



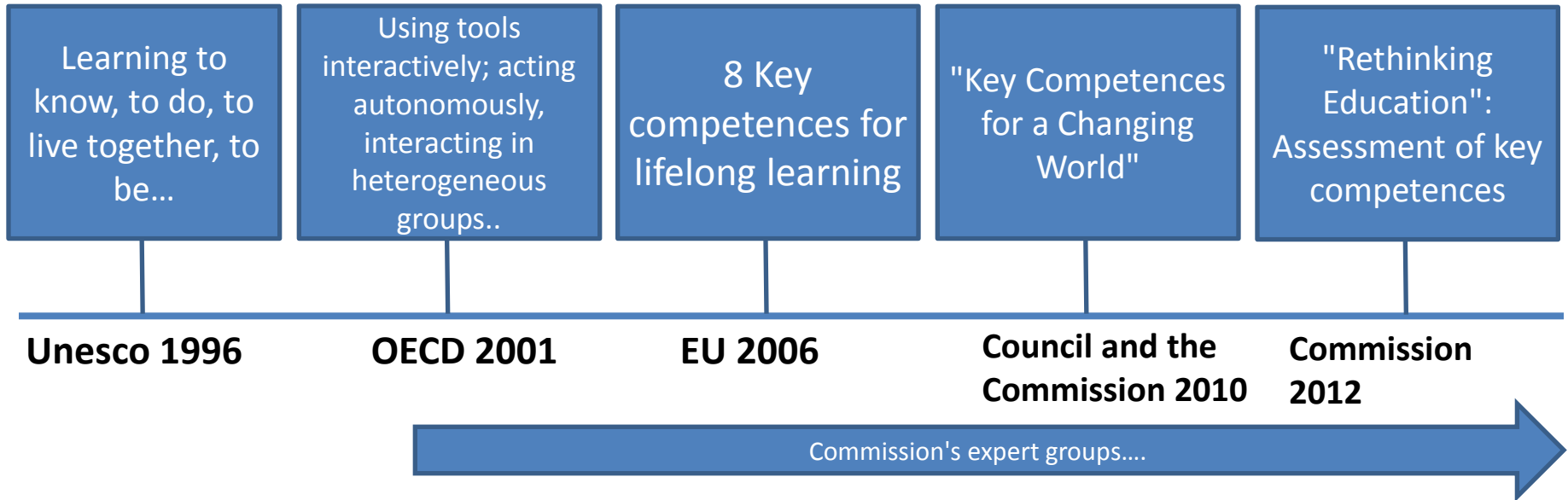
Assessment of Key Competences

Dublin 19-20 March 2013

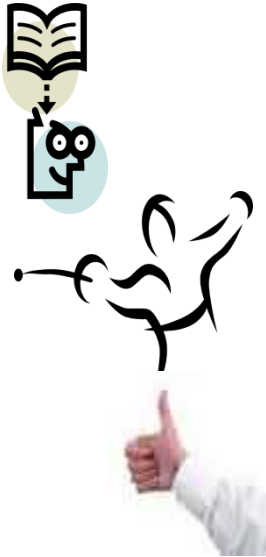
Tapio Säävälä

European Commission – DG Education and Culture

"A brief history" of key competences



Key competences



Key competences represent a transferable, multifunctional package of ***knowledge, skills and attitudes*** that all individuals need for ***personal fulfilment and development, inclusion and employment***. These should have been developed by the end of initial education and training, and should act as a foundation for further learning as part of lifelong learning.

The Key Competences Framework

1. Communication in the mother tongue
2. Communication in foreign languages
 - Mathematical competence and basic competences in science and technology
 - **Digital competence**
 - **Learning-to-learn**
 - **Social and civic competence**
 - **Initiative taking and entrepreneurship**
 - **Cultural awareness and expression**

They are underpinned by critical thinking, creativity, problem solving, risk assessment, decision-taking, constructive management of feelings...

They overlap and interlock... basic skills (language, literacy, numeracy, ICT) are the foundations for all key competences

Some comments from users...

- **A young lady from Denmark: Democratic competence?**
- **A young man from the Netherlands: Environmental competence?**
- **A young man from Germany: Now I know how to... fill in my CV....**
- **Reform of the ECEC curricula...**



"Key Competences for the Changing World" –2010 Joint report of the Council and the Commission

- **A lot of reforms: "based on"; "orientated towards"; "inspired by" ... (some started earlier)**
- **Traditional subjects to cover more skills and positive attitudes, real life situations...**
- **Transversal KCs have a more prominent role in curricula; and in initial teacher education;**
- **But: assessment "emerging" ...**

Key competences in curricula

Roles and responsibilities	Within subjects	Within learning areas	Across the whole curriculum
Individual teachers	Holistic understanding of curricula; how to embed the relevant KCs into subject and assess them etc,	How to agree, work with, evaluate with colleagues the KCs with the team(s)	Clear role, responsibility, contribution to overall goals and the learning environment
Teams of teachers	Awareness of the content and goals of colleagues work.	Understanding & implementing KCs in cooperation with others	A clear vision on how teams contribute and work together for KCs
School leaders	Identification of professional development needs, professional interaction, vision building, self-evaluation, use of other results... school as a learning environment.		

Why work assessment?

- Signals priorities for teaching and learning; and what we value as learning outcomes;
- Provides feedback of progress- both for the learner, teachers and beyond;
- Influences one's self-esteem, motivation, learning skills, future careers;
- How assessment is recorded; certified and communicated impacts one's life chances;
- Often controversial as purposes, scope, methods, or use of results unspecified...
- What we can measure is important, but so are the areas we cannot (yet)...

Towards comprehensive assessment of key competences

Map out key competences in (curricula and) existing assessments

Specify broad competences in learning outcomes

Broaden the scope of /methods summative assessment

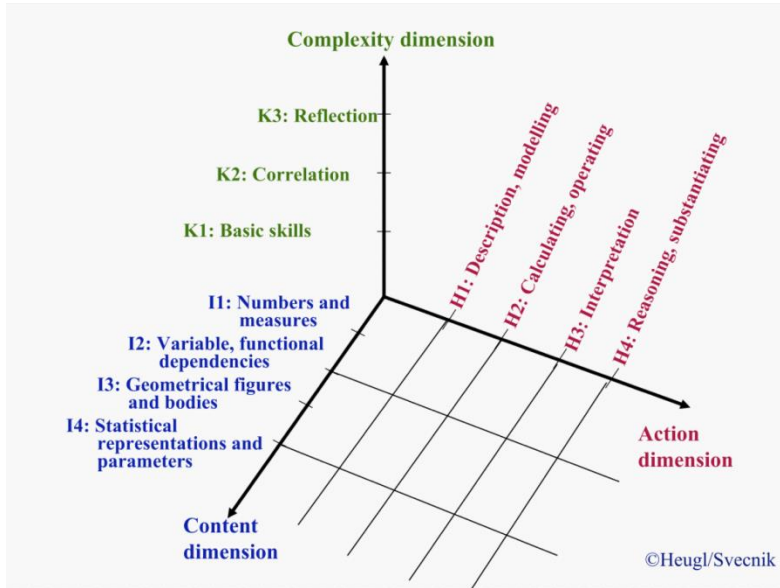
Develop methods/skills for formative assessment

Ensure coherence: curricula; textbooks & materials; guidance; evaluation frameworks.
Ensure competences: training, networks, school organisation
Promote new 'culture'

From broad definitions into learning outcomes

- To help learners and teachers to agree on concrete steps for progress; identify, agree on and record progress;
- Make better connection between learning goals, materials, learning environment; i.e.; what knowledge, skills, attitudes are to be developed;
- **But, who should do this job?**
- **How far should this go?**

Examples – Maths in Austria



Complexity dimension

basic skills - Reflection

Content dimension

numbers - stats

Action dimension

description - reasoning

Example: Learning to Learn

	First steps	Right direction	Close to target	Competence acquired
Why I learn	When asked..	When I am interested	It's my duty...	I learn responsibly
What I learn	I set goals, plans	I complete tasks	Keep longer schedules	Autonomous learning
How I learn	I am 'taught'	I choose tools	Various methods	Advance planning for tools, methods
I reflect my learning	Take advice	Reflect with help	Autonomous self-reflection	Reflection and planning ahead

Lithuanian example

Example: Digital Competence

	Pupils can	Level 1	Level 2	Level 3	Level 4	Level 5
explore	Access, select , interpret..					
express	Create, develop, present, publish..					
exchange	Communicate, exchange, share safely..					
evaluate	Review, improve, reflect..	Talk about their work	Talk about how to improve	Modify to improve	Select the right tools	evaluate process and outcome
exhibit	Present, showcase any topics..					

Example: Social and Civic Competence

Key Skill	Elements	Learning outcomes
critical and creative thinking	thinking imaginatively...	recognize different mind-sets, seek alternative perspectives, take risks, be persistent...

Subject: Politics and Society

Student learns about	Will be able to
...personal, collective goals, develop and evaluate plans	set personal and collective goals; make plans, choose working methods; work in groups; communicate ideas; reflect progress and process
	<i>Ireland</i>

Example: Entrepreneurship

Knowledge	Skills	Attitudes
4. Define what products, services are in supply/demand at local level	Demonstrate planning, delegation, team leading skills	Demonstrate ability to respect others..

5....

SeeCel, Croatia

Broadening the summative assessment

Standardised tests	test items format; multiple choice... open ended..
Attitudinal questionnaires	indirect, self-reported 'snapshots'
Performance-based assessment	Portfolios, projects, course work, diaries, presentations, interviews, role plays to complement both high-stakes and low stakes assessments

Why performance-based?

- “True competences”, ability apply in real-life situations;
- Demand from employers, parents...higher education
- From comparison only to developing and demonstrating key competences;
- Outcomes and process important;
- Integrates *teaching - learning – assessment*
- *Supports LtoL competence*

Magdalena,
the best ever
in FI upper
secondary
exam:
“*well, it
measures just
your memory
and drafting
skills...
nothing
else*”...

Examples - high stakes

Austria: school leaving qualification

a multi-disciplinary paper; competence-based written examination; oral examination

Slovenia: Matura

Laboratory work counts for 20% in final certification

Germany: EuroKom

**presentation, followed by discussion; orals
comprehension exercise; role-play**

and many more....

Integrating assessment in teaching and learning - formative purposes

The power of formative assessment:

- Involves the learner in setting the expected outcomes; planning, assessment and interpretation of results;
- Timely feedback... “feed-forward”
- Is about the "Learning to Learn competence"
- Influences motivation, self-esteem... "me as a learner"

The Assessment is for Learning initiative - Scotland

Assessment **of** learning: gathering and interpreting the evidence.

Assessment **for** learning: to support classroom teaching and learning

Assessment **as** learning: about learning to learn

*Formative assessment emphasizes self-assessment; a range of methods used;
Teachers use external assessments and peers to moderate summative
assessment;
External assessment is done by samples.*

But how to record and communicate?

France: Personal Booklet

Each competences are defined in “fields” and “items”. The booklet communicates progress between teachers and learners, parents, and contributes to national evaluations. Digital version piloted.

Malta: Personal profile

Focus on active participation in debates, dialogues, group work, projects. Assessment through observations, serves for developing learning.

But how to record and communicate? -2

Austria: portfolio pilot	Digital competence; L to L, social and civic, cultural awareness and expression. Both summative and formative purposes - attachment to lower-secondary certificate.
Slovenia: portfolio in VET	All eight key competences. Formative purpose -helps set goals, plan, continuous development.

E-assessment

Potential

- **Instant feedback**
- **Adapted, personalised feedback and levels of challenge**
- **Virtual realities, simulations**
- **Flexibility - time, pace, place**
- **Storing and presenting information on progress**

Questions

- **Panacea - complements or replaces teaching?**
- **Links with curricula?**
- **Quality assurance?**
- **Speed of technological developments -cost?**
- **Individual & team work?**

Mainstreaming assessment of key competences

Coherence with related policies	Ensuring assessment competences and practices
<ul style="list-style-type: none">• Curriculum development and consultation• Textbooks and learning materials• Monitoring and evaluation	<ul style="list-style-type: none">• Assessment guidance• Training and development• Professional networks• School organisation



"Key competences" for effective assessment

- Translating curricular goals into learning outcomes;
- Gathering, generating assessment information by using multiple methods;
- Interpreting & using assessment information;
- Assessing in cooperation with others;
- Communicating results clearly & constructively;
- Contributing to schools self-evaluation/development



Summary

- **The power of assessment is well recognised;**
- **A number of examples on 'translating key competences' into learning outcomes;**
- **Growing trend to involve the learner in the process and to contextualise student assessment with wider policies;**
- **E-assessment – still to be fully harnessed;**
- **Chancing assessment requires attention to teachers competences and 'culture'**
- **Systemic approach essential – both at school and beyond**



European
Commission

Thank you!

Back | Forward | Stop | Home | Search | Favorites | Refresh | Print | Mail | Web | Favorites | Address | http://ec.europa.eu/education/lifelong-learning-policy/doc64_en.htm | Go | Links

Contact | Search | Legal notice | English (en)

European Commission > Education & training > Lifelong Learning Policy > School education

Education & culture DG | Education & training | Youth | Culture | Multilingualism | Citizenship | Sport

School education: equipping a new generation
The European Commission helps EU Member States to work together to develop their school education systems.

The majority of Europeans spend at least nine or ten years at school. It is where they gain the basic knowledge, skills and competences that they need throughout their lives, and the place where many of their fundamental attitudes and values develop.

Schools need to set people on the path to a lifetime of learning, if they are to prepare them adequately for the modern world. A sound school education system also helps ensure open and democratic societies by training people in citizenship, solidarity and participative democracy.

In depth

- School policy
- Schools for the 21st century
- Key competences
- Teacher education

Lifelong Learning Policy
• General Policy Framework

http://ec.europa.eu/education