



Korean Educational System

Monday, April 25, 2016

Sa Hun Kim

Professor

**Hankuk University of Foreign
Studies**

CONTENTS

1

General Educational System

2

Curriculum

3

Textbook

4

Achievement Evaluation



1

General Educational System

2

Curriculum

3

Textbook

4

Achievement Evaluation

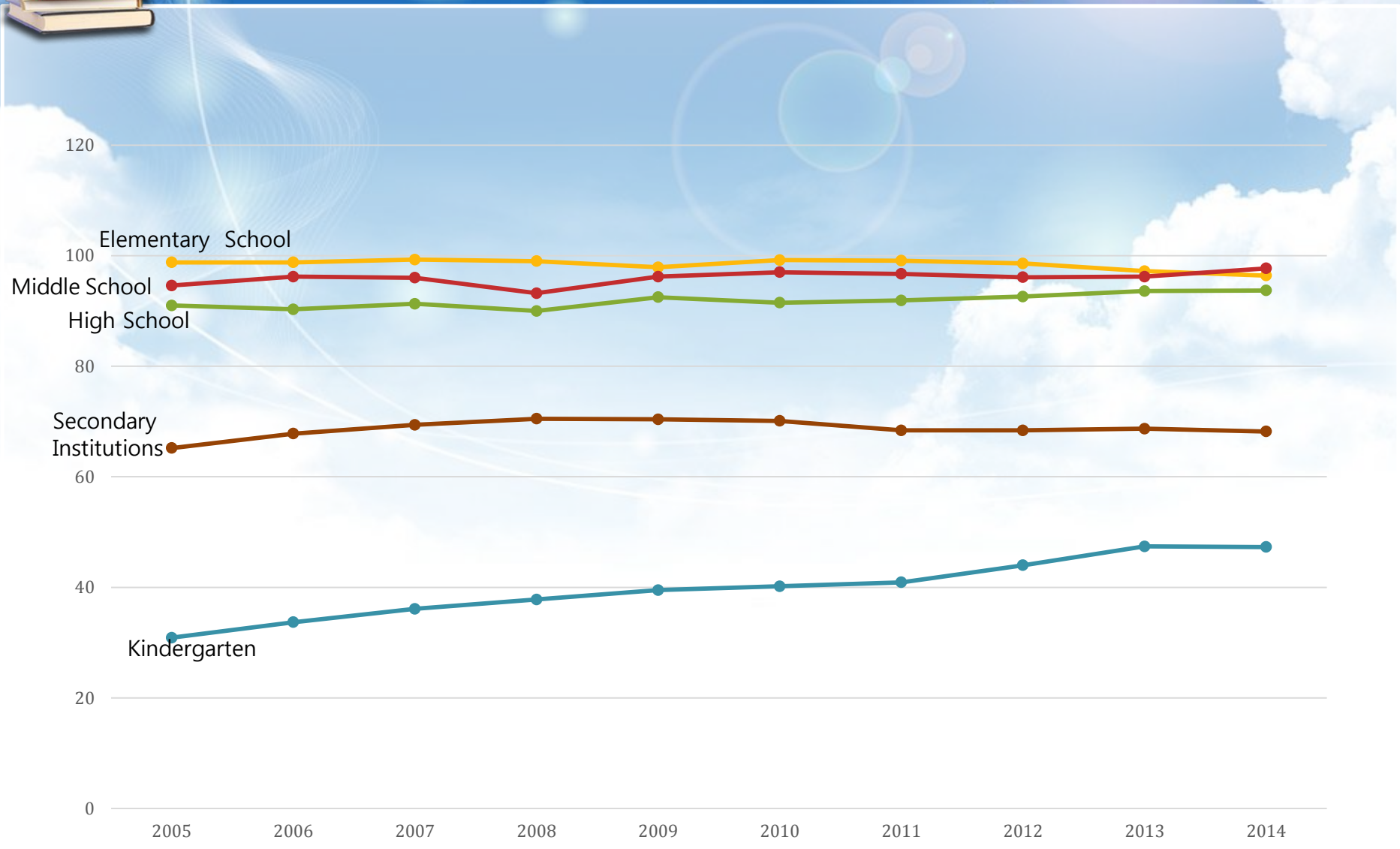


Korean School System

Age	Korea				United States		
25	Ph. D	Doctoral Program			Ph. D	Doctoral Program	
24	Master (2 years)	Graduate School			Master	Graduate School	
23					Professional School		
22	4 th Grade	Undergraduate		68.2 %	Senior	College Undergraduate	
21	3 rd Grade						
20	2 nd Grade						
19	1 st Grade						
18	3 rd Grade						
17	2 nd Grade	High School	College Scholastic Aptitude Test	93.7 %	12 th Grade	High School	SAT ACT
16	1 st Grade						
15	3 rd Grade	Middle School	Special-Purpose High School Entrances Exam	97.7 % (Free Education)	9 th Grade		
14	2 nd Grade				Junior High School/ Middle School	SSAT ISEE	
13	1 st Grade						
12	6 th Grade	Elementary School		96.4 % (Free Education)	8 th Grade	Elementary School Primary School Grammar School Grade School	
11	5 th Grade						
10	4 th Grade						
9	3 rd Grade						
8	2 nd Grade						
7	1 st Grade						
6	Kindergarten Child Care Center			47.3%	6 th Grade	Kindergarten Pre-School Child Care Center Day Care Center	
5					5 th Grade		
4					4 th Grade		
3					3 rd Grade		

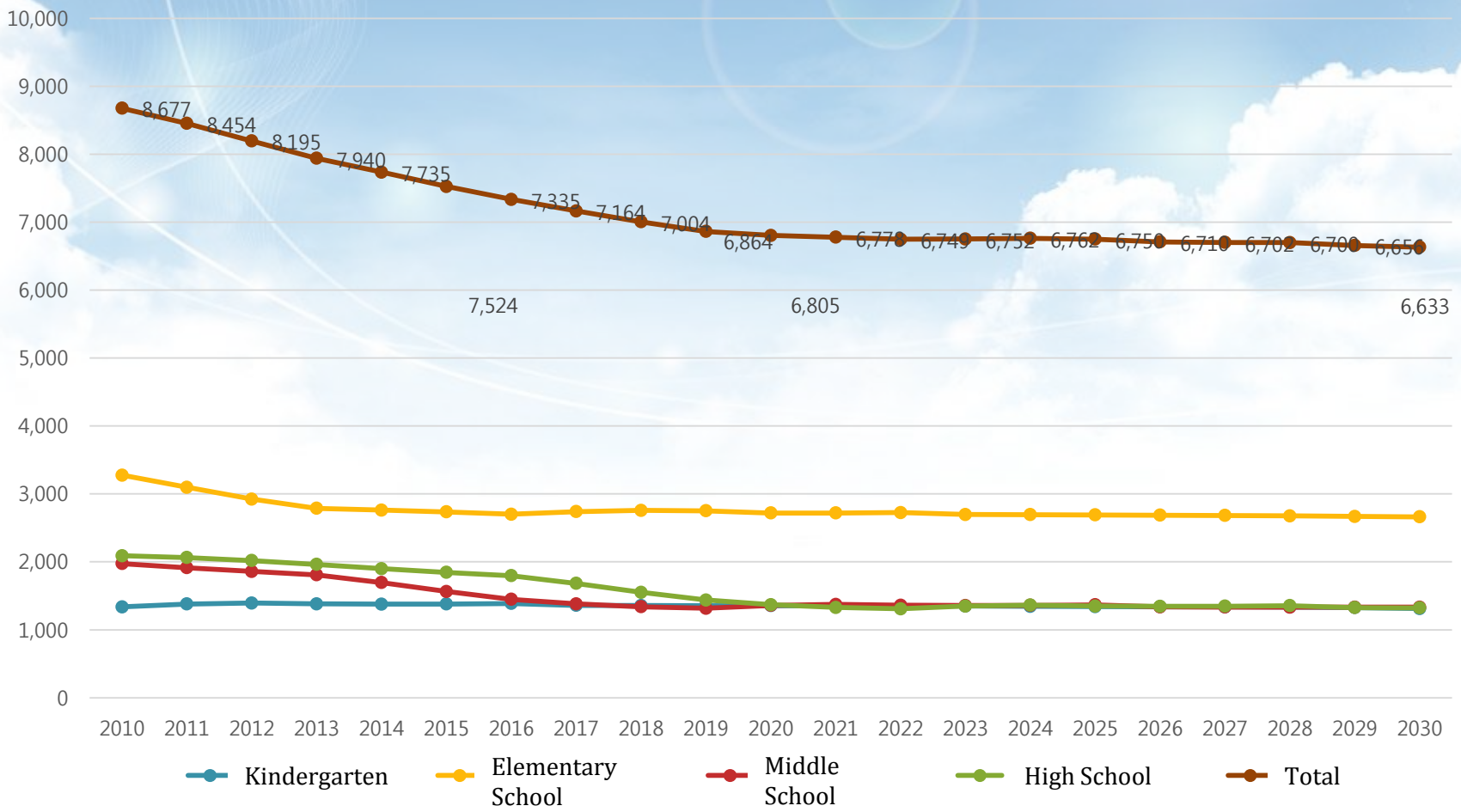


Entrance Rate



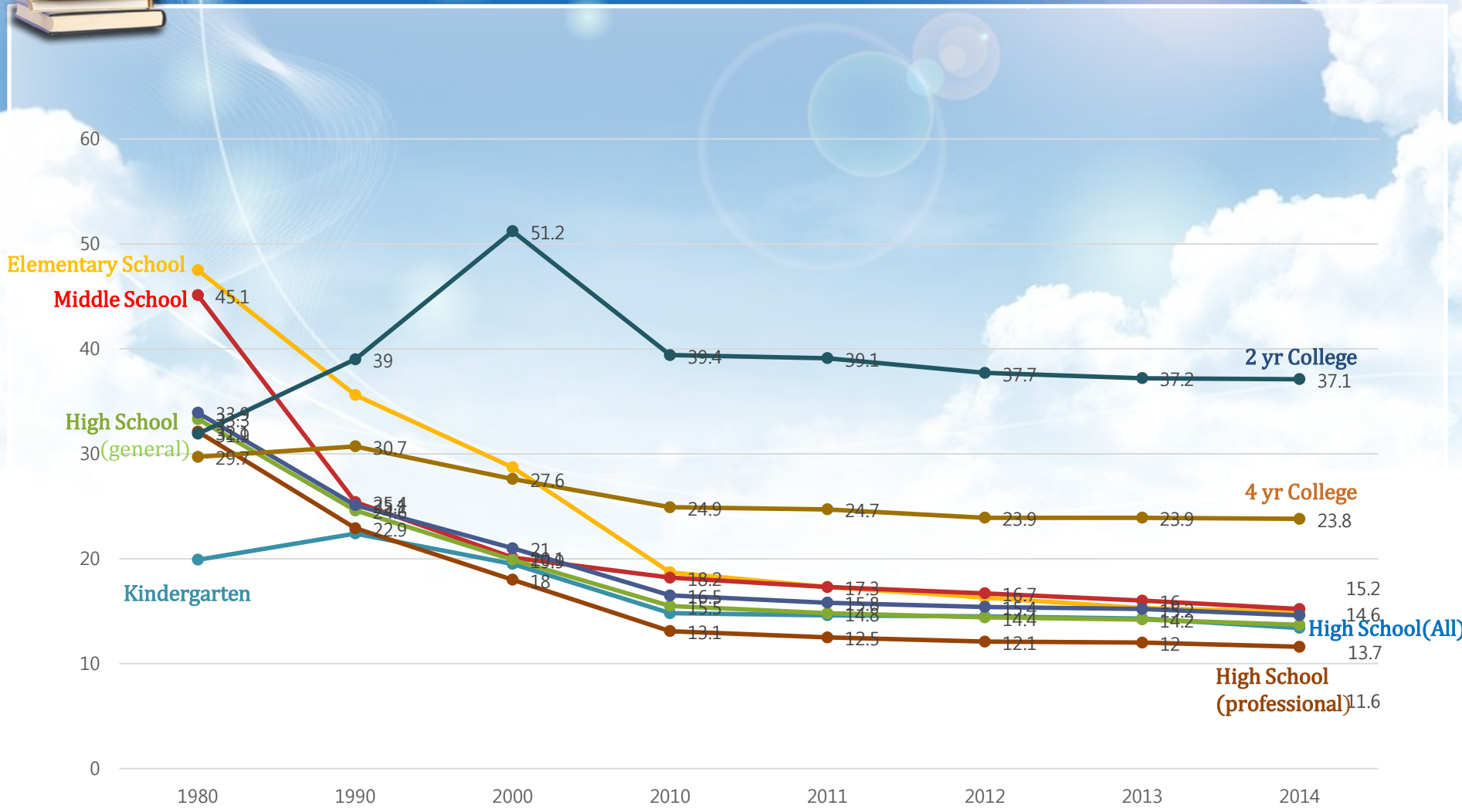


Student Stats and Progress





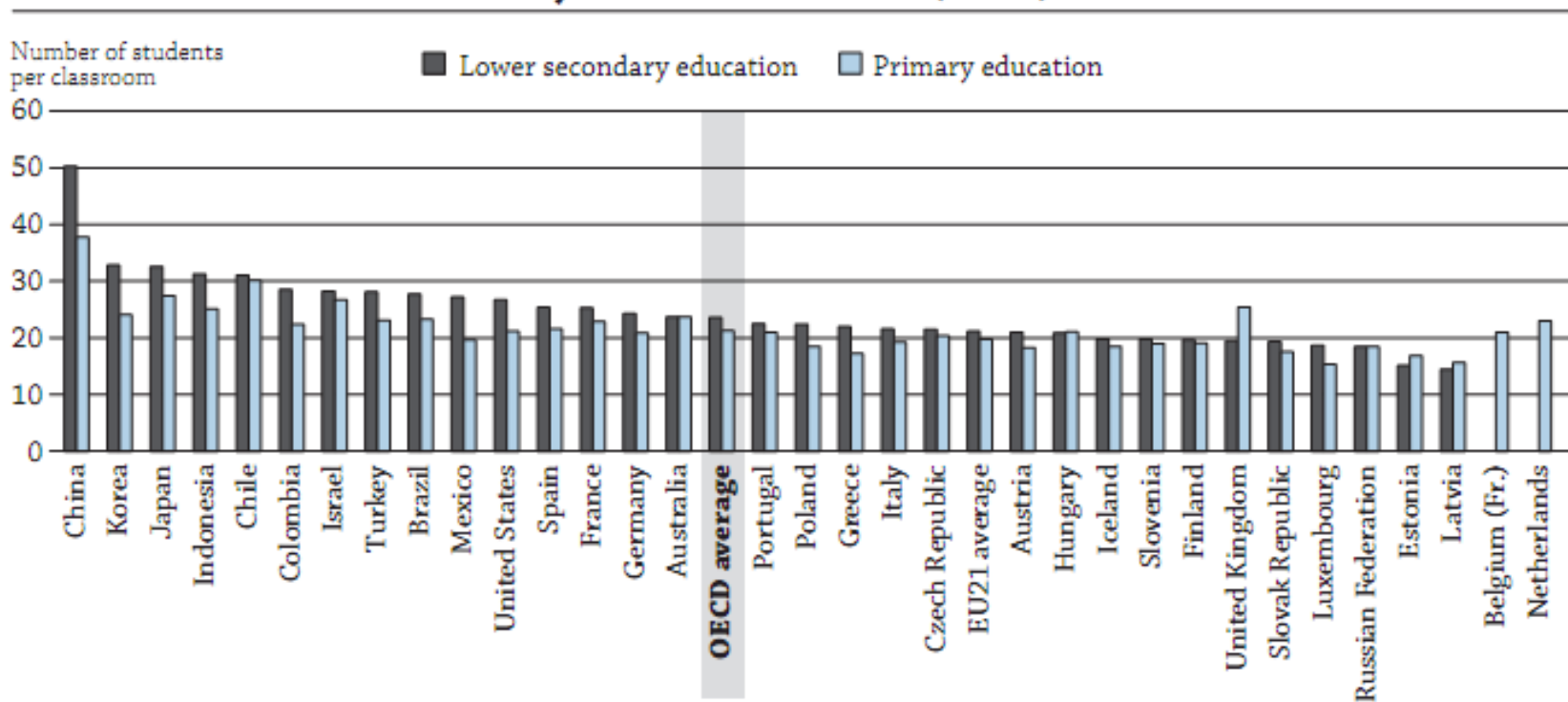
Student - Teacher ratio





International Comparison of Class Size

Chart D2.1. Average class size in educational institutions, by level of education (2013)



Countries are ranked in descending order of average class size in lower secondary education.

Source: OECD, Table D2.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

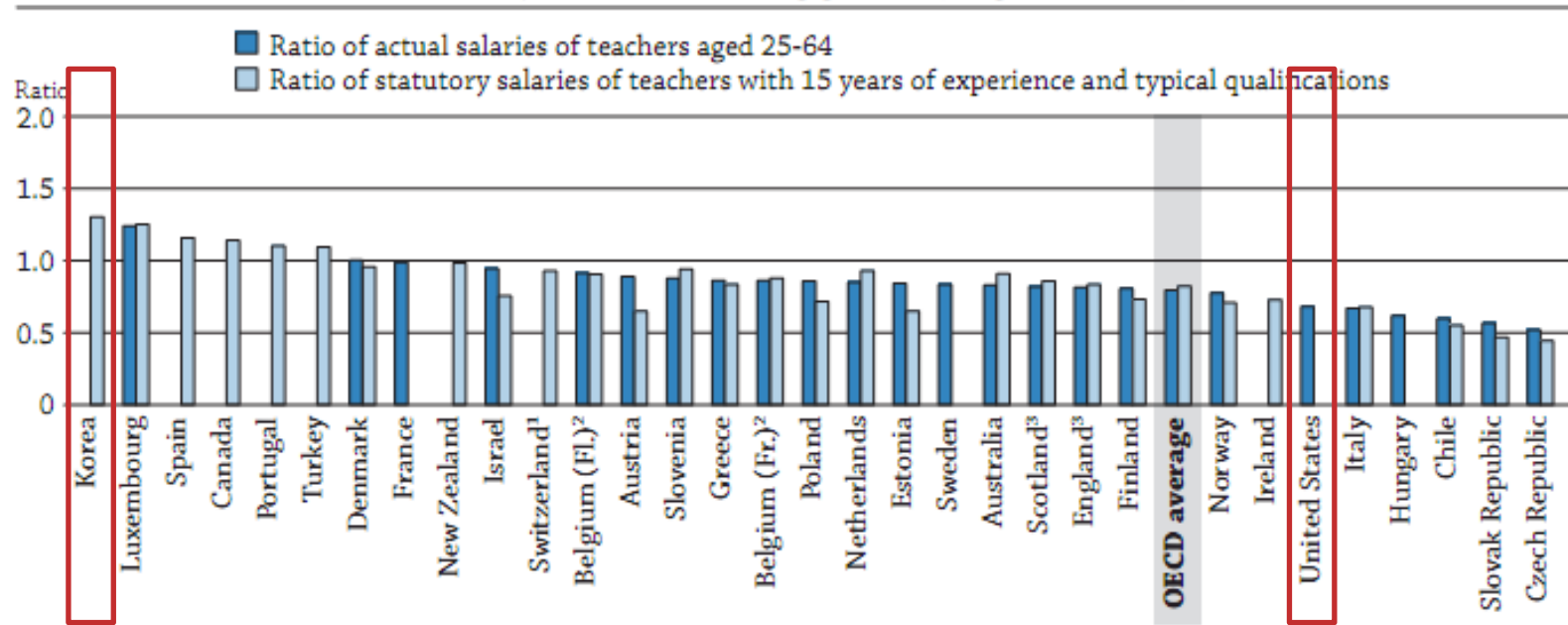
StatLink <http://dx.doi.org/10.1787/888933284429>



Teachers' Salaries Comparison

Chart D3.1. Teachers' salaries relative to earnings for similarly educated workers (2013)

Salaries of lower secondary teachers teaching general programmes in public institutions



Notes: The definition of teachers' typical qualification is based on a broad concept including the typical ISCED level of attainment and other criteria, as discussed in Box D3.2. For further details on the different metrics used to calculate these ratios, please refer to the *Methodology* section.

1. Statutory salaries of teachers with 11 years of experience and minimum qualification instead of 15 years of experience and typical qualifications.
2. Data on earnings for full-time, full-year workers with tertiary education refer to Belgium.
3. Data on earnings for full-time, full-year workers with tertiary education refer to the United Kingdom.

Countries are ranked in descending order of the ratio of teachers' salaries to earnings for full-time, full-year workers with tertiary education aged 25-64.

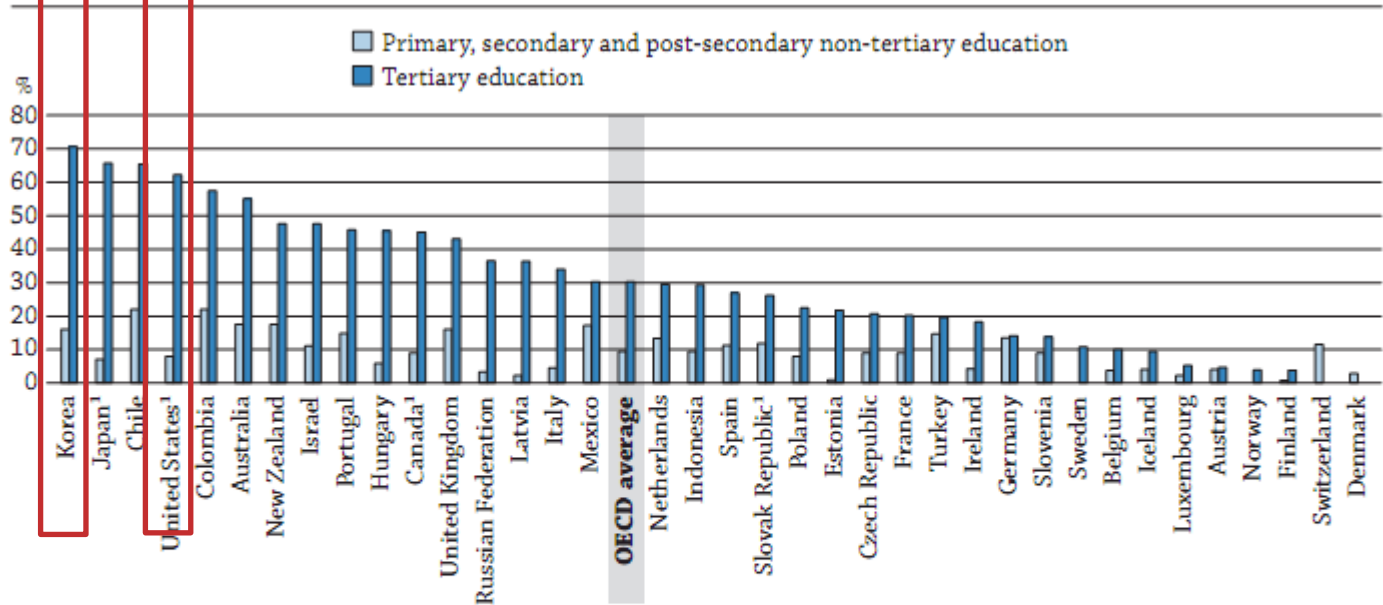
Source: OECD, Table D3.2a, and Table D3.2b, available on line. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

StatLink <http://dx.doi.org/10.1787/888933284456>



Private Education Expenditure Ratio

Chart B3.1. Share of private expenditure on educational institutions (2012)



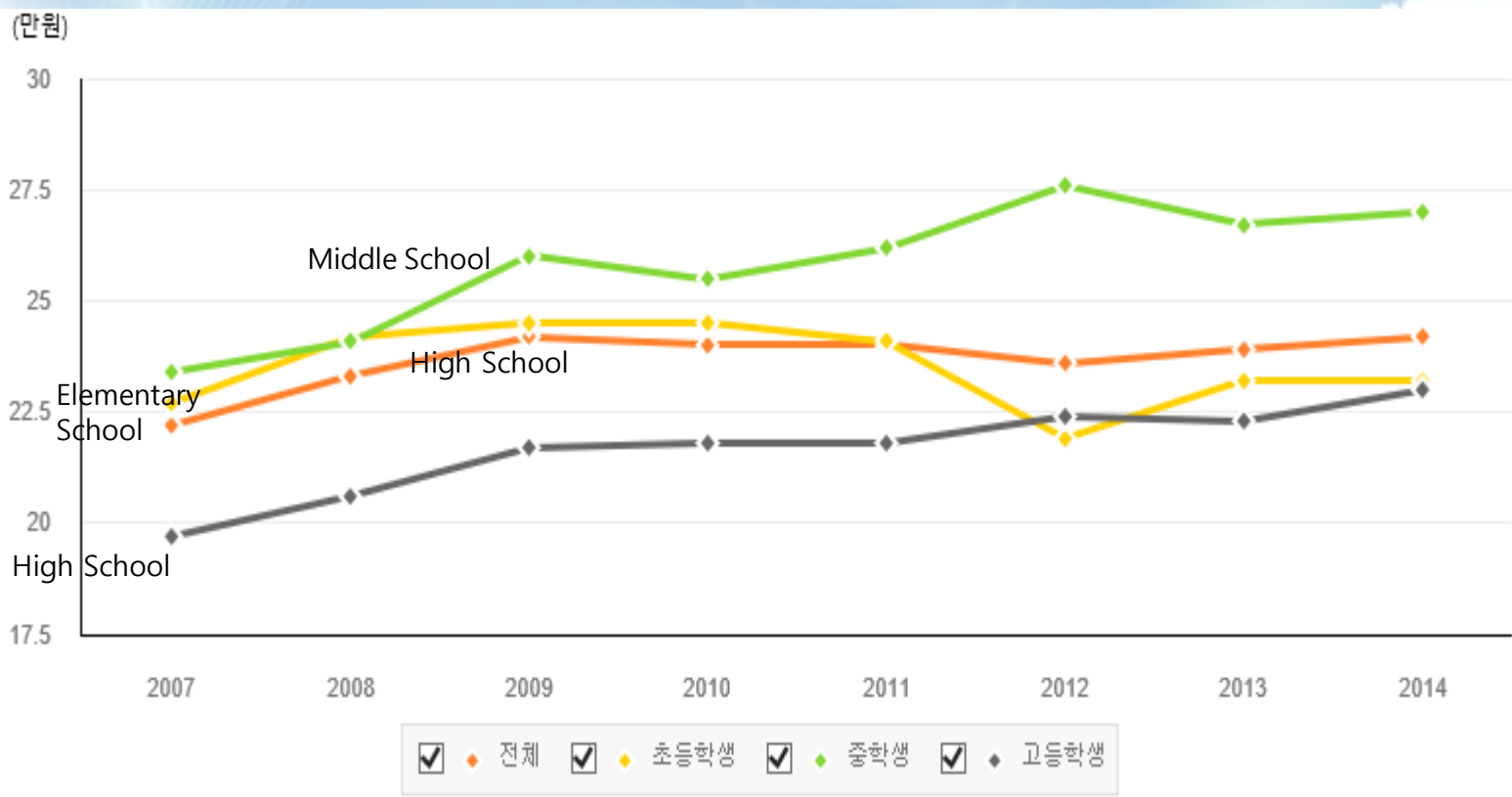
How to read this chart

The chart shows private spending on educational institutions as a percentage of total spending on educational institutions. This includes all money transferred to educational institutions from private sources, including public funding via subsidies to households, private fees for educational services or other private spending (e.g. on accommodation) which goes through the institution.

1. Some levels of education are included with others. Refer to "x" code in Table B1.1a for details.
 Countries are ranked in descending order of the share of private expenditure on educational institutions for tertiary education.
 Source: OECD, Table B3.1. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).
 StatLink <http://dx.doi.org/10.1787/888933283989>



Average Monthly Private Education Expenditure per Student





Private Education Expenditures by Subject and Gross Income Level

Distribution by Gross Income Level (%)	100.0	10.3	20.1	29.9	20.0	19.7
Private Education Expenditure	24.4	31.6	29.2	25.5	21.7	16.8
General Subject	19.0	26.4	24.0	20.2	16.2	11.2
Art, Music, Sports, Hobby, Liberal Arts	5.3	5.1	5.1	5.3	5.4	5.5



General Application Information

Admission Year	Admissions Capacity		
	Rolling Admission	Regular Admission	Total
2016	243,738 (66.7 %)	121,561 (33.3 %)	365,309
2017	248,669 (69.9 %)	107,076 (30.1 %)	355,745

*** Rolling Admission**

Application Period: September 12, 2017 – December 21, 2017

Application Review: September 12, 2017 – December 14, 2017

*** Regular Admission**

Application Period: December 31, 2016 – January 4, 2017

Application Period by Types

Type 'Ga': January 5-14

Type 'Na': January 15 – 21

Type 'Da': January 22 – February 1



Admission Capacity by Admission Type

	Application Type	2016	2017	Student Type
Rolling Admission	Transcript (Core Subjects)	140,181 (38.4%)	141,292 (39.7%)	
	Transcript (All)	67,631 (18.5%)	72,101 (20.3%)	
	Essay Based	15,349 (4.9%)	14,861 (4.2%)	
	Skill based	17,118 (4.7%)	17,942 (5.0%)	
	Others	3,469 (0.9%)	2,473 (0.7%)	
Subtotal		243,748 (66.7%)	248,669 (69.9%)	Foreign National
Regular Admission	College Scholastic Ability Test	105,304 (28.8%)	93,643 (26.3%)	
	Skill Based	14,365 (3.9%)	12,280 (3.5%)	
	Transcript(Core Subjects)	434 (0.1%)	437 (0.1%)	
	Transcript (All)	1,412 (0.4%)	671 (0.2%)	
	Others	46 (0.0%)	45 (0.0%)	Foreign National
Subtotal		121,561 (33.3%)	107,076 (30.1%)	
Total		365,309	355,745	



1

General Educational System

2

Curriculum

3

Textbook

4

Achievement Evaluation

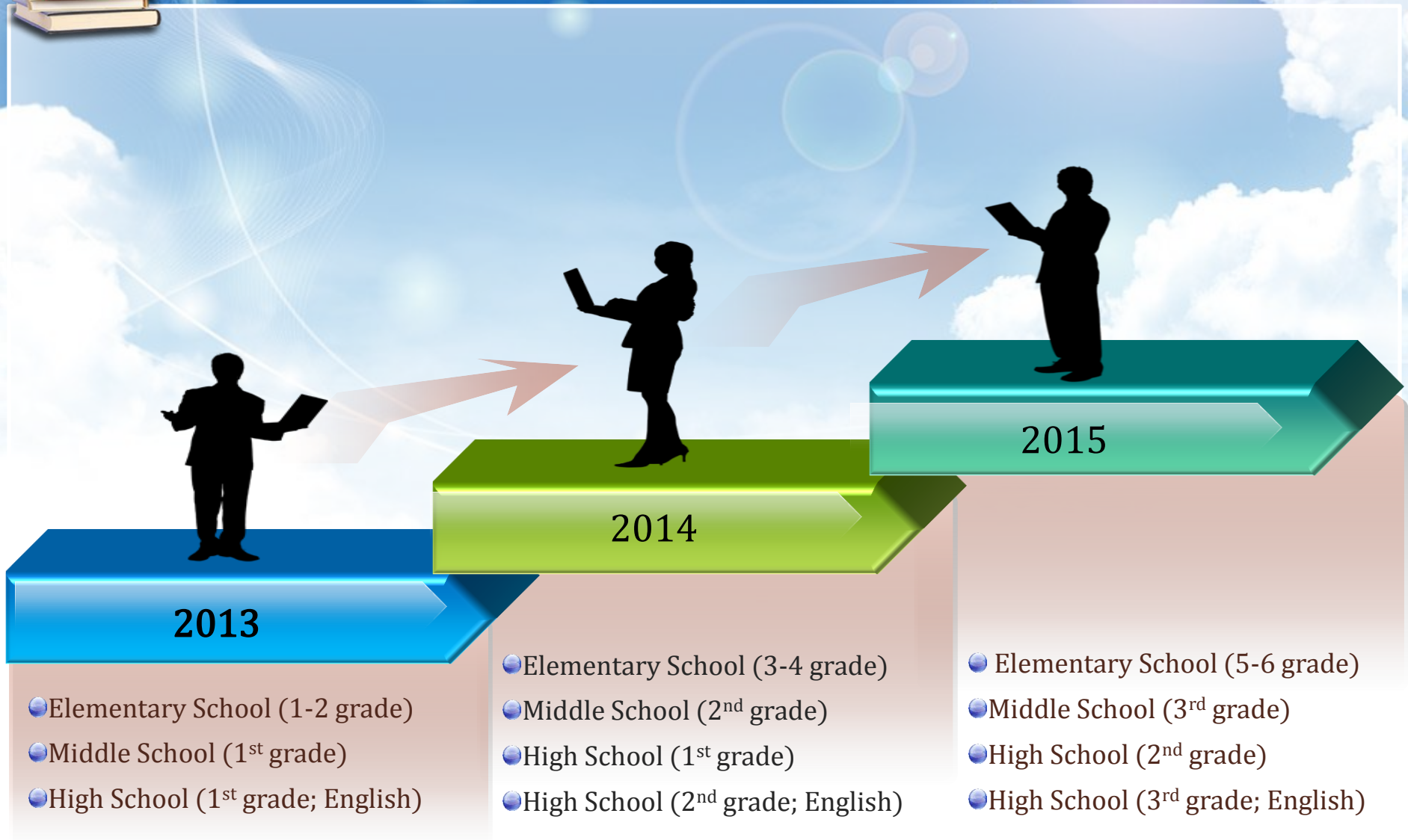


Historical Features of Curriculum

Classification		
No. 1 (1954-1963)	Subject Centered	<ul style="list-style-type: none"> • Organized subjects and extracurricular activity • Curriculum with life centered textbooks
No. 2 (1963-1973)	Life Centered	<ul style="list-style-type: none"> • Unified learning activities under the guidance of school • Emphasis on the experiences, self-motivation, productivity, and usefulness of learning activity
No. 3 (1973-1981)	Learning Centered	<ul style="list-style-type: none"> • Emphasis on the structure of knowledge, basic concepts and principles. • Understanding knowledge through self motivated study • Excessive learning
No. 4 (1981-1987)	People Oriented	<ul style="list-style-type: none"> • Research and development type curriculum • Understand subject, experience, and learning centered curriculum as people-oriented format • Emphasis on the national moral education, the well-round education, and the scientific technique education. • Integrated textbook (Branched curricula)
No. 5 (1987-1992)	Integrated	<ul style="list-style-type: none"> • Integrated curriculum for 1-2 graders • Introduction of computer and economy education • Use of multiple textbooks per subject (ex. social studies(regional))
No. 6 (1992-1997)	Localized	<ul style="list-style-type: none"> • Municipal ministry of education oriented. • 34 hours discretization time (for extracurricular activities)
No. 7 (1998-2008)		<ul style="list-style-type: none"> • Introduction of the national common curriculum and selective curriculum • Introduction of advanced curriculum by academic abilities of students • Elementary English Education
2009 Curriculum (Current)		<ul style="list-style-type: none"> • Expansion of voluntary school curriculum: introduction of grade group and subject group • Improved selection of high school centered curriculum : unit number adjustment and revocation of advanced/regular class selection • Others: 5 school day per week, adaption of various educational activities to the formal curriculum.
2015 Curriculum (2018)		<ul style="list-style-type: none"> • Integrated curriculum of liberal arts and science • Introduction of Fundamental concepts



Application of 2009 Curriculum





Background of 2009 Curriculum Revision

1. Preparation to the Globalization

'Cultivation of Creativity and Humanity'

- ← Curriculum Education by Creative Teaching Strategy
- ← Expansion of Extracurricular Activity ('Creative Experiential Activity')

2. Expansion of the Autonomous Curriculum Management by School

- Autonomy of curriculum management by school needs to be guaranteed in order to develop students' creativity and humanity.
- Instead of assigning the number of classes by the grade level and the subject, assignment applied by the grade group and the subject group.
- Variation of number of classes by subject group within 20% is allowed



Characteristic of 2009 Curriculum Revision

**7th
Curriculum**

**National Common Curriculum
(10 yrs)**

**Selection
Centered
(2 yrs)**



**2009
School
System
Compulsory
Education**

**Common Curriculum
(9 yrs)**

**Selection
Centered
(3 yrs)**

**Elementary School
(6 yrs)**

**Middle School
(3 yrs)**

**High School
(3 yrs)**

**Compulsory Education Period
(9 yrs)**



Introduction of Grade Group (2-3 Grade Groups)



Focus on the Basic Learning

Self-directed Learning Capability

Completion of the Basic Learning

Self-Discovery

Career Goal

Elementary School

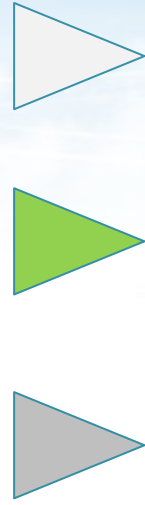
Middle School

High School



Introduction of Subject Groups (7 Subject Groups)

Existing 10 Subjects
Korean Language
Foreign Language
Math
Ethics
Social Studies
Science
Practical Courses (Technology; Home Economics)
Music
Art
Physical Education



7 Subject Groups
Korean Language
Foreign Language
Math
Ethics/Social Studies
Science/Practical Courses (Technology; Home Economics)
Art
Physical Education



* Types of Creative Experiential Activities and Sub-activities

Type

Sub-Activities

Self-regulated
Activity

Adaptation activity, self-governing activity, event activity, etc.

Club

Academic activity, art activity, sport activity, practical exercise, youth organization activity, etc.

Volunteer

In-school services, community services, environment conservation service, etc.

Career

Self-knowledge, future career search activity, career plan and experiential activity, etc.



Elementary School Curriculum

Classification		1-2 Grade	3-4 Grade	5-6 Grade
Subject (Groups)	Korean Language	Korean Language 448	408	408
	Social Studies/ Ethics		272	272
	Math	Math 256	272	272
	Science/ Practical Courses	Ethical Life 128	204	340
	Physical Education	Sensible Life 192	204	204
	Art (Music/Art)		272	272
	English	Pleasant Life 384	136	204
	Creative Experiential Activity	272	204	204
	Total number of class hours by Grade Group		1,680	1,972



Example of Elementary School Schedule

2nd Grade , 08:30~16:30/ 8 hours(Maximum)

			Mon.	Tues.	Wed.	Thurs.	Fri.
		08:30~					
1	40mins	09:00~09:40	Korean Language	Korean Language	Korean Language	Korean Language	Sensible Life
2	40mins	09:50~10:30	Math	Math	Korean Language	Pleasant Life	Korean Language
3	40mins	10:40~11:20	Ethical Life	Pleasant Life	Ethical Life	Math	Math
4	40mins	11:30~12:10	Pleasant Life	Pleasant Life	Pleasant Life	Sensible Life	Creative Experiential Activity
5	40mins	13:00~13:40		Math	Sensible life		
After - school Program	40~50mins	13:00~16:30					

5nd Grade , 08:30~17:20/ 8 hours 50 mins.(Maximum)

			Mon.	Tues.	Wed.	Thurs.	Fri.
		08:30~					
1	40mins	09:00~09:40	Art	Music	Science	Korean language	English
2	40mins	09:50~10:30	Art	Korean Language	Science	English	Math
3	40mins	10:40~11:20	Physical Education	Math	Physical Education	Physical Education	Creative Experimental Activity
4	40mins	11:30~12:10	Korean Language	Social Studies	Practical Course	Science	Social Studies
5	40mins	13:00~13:40	Social Studies	English	Practical Course	Math	Music
6	40mins	13:50~14:30	Math	Ethics		Creative Experimental Activity	Korean Language
After - school Program	40~50mins	13:00~16:30					



Middle School Curriculum

Classification		1-3 Grade
Subject (Group)	Korean Language	442
	Social Studies(History) /Ethics	510
	Math	374
	Science/ Technology-Home Economics	646
	Physical Education	272
	Art(Music/Art)	272
	English	340
	Electives	204
Creative Experimental Activity		306
Total class hours		3,366

Electives : Chinese Character, information, environment and green growth, life foreign language(German, French, Spanish, Chinese, Japanese, Russian, Arabic, Vietnamese), health, career plan.



High School Curriculum

	Subject Area	Subject (Group)	Core Courses		Elective Courses	
			Subject (Group)	Subject Area		
Subject (Group)	Basic (Under 90)	Korean Language	10	30	Depending on Student's Interests	
		Math	10			
		English	10			
	Research	Social Studies (including History and Ethics)	10	20		
		Science	10			
	PE/Art	PE	10	20		
		Art(Music/Art)	10			
	Life/ Liberal Arts	Technology-Home Economic/ Second Language/Chinese Character/Liberal Arts	16	16		
	Subtotal(180)			86		94
	Creative Experimental Activity			24		
Total Number of Completed Courses			204			

2013 ** High school Curriculum Credit Hour Assignments (1st Grade)



Subject Area	Subject Group	Subject	Recommended Credit Hours	Offered Credit Hours	1 st Grade (10 th)		2 nd Grade (11 th)		3 rd Grade (12 th)		Credit Hours	Required Credit Hours	
					1	2	1	2	1	2			
Basic	Korean Language	Korean Language	5	8	4	4					30	15	45
		Speech and Composition I	5	4					4				
		Reading and Grammar I	5	5				5					
		Literature I	5	4			4						
		Speech and Composition II	5	5						Select 1 (5)			
		Reading and Grammar II	5	5									
	Math	Literature II	5	4					4				
		Mathematics	5	8	4	4							
		General Mathematics	5	6					3	3			
		Calculus and Introductory Statistics	5	5			5						
	English	Practical English I	5	4	4								
		Practical English II	5	4				4					
		Practical English Conversation	5	4		4							
		English I	5	5			5						
		English II	5	4					4				
English Conversation		5	4						4				
English Reading and Composition	5	4						4					
Research	Social Studies	Social Studies	5	4	2	2					40	61	35
		Korean History	5	4	2	2							
		Sociocultural Studies	5	4				4					
		Korean Geography	5	4					4				
		World Geography	5	4						Select 1 (4)			
		World History	5	4									
		East Asian History	5	4			4						
		Law and Politics	5	4			4						
		Economy	5	4					2	2			
	Science	Life and Ethics	5	4				4					
		Ethics and Thoughts	5	4						4			
		Science	5	8	4	4							
		Physics I	5	4				4					
		Biology I	5	5					5				
Physical Education	Earth Science I	5	4			4							
	Physical Education	5	4	2	2								
Arts	Sports and Healthy Life	5	6			2	2	1	1				
	Music	5	6	Select 1 (3)	Select 1 (3)								
	Arts	5	6										
Living and Liberal Arts	Creating Arts	5	4			2	2						
	Technology-Home Economics	5	6	3	3								
	Japanese I/ Chinese I/ German I	5	6					Select 1 (3)	Select 1 (3)				
	Chinese Character I	5	6										
		Future Plan and Career	5	2	2	2	2						
Subtotal of Credit Hours					30	30	30	30	30	30	180	72	
Creative Activities			24	24	4	4	4	4	4	4	24	24	
Total Number of Completed Credit Hours per Semester					34	34	34	34	34	34	204		
Number of Subjects per semester					8	8	8	8	8	8			
Total Number of completed Credit Hours by Grade Level					68		68		68		204		



Types of High Schools

*Regulations for Elementary and Secondary Education Act

General High School		<ul style="list-style-type: none"> • Secondary education beyond the middle school level education • Classified into Autonomous and Non-autonomous high schools
Special Purpose High School	Science High School	<ul style="list-style-type: none"> • Foster talented students in science
	Foreign Language High School / International High School	<ul style="list-style-type: none"> • Foreign Language High School: Foster students fluent in foreign language • International High School: Foster internationally talented students
	Art High School / Sport High School	<ul style="list-style-type: none"> • Art High School: Foster Artists • Sport High School: Foster Athletes
	Meister High School	<ul style="list-style-type: none"> • Customized career curriculum to develop professionals
Specialized High School	Characteristic (Career)	<ul style="list-style-type: none"> • Foster talented students with similar talents, aptitudes, and abilities
	Experiment (Alternative)	<ul style="list-style-type: none"> • Experience-oriented education such as environmental field practices
Autonomous High School	Autonomous Private High School	<ul style="list-style-type: none"> • Practice various educations by school • Autonomous management of private school
	Autonomous Public High School	<ul style="list-style-type: none"> • Autonomous management of educational matters and curriculum • Practice well-round education



1

General Educational System

2

Curriculum

3

Textbook

4

Achievement Evaluation



Concept of Textbook

Curriculum Books	Textbook and (Instructor's) Manual
	Elementary (Textbook & Manual) and Secondary (Textbook) which applied 2009 Curriculum Revision
Textbook	Textbooks that systematically follow the proposed national curriculum of the educational purpose, contents, Teacher-Learning Strategy, and Evaluation
	Learning Material for Students and Teaching Material for Teachers
	Creative, Various, Unbiased High-quality Teaching-Learning Material



Textbook Classification

Textbook

Government-Designated Textbook

- Textbook developed by government and holds a copyright
- Textbook for students with disabilities
- Textbook for students studying uncommon subjects
- In-progress developing government-designated Korean history textbook

Authorized Textbook

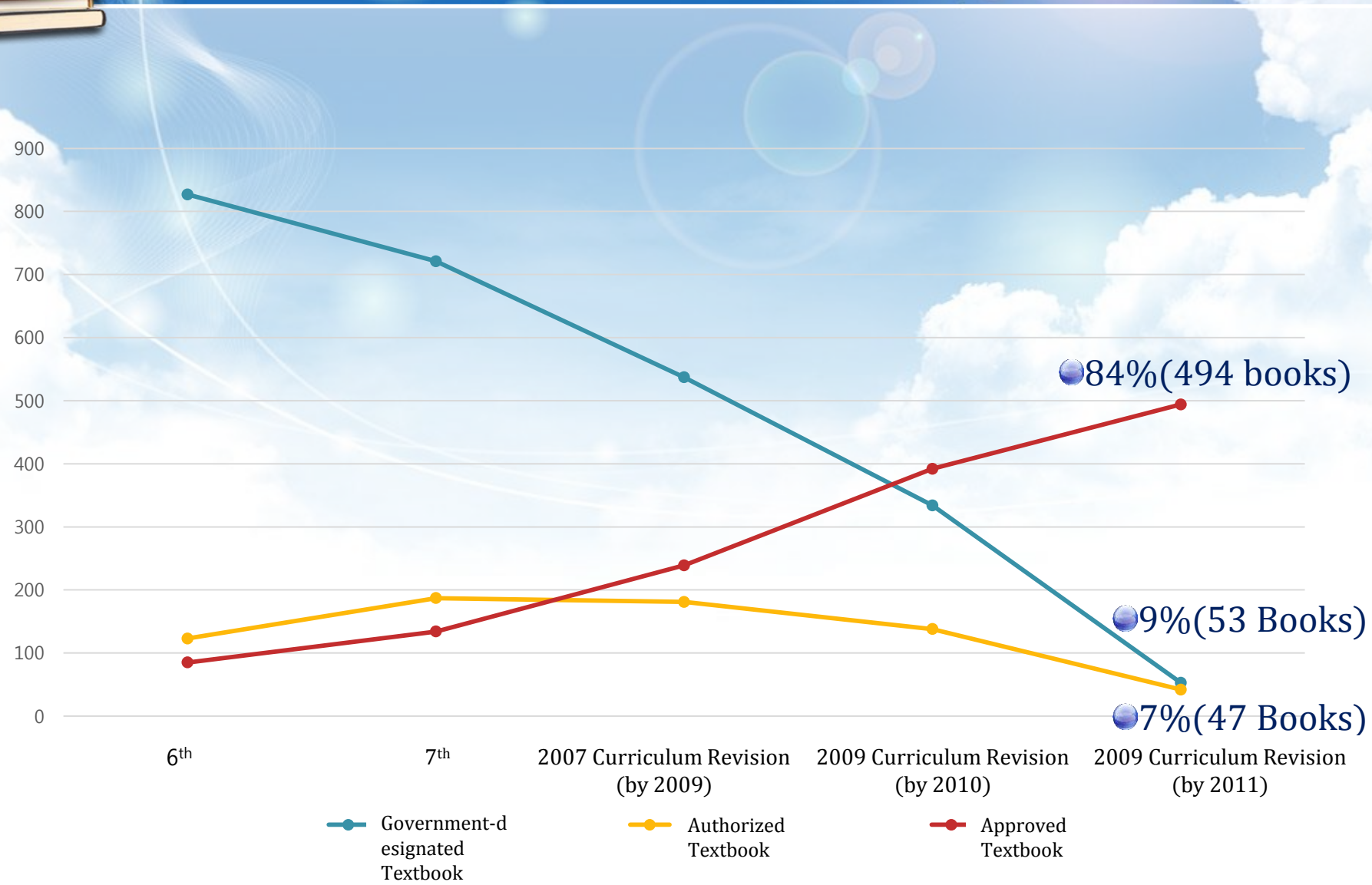
- Textbook developed privately and authorized by government
- Korean Language, History, Social Studies, and Ethics for the elementary and secondary schools

Approved Textbook

- Textbook developed private and approved by the municipal superintendent of education



Share of Different Textbooks by Curriculum Periods



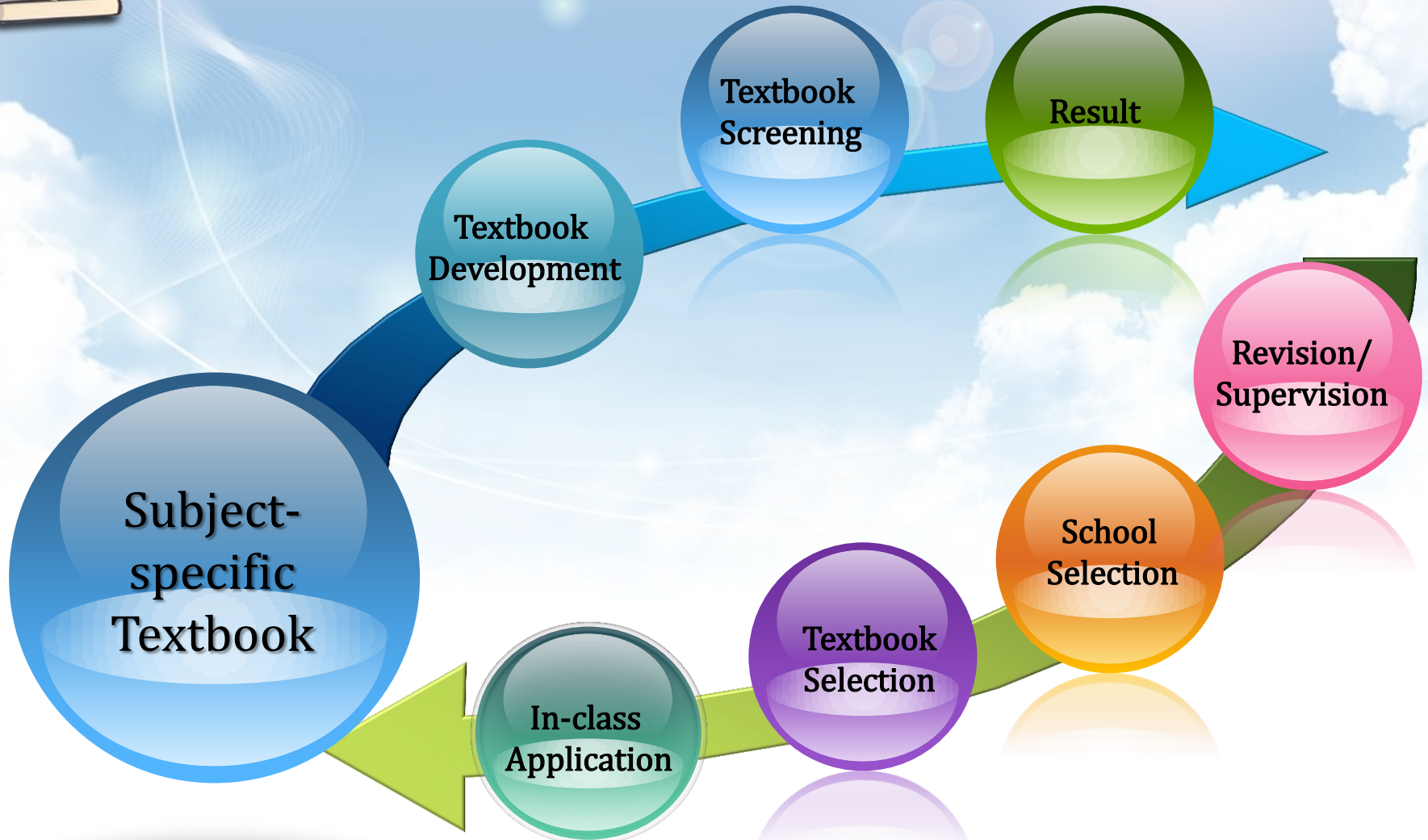


Outline of Textbook Screening

Allow private publishers to develop creative and high-quality textbooks through well-intentioned competition among the private publishers while authorizing the textbook after careful verification of propriety, accuracy, Impartiality and the universal validity of contents

Authorization Screening	Approval Screening
Kore Institute for Curriculum and Evaluation	Municipal Ministry of Education
Pre-screening/ Screening	Same as Authorization Screening, but for a shorter screening period
Relatively Strict	Respects Autonomous and Diversity
Ex) Elementary Music	Ex) Secondary Music

Textbook Development and Application Procedure





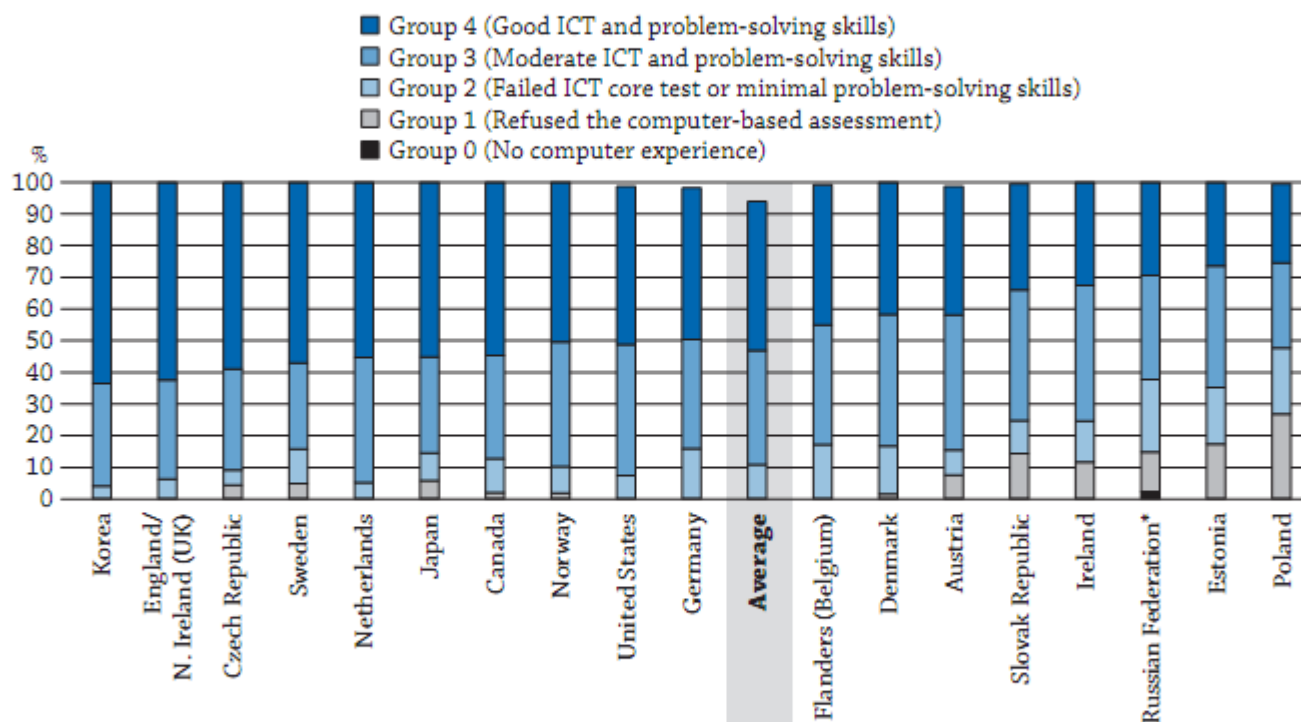
SMART Education, Digital Textbook

Signification of SMART Education

- Self-directed,
 - Motivated,
 - Adaptive,
 - Resource Enriched,
 - Technology Embedded
- This is 21st Education Paradigm that effectively use the information technology and network resources to innovate the education system including education contents/strategy/ assessment/environment
- In order to practice SMART Education, digital textbooks have been developed and applied



Chart D5.4. Teachers' skills and readiness to use information and communication technologies for problem solving (2012)
Survey of Adult Skills, teachers who teach both pre-primary and primary school, primary teachers and secondary teachers, 25-64 year-olds




Notes: Teachers who teach both pre-primary and primary school, primary teachers and secondary teachers refer to teachers who were currently working as teachers at the moment of the survey. The bars may not add up to 100% because of the presence categories for which there are too few observations to provide reliable estimates.

* See note on data for the Russian Federation in the *Methodology* section.

Countries are ranked in descending order of the percentage of teachers with good ICT and problem-solving skills (Group 4).

Source: OECD, Table D5.4a. See Annex 3 for notes (www.oecd.org/education/education-at-a-glance-19991487.htm).

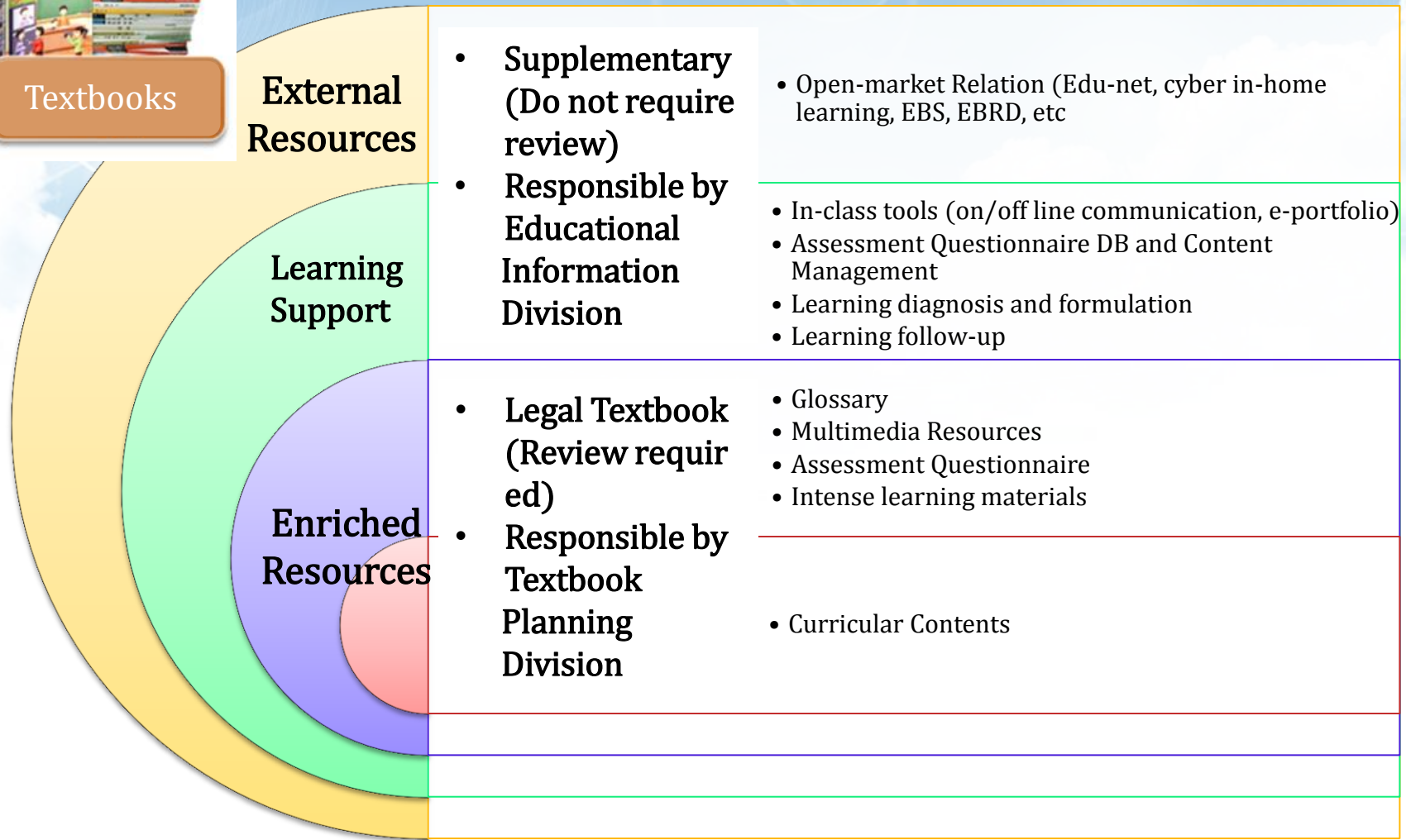
StatLink  <http://dx.doi.org/10.1787/888933284562>



Conceptual Diagram of Digital Textbook



Textbooks





- 2011~: Announcement of 'Smart Education' strategy and detailed program scheme.
- 2012: Development of digital textbook content and technology standard deliberation factors
- 2013: Primary Development of social studies, science, and English E-Textbook and application
- 2014~: Application in the social studies, science, and English subjects at the elementary and middle school level

In the consideration of educational influences and environments of digital textbook to students, **concurrent use of textbook and digital textbook** is in practice.

Current education infra: In the consideration of student's development circumstances, 'Smart Education' is in the limited practice in the model schools



Textbook vs. E-Textbook

Comparison Factors	Textbook	Digital Textbook
Type	<ul style="list-style-type: none">▪Text and image oriented printed learning material	<ul style="list-style-type: none">▪Animated multimedia learning material
Convertibility	<ul style="list-style-type: none">▪Not alterable	<ul style="list-style-type: none">▪Alterable materials based on the students' needs
Collectible	<ul style="list-style-type: none">▪Time consuming on collecting resources other than the textbook	<ul style="list-style-type: none">▪Varying teaching materials linked with digital textbooks and applicable learning resources stored in the school database
Transfer Method	<ul style="list-style-type: none">▪Given by teachers	<ul style="list-style-type: none">▪Downloadable on the computer and internet
Relativity	<ul style="list-style-type: none">▪Separated and independent structure	<ul style="list-style-type: none">▪Connected structure that allow teaching materials to be linked by related topics
Learning Strategy	<ul style="list-style-type: none">▪ Particularized in one-way teaching method	<ul style="list-style-type: none">▪Bilateral collaborative learning by interaction between computer and student, teacher and student, students, and student and groups
Lecture Strategy	<ul style="list-style-type: none">▪Accomplishment mostly depend on the student's ability	<ul style="list-style-type: none">▪Learning by academic level depending on the student's ability



1

General Educational System

2

Curriculum

3

Textbook

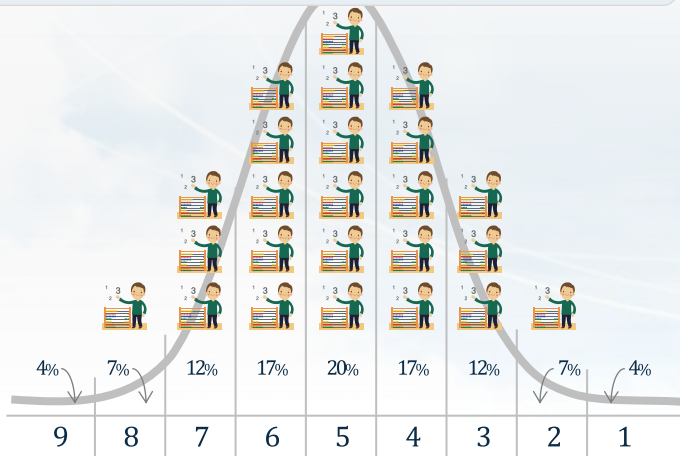
4

Achievement Evaluation

Assessment of Student's Accomplishment Level

Relative Evaluation

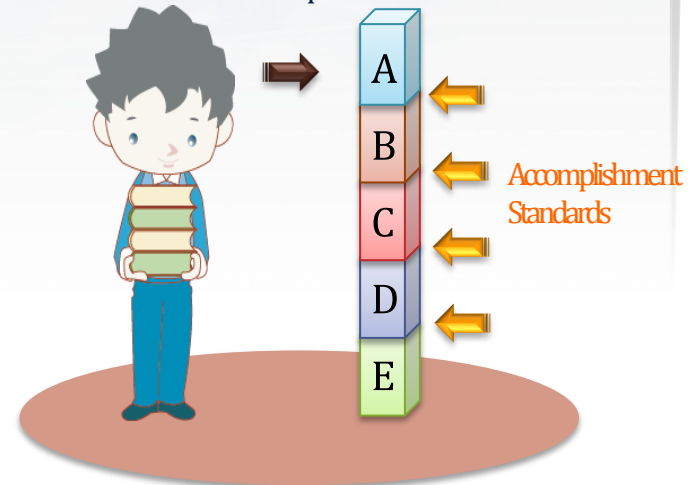
Comparison within a group
Relative Rank Comparison



Accomplishment Assessment

Evaluating the
accomplishment level

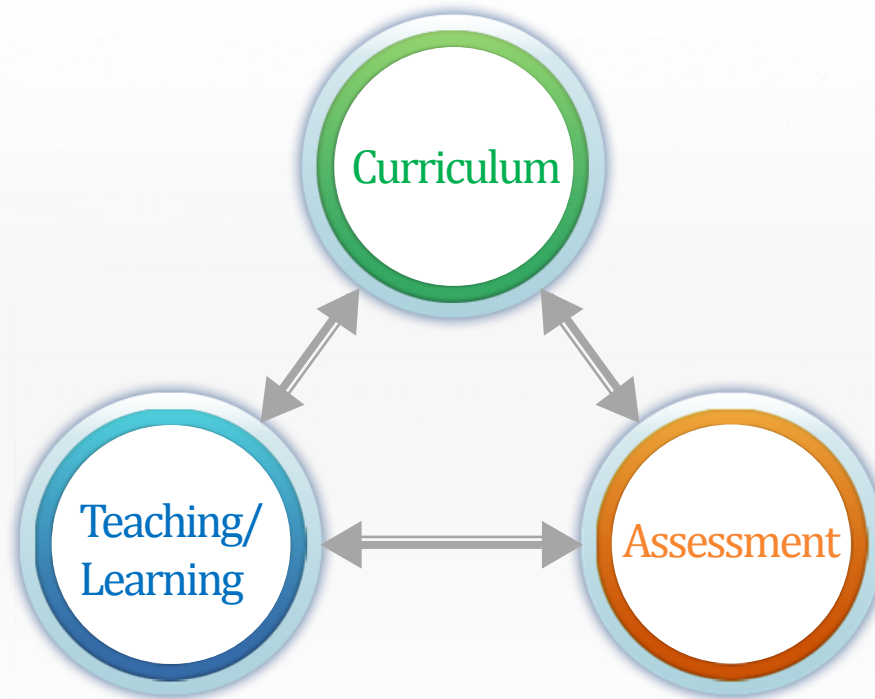
Individual Accomplishment



Assessment of Student's Accomplishment Level

- For students who have meet the accomplishment standard developed based on the national curriculum, the accomplishment grades, 'A-B-C(-D-E)' are assigned.

Assessment under the close relation with **curriculum** and the **teaching and learning**





Features of Accomplishment Assessment



Lecture Designation based on the “Curriculum” and “Accomplishment Assessment” instead of Textbook



Development of “Curriculum and Accomplishment Assessment” under School Circumstances.



Appropriate Assessment for Student to meet the “Accomplishment Standard”



Accomplishment Level Rating by Grade (A-B-C-D-E) based on the Accomplishment Standard

Features of Accomplishment Level

- Semester-level accomplishment standard is developed by school

Grade	General Features of Accomplishment Standard by Semester
A	Excellent. Student exceptionally fulfilled the overall accomplishment standard through faithful teaching and learning process over this semester.
B	Good. Student fulfilled the overall accomplishment standard through faithful teaching and learning process over this semester.
C	Average. Student met the overall accomplishment standard through faithful teaching and learning process over this semester.
D	Under Average. Student underachieved the overall accomplishment standard through faithful teaching and learning process over this semester.
E	Fail. Student did not fulfilled the overall accomplishment standard through faithful teaching and learning process over this semester.

Assessment Rubric Example

Grade

High School Music – Example of Accomplishment per Semester

A

By understanding the historical, social, and cultural context of music, student comprehended the characteristic, the variety and the function of music at different times. By researching, listening and analyzing variety of music cultures, student developed the comparative criticism between Korean and other music cultures. Synthetically, students can write and discuss about their understanding.

B

By understanding the historical, social, and cultural context of music, student comprehended the characteristic, the variety and the function of music at different times. By researching the variety of music culture and listening to them, student developed the comparative criticism between Korean and other music cultures. Student also can discuss about their understandings.

C

By understanding the historical, social, and cultural context of music, student comprehended the characteristic, the variety, and the function of music at different times. By listening to the music from variety of cultures, student can explain different characteristics music of Korean and other culture.

D

Student partially understood the historical, social and cultural context of music. Student understood part of characteristics, variety, and function of music at different times and explain their understandings.

E

Student partially understood the characteristic of music at different times and listened to the related music. Student can partially explain about the characteristic of the related music culture.



Example of Assessment Plan

Assessment Type and Area		Written Exam		Project			Total
		Multiple Choice	Short/Long Answers	Expression	Familiarization	Participation	
1 st semester	Total	35 pts	5 pts	30 pts	20 pts	10 pts	100 pts
	Rate(%)	40%		60%			100%



Example of Written Exam Proposal

2013 <input type="radio"/> Semester Final Exam <input type="radio"/> Grade Music – Dual-purpose Classification	Total	Department Head	Assistant Principal	Principal

Teacher	(Signature)
Exam Date	Period: _____ Date: _____/_____/2013

Multiple Choices

No.	Contents	Accomplishment Standards	Area			Difficulty Level			Pts	Answer Key
			Know-ledge	Under-standing	Appli-cation	Hard	Inter-mediate	Easy		
1	'Mother's Heart' Tempo Signature	M9211. Student can classify the musical elements and concepts after listening to the music of 7-9 th grade level.	<input type="radio"/>			<input type="radio"/>			5	1
2	'Jindo Arirang'	M9211. Student can classify the musical elements and concepts after listening to the music of 7-9 th grade level. M9221. Student can discuss about the characteristics of music at various times.			<input type="radio"/>		<input type="radio"/>		5	5
...
19	Tempo Signature	M9211. Student can classify the musical elements and concepts after listening to the music of 7-9 th grade level.	<input type="radio"/>					<input type="radio"/>	5	3
20	Sonata Form	M9211. Student can classify the musical elements and concepts after listening to the music of 7-9 th grade level.			<input type="radio"/>	<input type="radio"/>			5	2
Total			7	9	8	7	10	7	100	
Percentage (%)			29	38	33	29	42	29		

Assessment Type and Grading	Written Assessment	Multiple Choice	100 pts(20%)
		Short Answers	0 pts
	Total		100 pts
Expected Average Scores			75 pts / 100 pts



Example of Project Assessment Rubric

○ Semester, 2013
○ Grade Music – Project Plan

No.	Content	Accomplishment Standard	Assessment Detail	Type	Points	Due
1	Play Musical Instrument	M9112. Student can play the musical instrument. M9123-2. Student can play the music notes with the musical instrument using right features.	Play one song in the textbook	Practice Assessment	30 pts	April
2	Compose Music	M9133. Student can compose short melody with the given condition	Accumulation of composing melody and expression related records	Portfolio	25 pts	May
3	Familiarization	M9311. Student can apply music in the everyday life and participate in the cultural event. M9321. Student can discuss about the Korean traditional music and its global presence.	Write a report after watching musical performance	Report	25 pts	June
4	Participation	(Applicable in all accomplishment standards)	In-class participation, preparation, completion of activities	Observation	20 pts	Every p
Total			100 points (80%)			



Example of Project Proposal

Grade Group	Middle School	Area	1. Expression
Accomplishment Standard	<p>M9112. Student can play the musical instrument.</p> <p>M9121. Student can understand the musical element and concepts at the level of 7-9 Grade and play the musical instrument</p> <p>M9123-2. Student can play the music notes with the musical instrument using right features.</p>		
Type of Question	Performance Assessment (Practice Assessment)		
Purpose/ Evaluation Detail	Assessment of playing recorder in the right way with the expression of the various music notes.		
Question	Play duet of 'Always, for many times' with recorder and express musical characteristics		
Grade Group	Middle School	Area	3. Familiarization
Accomplishment Standard	M9321. Student can discuss about the traditional Korean music and its global presence		
Type of Question	Performance Assessment (Report)		
Purpose/ Evaluation Detail	<p>Assessment on the understanding of our musical culture and students' ability to internalize the global presence of our traditional music and to discuss about it.</p> <p>Students watch the royal ancestral rites music of imperial shrine rites at Jongmyo Shrine which performs First Sunday of May and submit the report.</p>		
Question	<ol style="list-style-type: none"> 1. Watch the royal ancestral rites music of imperial shrine rites at Jongmyo Shrine which performs First Sunday of May 2. If one can't watch the performance, submit the virtual experience report. 		



Accomplishment Evaluation Timeline

Timeline of accomplishment Evaluation Policy

Level/Subject		Grade	2012	2013	2014	2015	2016
Middle School		1 st	Introduction of Accomplishment Evaluation Policy				
		2 nd		Introduction of Accomplishment Evaluation Policy			
		3 rd			Introduction of Accomplishment Evaluation Policy		
High School	Regular Subjects (All)	1 st	Test	Test	Introduction of Accomplishment Evaluation Policy		
		2 nd			Introduction of Accomplishment Evaluation Policy		
		3 rd				Introduction of Accomplishment Evaluation Policy	
	Professional Subjects (Mater, Specialized)	1 st	Introduction of Accomplishment Evaluation Policy				
		2 nd		Introduction of Accomplishment Evaluation Policy			
		3 rd			Introduction of Accomplishment Evaluation Policy		

Thank You

