

## Abstract

Barbro Hagberg-Persson, Elisabeth Berg, Kerstin Lagrell, 2010: Ämnesprov i svenska och svenska som andraspråk för årskurs 3 – en utprovningssomgång. Svenska i utveckling nr 28. Uppsala universitet, Uppsala.

*Subject test of Swedish and of Swedish as a second language for Grade 3 – an initial trial run.* In autumn 2007, the Swedish National Agency for Education commissioned the Department of Scandinavian Languages at Uppsala University to develop and construct the subject test of Swedish and of Swedish as a second language for Grade 3. An initial trial run was to be ready for implementation in spring 2009.

This report first documents the work on these trials and what it meant for the future of the test. A large part of the report is then given over to the field study carried out in spring 2009. Following this is an account of teachers' views and pupil results collected along with some reflections on the prospects for the test over the coming years.

The first trial run for the Grade 3 subject test was held March–May, 2009. During this period, five teachers from the university observed the proceedings in the form of a field study. In all, 11 schools with a total of 222 pupils were involved.

The results from the field study indicate that the different components of the exam were carried out in a way that worked well in general. Both the field observations and teachers' views confirm this since experiences were on the whole predominantly positive. However, with respect to exam components A and B, the teachers were concerned about whether they would manage to observe every student's oral proficiency at the same time, even though the two oral components were carried out separately with each half of the class.

The pupils' reading proficiency was tested in two exam components (C and D). Both the field observations and teachers' views indicate that the two components worked well in general but that the time spent introducing them and the amount of detail in doing so varied among teachers.

Components E/F test the pupils' ability to produce a written narrative. The results here indicate that the written narrative task worked well in general but that some parts should be given more attention. This primarily concerns the instructions and graphic material for the writing task.

Component G tests the pupils' ability to write a descriptive text. Also apparent here is the importance of the clarity of the teacher's instructions so that pupils can be provided with the best conditions for successfully completing this writing task.

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