

ABSTRACTS

MAYER, JÓZSEF – VARGA, ATTILA: Dilemmas on Implementation of Educational Programmes for All-Day Schools – Critical Remarks

As a consequence of one of the educational policy decisions of the past few years the Hungarian Institute for Educational Research and Development ran a project to develop educational programs for all-day schools. Over 200 teachers have co-operated with more than 40 professional education designers in the project in order to develop educational programs for the extracurricular activities of all-day schools. As a result of cooperation five educational programmes, and nearly thousand lesson plans for extracurricular activities were published. These lesson-plans were tested in schools and their realization was monitored together with the professional education designers, then reviewed and finalized jointly by them on the basis of the collected feedbacks. The period of time

passed since the end of the developments shows that there are more obstacles hindering the implementation of the educational programs on a wider scale among national educational institutions in Hungary. By analysing these obstacles, the authors point out, besides the difficulty to change institutional features, the organizational obstructions, and the new intentions of the direction due to the modified educational policy, the lack of financial support to realize the newly developed educational program. In conclusion the paper gives an overview about the organizational and financial frameworks which would enable all-day schools to improve systematically the whole Hungarian national educational system.

Keywords: *all-day school, educational program, educational development, implementation*

BADÓ, ZSOLT – JÓZSA, KRISZTIÁN: The relationship between high school entrance exam scores and later high school achievement

Our study explored the predictive validity of the high school entrance exam scores on later academic performance. We analyzed the predictive strength of the mathematics and literacy entrance exam given in grade 4 for the “eight-year long academic high school”. In this

longitudinal study we monitored the students’ achievement from grade 5 to grade 12. The sample was comprised of 82 students. School performance indices included achievement on the National Assessment of Basic Competencies, subject grades, and a mathematics test written

before the Matura exam in grade 12. Our results suggest that entrance exam scores have significant predictive effect on later school performance even 8 years later. The predictive strength of the written part is moderate to large, while the oral part is negligible. The mathematics entrance test

had a larger contribution to the prediction of subsequent school success than the literacy test. Results suggest the need to reconsider parts of the high school entrance exam. Our study raised further research questions.

Keywords: *entrance exam, predictive validity, mathematics, literacy, academic performance*



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*Kisképző, tanév végi kiállítás,
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