behavior and breaking the rules and regulations by the governmental authorities;
  - he/she is able to state one characteristic why Skopje is the capital of the Republic of Macedonia (seat of at least one governmental institution);
  - he/she knows from which rights do the children's responsibilities come from;
  - he/she is aware of the existence of differences among the children concerning their abilities and accepts the other children from the class and the school.

# 8

## EXAMPLES OF ITEMS BY STANDARD LEVEL



### MINIMUM STANDARD

#### ● The Family



#### Example 1:

- *The student can describe an appropriate manner of the child behavior in the family when he or she wants to keep his or her privacy from the other children.*

Biljana and her sister are in their room. The telephone rings. It's Biljana's friend. Biljana wants to talk to her friend in private.

**What should Biljana do so that she can talk to her friend in private?**

➤ **Answer:**  
(An action that secures privacy)

Example: To go to another room.  
To ask her sister to leave the room.  
To ask her friend to call later.

Example 2:

- The student recognizes the situations in the family when responsibilities are (should be) distributed (rights, benefits) and knows righteous ways for their distribution.

In the Mitevi family everybody helps as much as they can. Maja washes the dishes. The mother prepares the dinner. The father fixes the tap. Goran arranges the books on the shelves.

**What does the family share?**

- A. Responsibilities
- B. Justice
- C. Benefits

● The School

Example 1:

- The Student recognizes the basic responsibilities of the teacher concerning the teaching of the students and managing the class.

**What is THE MOST IMPORTANT thing for the teacher to do?**

- A. To keep the order in the class
- B. To hold meetings with the parents
- C. To teach the students

Example 2:

- The student rights concerning participation of all the students in various activities (for example: going on an excursion) regardless of the success achieved in the learning process.

The school organizes scientific excursion.

**Who can go to the excursion?**

- A. Only the quiet students
- B. Only the A-students
- C. All the students

## ● The Local Community

### □ Example 1:

- *The Student knows that there are traffic regulations that every member of the local community must respect.*

The policemen stopped the driver who was driving with speed 80 km/h, and the traffic sign denoted 40 km/h.

**Why the policemen stopped the driver?**

➤ **Answer:**

*Example: Because he broke a traffic regulation.*

### □ Example 2:

- *The student knows that there are traffic regulations that every member of the local community must respect.*

Traffic accidents often happen in front of the school. There is no traffic sign on the street denoting a school in the surrounding area.

**Who is responsible for putting the sign?**

- A. The citizens who live nearby
- B. The director of the school
- Ⓒ The local community services

## ● The State

### Example 1:

- The student knows the basic right to study in mother tongue.

The fourth grade teacher gave an assignment to the children: everyone should write one of **the children's basic rights in our country**. Remind yourself which are the children's basic rights.

**Who actually wrote one of the children's basic rights?**

- A. **Ana:** I have the right not to go to school if I don't want to.
- Ⓒ **Lirija:** I have the right to study in my mother tongue.
- C. **Sara:** I have the right to work in order to earn money.
- D. **Tamara:** I have the right to speak in class whenever I want.

### Example 2:

- The student knows that the citizens have the right to be employed and can evaluate the respect of the criteria for employment according to qualifications.

In a public announcement for a working position there is a requirement for knowledge of the English language. Macedonian, Serbian and Albanian applied. Only the Albanian knew the language.

**Who should get the job?**

- A. The Macedonian
- B. The Serbian
- Ⓒ The Albanian
- D. Somebody else

**Why do you think so?**

➤ **Answer:**

*Example:* Only the Albanian knows English.



## SUFFICIENT STANDARD

### ● The Family



#### Example 1:

- The student can describe appropriate behavior of the parents in situations when the children have broken a family rule.

After school Zoran went to his friend's place without telling his parents and stayed there for several hours. He broke the family rule. His mother was very worried. Because of this, she punished him.

**Did the mother do the right thing? Why do you think so?**

➤ **Answer:**

Example: Yes, he should learn to be responsible.  
Yes, he broke the family rule.



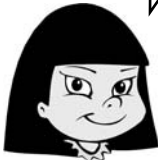
#### Example 2:

- The student recognizes a situation in the family when cooperation between the children is necessary and can suggest an appropriate manner of behavior.

Lile and Sanja are sisters.

**Write down what Sanja should say in this situation.**

Mom will be back soon  
and I still haven't  
cleaned the dust as  
I promised.



Example: I will help you.  
(An answer that suggest  
cooperation)



## ● The School

### Example 1:

- *The student is able to explain why the tasks the teacher assigns should be respected.*

The teacher told the students to practice mathematics in the following days because soon they will be tested.

**Why should the students do as the teacher tells them to?**

- A. Because the teacher said so
- Ⓑ In order to learn the material better
- C. So that the parents can see they are diligent

### Example 2:

- *The student is capable to deduce corresponding responsibilities from the basic rights in the school.*

All the children have the right to go to school and be educated. You also have that right. However, you also have responsibilities that come from that right.

**State one responsibility that comes from your right to go to school.**

➤ **Answer:**

*Example: To study.*

## ● The Local Community

### Example 1:

- The student identifies situations where cooperation among the people in the local community is necessary, sometimes even in situations where privacy could be intruded.

Darko went with his mother to the market. There were many people there and Darko got lost. He started to cry. A woman approached him and after finding out what happened, she started to ask who his parents were and where he lived.

#### What should Darko do?

*Darko should:*

- A. Answer because it is cultured.
- B. Answer because the woman can help him.
- C. Not answer because one shouldn't talk to strangers.
- D. Not answer because the woman does not know his parents.

### Example 2:

- The student should explain why rules are necessary in the local community (safety rules, rules for preservation of the environment and the property in the local community, rules for hospitals, emergency rooms) and knows the consequences of their violation.

In the emergency room there is a rule:



**Why have the employed in the emergency room brought this rule?**

➤ **Answer:**

*Example: So that everyone is examined in time.*

## • The State

### Example 1:

- The student knows the most important national holidays (8<sup>th</sup> of September and 2<sup>nd</sup> of August) and the reason why they are proclaimed national holidays.

Take a good look at the calendar for the month of August 2004.

AUGUST 2004						
Mon	Tue	Wed	Thu	Fri	Sat	Sun
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Monday, 2<sup>nd</sup> of August is not a working day. **Why?**

➤ **Answer:**

*Example: Because it is a national holiday. On this day, the creation of the new Macedonian state is celebrated.*

### Example 2:

- The student is able to recognize violation of rules and regulations by the government authorities and understands why this is not allowed.

One of the members of the Parliament of the Republic of Macedonia overstepped the speed limit. The police officer wanted to write him a ticket, but he tried to explain that he was a member of the Parliament and that he was in a hurry to get in time for an important session.

**What should the police officer do?**

➤ **Answer:**

*Example: He should write him the ticket.*

**Why do you think so?**

➤ **Answer:**

*Example: Nobody is above the law.*



## PROFICIENT STANDARD

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### ● The Family

#### □ Example 1:

- *The student can make a rule concerning the behavior of the children in the family.*

In the Ilievi family the three children go to bed when they want. They often go to bed late. The parents think this is not good.

**Write down a rule that will solve the problem.**

➤ **Answer:**

*Example: At ---- o'clock the children go to bed.*

#### □ Example 2:

- *The student can suggest appropriate behavior of the parents towards the children (in situations when they behave differently about fulfillment of their responsibilities).*

Beti and Goko were supposed to write their homework. Beti finished in time while Goko was still writing. When their friends called them to go out and play, their mother didn't allow any of them to go out.

**What should the mother have done to be just to both of them?**

➤ **Answer:**

*Example: Beti to go out and Goko to stay in.*

Example 3:

- *The student can explain situations when children's right to privacy in the family is restricted in order to gather evidence.*

Marko accused his sister of taking the money he spared to buy a ball. The mother questioned the daughter a long time. She asked her to hand over the school bag. She searched through her drawers.

**Why did the mother do all that?**

➤ **Answer:**

*Example: To find out whether Marko rightly accused his sister.*

• **The School**

Example 1:

- *The student can explain situations when students have failed to fulfill their responsibilities and knows the consequences of such behavior.*

Tose is in charge of the school's loudspeaker. For the school's celebrations the students prepared a performance. Everyone was in their places and already for 15 minutes waiting for Tose.

**What is the reason for everybody's anxiety?**

➤ **Answer:**

*Example: For wasting time in vain.*

**What will happen if Tose doesn't come at all?**

➤ **Answer:**

*Example: The performance won't be good because there won't be a loudspeaker.*

**Example 2:**

- *The student can explain the reasons why certain rules have been brought in the school.*

In the school every student knows that after the Society class the map must be returned to the cabinet immediately.

**Write down two reasons why this rule is necessary.**

➤ **Answer:**

Example: 1. So that everyone can use it.  
2. For better preservation.

**Example 3:**

- *The student recognizes important criteria for the just distribution of things in the school (according to skills, needs, interests and merits).*

The teacher should select a student to be a master of the ceremony of the upcoming school performance.

**The teacher should select a student who:**

- A. is quiet and diligent.
- B. is an A-student.
- C. wants to be the master of the ceremony.
- D. reads fluently.

## ● The Local Community

### Example 1:

- *The student identifies situations when cooperation among people is necessary for the improvement of the local community.*

In the neighborhood there is a small slovenly park. The people who live there want it arranged.

**What is best for them to do?**

- A. Ask the local community to do it.
- Ⓑ Agree among them how they want it done.
- C. Everyone who wishes separately arranges part of the park.

### Example 2:

- *The student recognizes problems that come from the everyday life of the people in the local community and analyzes and assesses decisions for just solution of the problem.*

The neighbor angrily rushes into the yard of the Petrovski family. She starts to yell:

- Where are those brats? They were running after the ball and crushed my flowers.
- For two days now the children are with their grandparents in the country - the father said calmly.

The neighbor blushed and was left speechless.

**Why was the neighbor left speechless?**

➤ **Answer:**

Example: Because she didn't check before accusing the children

## ● The State

### Example 1:

- *The student knows from which rights do the children's responsibilities come from.*

From some rights come certain responsibilities.

**From which of these rights comes responsibility for the children?**

- A. The right to health protection.
- B. The right to play.
- C. The right to education.
- D. The right to freedom.

### Example 2:

- *The student knows the basic function of the Parliament of the Republic of Macedonia.*

**Which of the following is a task of the Parliament of the Republic of Macedonia?**

- A. To elect the President of the state.
- B. To bring laws.
- C. To secure peace and order in the state.
- D. To see that the laws are enforced.

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