



Letter to families

Diagnostic assessment 2025



Dear family

As established under Articles 21, 29 and 144 of **Organic Law 3/2020, of 29 December, on Education (LOMLOE)**, which amends Organic Law 2/2006, of 3 May, all the **pupils in the 4th year of primary and 2nd year of secondary education** will undergo an annual assessment starting from the 2023-2024 academic year.

This assessment is the responsibility of the educational administrations within the autonomous communities and its purpose is to provide **information, instruction and guidance** to the schools, teachers, pupils and families as well as the educational community as a whole. The National Institute for Educational Evaluation (INEE) has established a [General Framework for Assessment of the Education System](#).

In 2025, the assessment will take place in the schools in Aragon during the following periods:

PRIMARY	SECONDARY
30 MAY TO 12 JUNE	7 MAY TO 20 MAY

Your sons and daughters will be given a **Mathematics** test and a **Spanish Language and Literature** test on specific dates. The school is not authorized to share the test dates with the educational community. These tests will be administered digitally. Furthermore, their results will not affect the evaluation of participating students in these areas/subjects or their academic records.

As in other tests, whether national or international, **questionnaires will be provided to collect socio-economic and cultural information from the pupils** in order to be able to carry out a contextualised analysis of the results. In the case of pupils in the 4th year of primary school, the parents or legal guardians of the pupils will receive the questionnaire, which should be returned to the school in the manner determined by the school. For pupils in the 2nd year of secondary school, the questions will be answered by the pupils themselves. All the responses will be collected in a digital format and will be completely anonymised.

The main purpose behind these tests is to obtain indicators on the acquisition of the specific competences being assessed, which will enable the schools and the authorities responsible for education to evaluate the measures and improvement plans that have been put in place. These tests, therefore, are not an individual assessment of the pupils and the pupils will not have to change their learning routines as a result of these assessments.

Finally, throughout the month of October, schools will provide students, either directly or through their children, with a report on their responses to these tests. This report will not have any academic value, but will reflect their individual performance in each skill compared to other students in Aragon. The tests administered in each year can be viewed on the CEFyCA website.

Thanking you for your cooperation, I send you my best regards.

José Calvo Dombón

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