

The role of cognitive tests and teachers in the transition from primary to secondary education

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Propositions

Accompanying the dissertation

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by

Eva Feron

1. The teacher's assessment is the most efficient and effective instrument to allocate children to tracks (Chapter 3)
2. Teachers adjust their qualitative assessment of a child's ability after receiving his/her cognitive test score (Chapter 4)
3. Teachers use earlier cognitive test scores for a child's assessment when final test scores are no longer available. This results in even earlier selection (Chapter 5)
4. Participation of underperforming children in a programme to improve motivation and school attitude depends on motivation to participate (Chapter 6)
5. The support of teachers is crucial to successfully perform an intervention study in schools, not so much the cooperation between school leaders and researchers
6. Without data you are just a person with an opinion
7. Even when you have solid research and policy recommendations, timing is essential to get your message heard
8. How children perform on indicators of ability is just one input for the design of education systems
9. Writing a paper requires both patience and the ability to determine when it is finished
10. Persistence is the key to achievement