

# Assessment of progression in competences

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Bruxelles – CIDREE expert meeting

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# French setting

- Common core of knowledge and competences/skills (2006 Act), close to European KC framework : *socle commun de connaissances et de compétences*
- a cultural revolution which was not translated into action during several years: *Socle commun* should have been a framework for curriculum or syllabus changes but, actually, traditionnal syllabus (*programmes*) stayed the same
- *Socle commun* was used/experimented in different ways by schools and teachers

# Compulsory schooling

- Primary school (*école élémentaire*)
  - Pupils from 6 to 10-11 years old
  - Cycle 2 :
    - Cours préparatoire
    - CE1
  - Cycle 3 :
    - CE2
    - CM1
    - CM2
- Low secondary school (*collège*)
  - Students from 11-12 to 14-15 years old
  - Four years :
    - Sixième
    - Cinquième
    - Quatrième
    - Troisième
  - *Diplôme national du brevet* at the end of *troisième*

# What about assessment ?

- Competences might be assessed in a different way than traditional knowledge :
  - ▶ Assessing performance (knowledge and skills in action) rather than rote learning
  - ▶ Less marks, more formative assessment
  - ▶ No more global average score; no more compensation of ratings to pass an examination or get a degree (each competence have to be really proved)
  - ▶ Different levels of attainment within the same competence (litteracy at 8 years old is not literacy at 15 years old)
  - ▶ « Certification » of *socle commun* might be a public issue, involving teachers, students and family

# What has been done : two assessment systems !

## Traditionnal syllabus

- One discipline / one syllabus (more or less close to competences)
- Marks as ever
- A degree at the end of low secondary school : *le brevet*
- Certifying by average scores and global compensation

## Personnal booklet (*LPC*)

- Set up very quickly from 2009
- At the beginning, tool to monitor learning achievement of competences
- Finally, tool to certify mastery of competences at the end of compulsory schooling

# And the winner is....

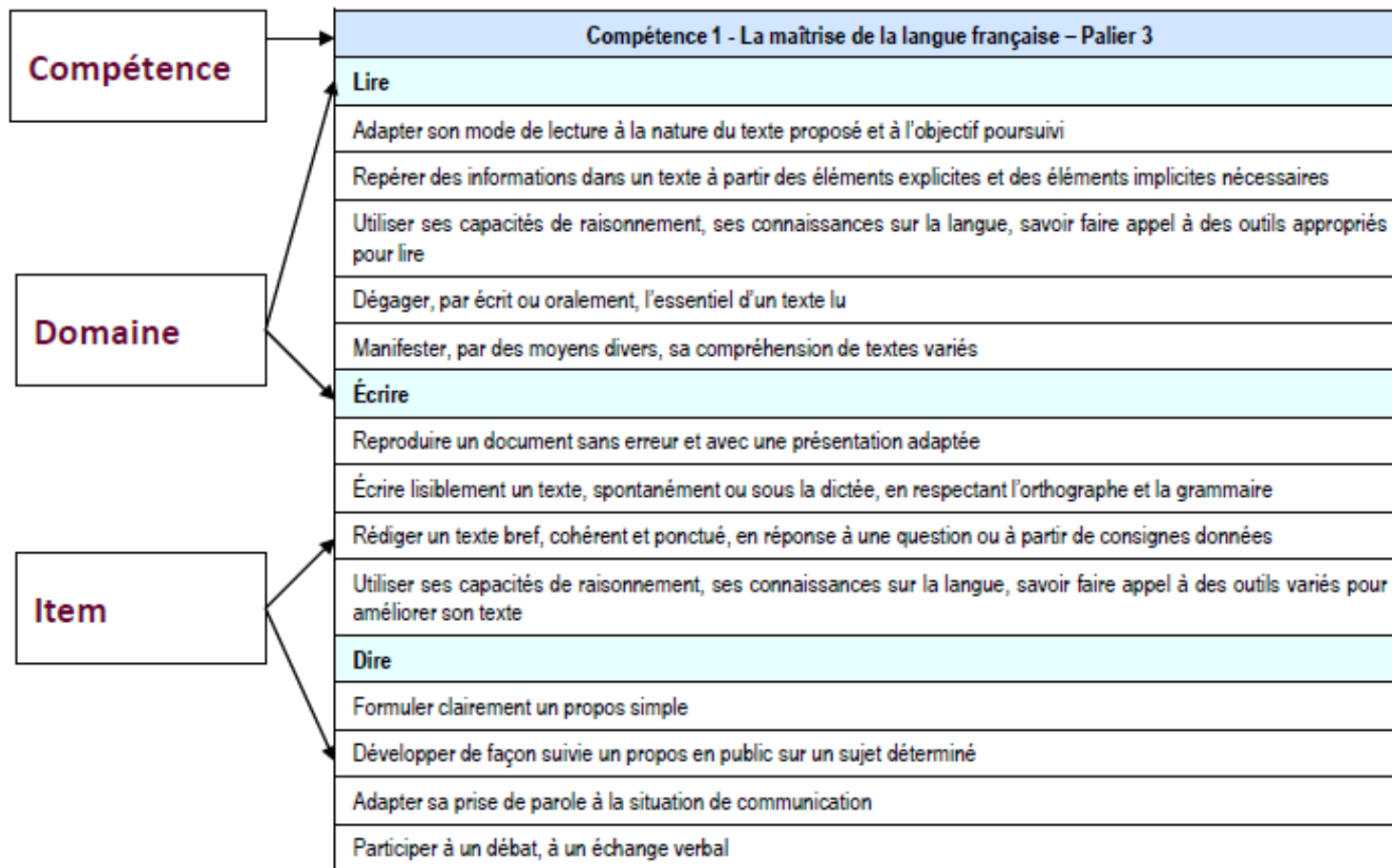
- Common view of students, parents, teachers and community : subjects and syllabus leading to the traditional degree (brevet or DNB) are the « real » curriculum
- Personnel booklet and common core of knowledge and skills are a matter for headteachers, inspectors, administration and ministry

# Personnal booklet of competences

- From primary school to the end of low secondary school
- With 3 steps (or « pilars »): CE1, CM2 and troisième
- Only to certify knowledge and competences of common core of knowledge (beside, the traditionnal way of teaching, learning and assessing can continue...)
- Supposed to be done by digital tool all along shooling (from primary to secondary school)

# Concern for having distorted competence by cutting it

- First version of **LPC** (2010), three levels :
  - « **la compétence** » (7 competences – skills, knowledge and attitudes)
  - « **le domaine** » (field). Example : reading or writing in competence 1 communication in the mother tongue
  - « **l'item** ». Example : participate in a oral debate
- In many cases, proliferation of items have resulted in the breakdown of competences in little pieces of traditionnal knowledge or skills
- In many cases, items were used to re-introduce the usual way of assessing



## Example of communication in mother tongue

Third step (end of secondary school)

Fields : Reading, Writing, Talking

# 1

## PALIER 1 ► COMPÉTENCE 3 ► LES PRINCIPAUX ÉLÉMENTS DE MATHÉMATIQUES

| NOMBRES ET CALCUL                                                                                                 | DATE |
|-------------------------------------------------------------------------------------------------------------------|------|
| ► Écrire, nommer, comparer, ranger les nombres entiers naturels inférieurs à 1000                                 |      |
| ► Résoudre des problèmes de dénombrement                                                                          |      |
| ► Calculer : addition, soustraction, multiplication                                                               |      |
| ► Diviser par 2 et par 5 dans le cas où le quotient exact est entier                                              |      |
| ► Restituer et utiliser les tables d'addition et de multiplication par 2, 3, 4 et 5                               |      |
| ► Calculer mentalement en utilisant des additions, des soustractions et des multiplications simples               |      |
| ► Résoudre des problèmes relevant de l'addition, de la soustraction et de la multiplication                       |      |
| ► Utiliser les fonctions de base de la calculatrice                                                               |      |
| GÉOMÉTRIE                                                                                                         |      |
| ► Situer un objet par rapport à soi ou à un autre objet, donner sa position et décrire son déplacement            |      |
| ► Reconnaître, nommer et décrire les figures planes et les solides usuels                                         |      |
| ► Utiliser la règle et l'équerre pour tracer avec soin et précision un carré, un rectangle, un triangle rectangle |      |

### Example : maths, first step (primary school)

Is it a competence or an addition of traditional tasks of learning ?

# Who assesses competences ?

- As one competence is supposed to cover more than one discipline/subject, teachers have to work together (ie maths teacher has to monitor the manner in which his students are writing)
- As a matter of fact, competences close to one subject were assessed by one specialized teacher (ie mother tongue by teacher of french)
- Validation of competences were most of the time the matter of head teachers (sometimes without involving teachers !)
- Thus, competences 5 to 7 were poorly assessed

Tableau de bord des compétences évaluées en Histoire-Géographie et Education-Civique

| Code         | Type de compétence | Compétences évaluées en Histoire-Géographie et Education-Civique                      | Trimestre 1 | Bilan | Trimestre 2 | Bilan | Trimestre 3 | Bilan |
|--------------|--------------------|---------------------------------------------------------------------------------------|-------------|-------|-------------|-------|-------------|-------|
| Compétence 1 |                    | La maîtrise de la langue française                                                    |             |       |             |       |             |       |
| C.1.1        |                    | Lire                                                                                  |             |       |             |       |             |       |
| C.1.1.1      | Capacité           | Adapter sa lecture au texte proposé                                                   |             |       |             |       |             |       |
| C.1.1.2      | Capacité           | Repérer des informations dans un texte                                                |             |       |             |       |             |       |
| C.1.1.3      | Capacité           | Utiliser ses capacités de raisonnement et ses connaissances pour lire                 |             |       |             |       |             |       |
| C.1.1.4      | Capacité           | Dégager par écrit ou oral l'essentiel d'un texte lu                                   |             |       |             |       |             |       |
| C.1.1.5      | Attitude           | Manifester sa compréhension dans un texte                                             |             |       |             |       |             |       |
| C.1.2        |                    | Ecrire                                                                                |             |       |             |       |             |       |
| C.1.2.1      | Capacité           | Reproduire un document sans erreur et avec une présentation adaptée                   |             |       |             |       |             |       |
| C.1.2.2      | Capacité           | Ecrire lisiblement un texte en respectant l'orthographe et la grammaire               |             |       |             |       |             |       |
| C.1.2.3      | Capacité           | Rédiger un texte bref à partir de consignes données                                   |             |       |             |       |             |       |
| C.1.2.4      | Capacité           | Utiliser ses capacités de raisonnement et ses connaissances pour améliorer un texte   |             |       |             |       |             |       |
| C.1.3        |                    | Dire                                                                                  |             |       |             |       |             |       |
| C.1.3.1      | Capacité           | Formuler clairement un propos simple                                                  |             |       |             |       |             |       |
| C.1.3.2      | Capacité           | Développer en public un propos sur un sujet déterminé (ex. exposés)                   |             |       |             |       |             |       |
| C.1.3.3      | Capacité           | Adapter sa prise de parole à la situation                                             |             |       |             |       |             |       |
| C.1.3.4      | Attitude           | Participer à un débat ou à un échange verbal                                          |             |       |             |       |             |       |
| Compétence 3 |                    | Les principaux éléments de mathématiques, de la culture scientifique et technologique |             |       |             |       |             |       |
| C.3.4        | Connaissances      | Comprendre les questions liées au développement durable                               |             |       |             |       |             |       |
| Compétence 4 |                    | La maîtrise des techniques usuelles de l'information et de la communication           |             |       |             |       |             |       |
| C.4.1        |                    | Environnement de travail                                                              |             |       |             |       |             |       |
| C.4.1.1      | Capacité           | Utiliser et gérer des espaces de stockage                                             |             |       |             |       |             |       |
| C.4.1.2      | Capacité           | Utiliser les périphériques                                                            |             |       |             |       |             |       |
| C.4.1.3      | Capacité           | Utiliser les logiciels et les services                                                |             |       |             |       |             |       |
| C.4.2        |                    | Attitude responsable                                                                  |             |       |             |       |             |       |
| C.4.2.1      | Connaissance       | Connaître et respecter les règles élémentaires du droit lié à sa pratique (numérique) |             |       |             |       |             |       |
| C.4.2.2      | Capacité           | Protéger son identité et ses données                                                  |             |       |             |       |             |       |
| C.4.2.3      | Capacité           | Faire preuve d'esprit critique face à l'information                                   |             |       |             |       |             |       |
| C.4.2.4      | Capacité           | Participer à des travaux collaboratifs et respecter les règles                        |             |       |             |       |             |       |
| C.4.3        |                    | Exploiter les données                                                                 |             |       |             |       |             |       |
| C.4.3.1      | Capacité           | Saisir et mettre en page un texte                                                     |             |       |             |       |             |       |
| C.4.3.2      | Capacité           | Traiter une image, un son ou une vidéo                                                |             |       |             |       |             |       |
| C.4.3.3      | Capacité           | Organiser un document et prévoir sa mise en page en fonction de la destination        |             |       |             |       |             |       |
| C.4.3.4      | Capacité           | Différencier une situation simulée ou modélisée d'une situation réelle                |             |       |             |       |             |       |
| C.4.4        |                    | S'informer                                                                            |             |       |             |       |             |       |
| C.4.4.1      | Capacité           | Consulter les bases de données documentaires                                          |             |       |             |       |             |       |
| C.4.4.2      | Capacité           | Identifier, trier et évaluer les ressources                                           |             |       |             |       |             |       |
| C.4.4.3      | Capacité           | Chercher et sélectionner l'information demandée                                       |             |       |             |       |             |       |
| C.4.5        |                    | Communiquer                                                                           |             |       |             |       |             |       |

# Simplification

- The new government decided to « simplify » **LPC** (fall 2012) waiting for new reform to come (to be continued...)
- General idea is to focus on competences rather than on items
  - When students have no particular learning difficulties, competences are validated, neither fields nor items.
  - When competence acquisition is « uncertain », only fields are filled (not items)

# Challenges

- Is it possible to balance formative assessment in intermediary learning processes and summative assessment of final learning outcomes ?



It's very difficult to combine standardized assessments (ie degrees, diplomas) and learning outcomes in terms of competences (ie complex task)

- Trusting teachers judgement might be the only way to performance-based assessment



it implies a lot of practices far from traditional school marks : peer and self assessment, projects, collective feedback...

# Dilemmas

- Innovating in assessing competences or preparing students to pass traditional degrees (ie **brevet**) ?
- Giving families the marks they want or imagine new ways of giving information about learning progression ? (traffic lights, portfolio...)
- Actually, most experiments of innovative assessment with competences are currently in primary school and in the 2 first years of **college**

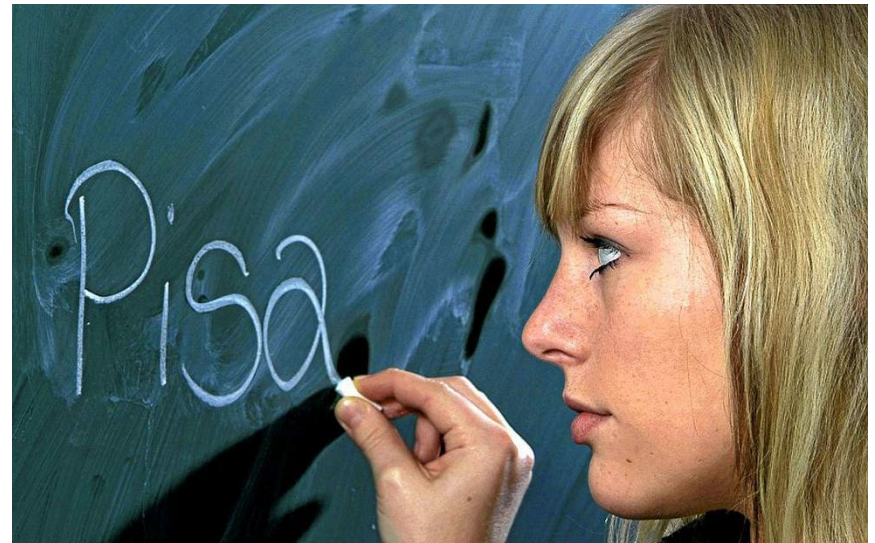


# Utdanningsdirektoratet

# Framework for basic skills in the Norwegian Knowledge Promotion

# Why were basic skills introduced ?

- **The first PISA-test was a shock to Norway**
- Norway participated in the PISA survey for the first time in 2000, and performed lower than expected, i.e. on the OECD average

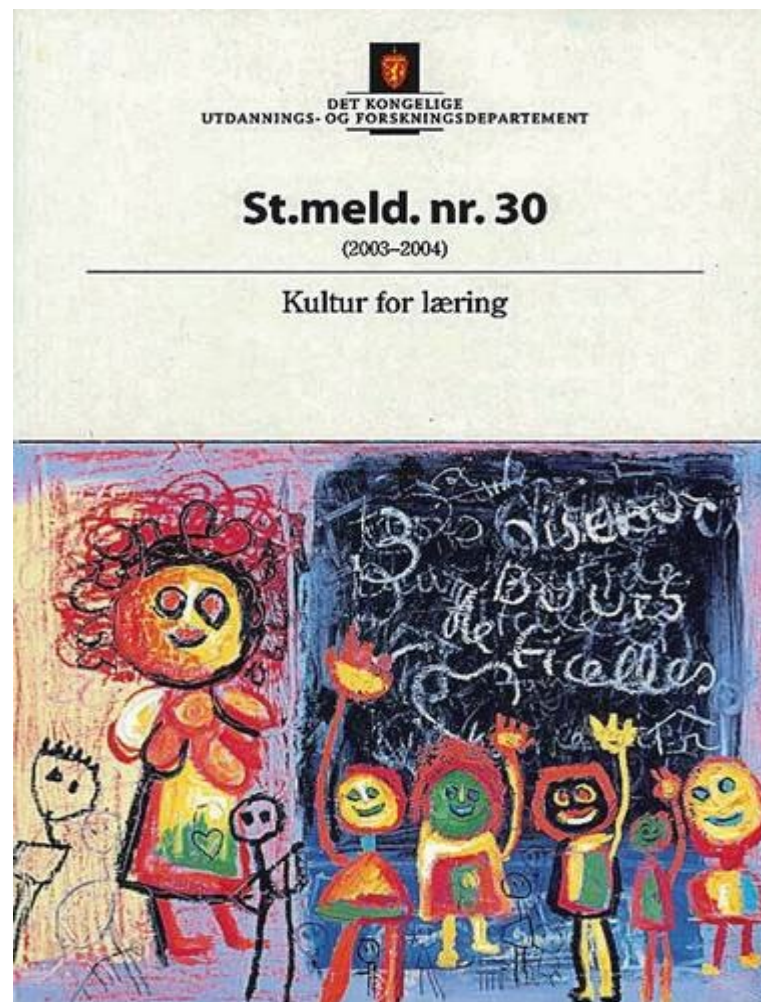


# How to meet the challenge?

**2003/ 2004: Parliament decided to introduce a set of basic skills in connection with the coming curriculum reform**

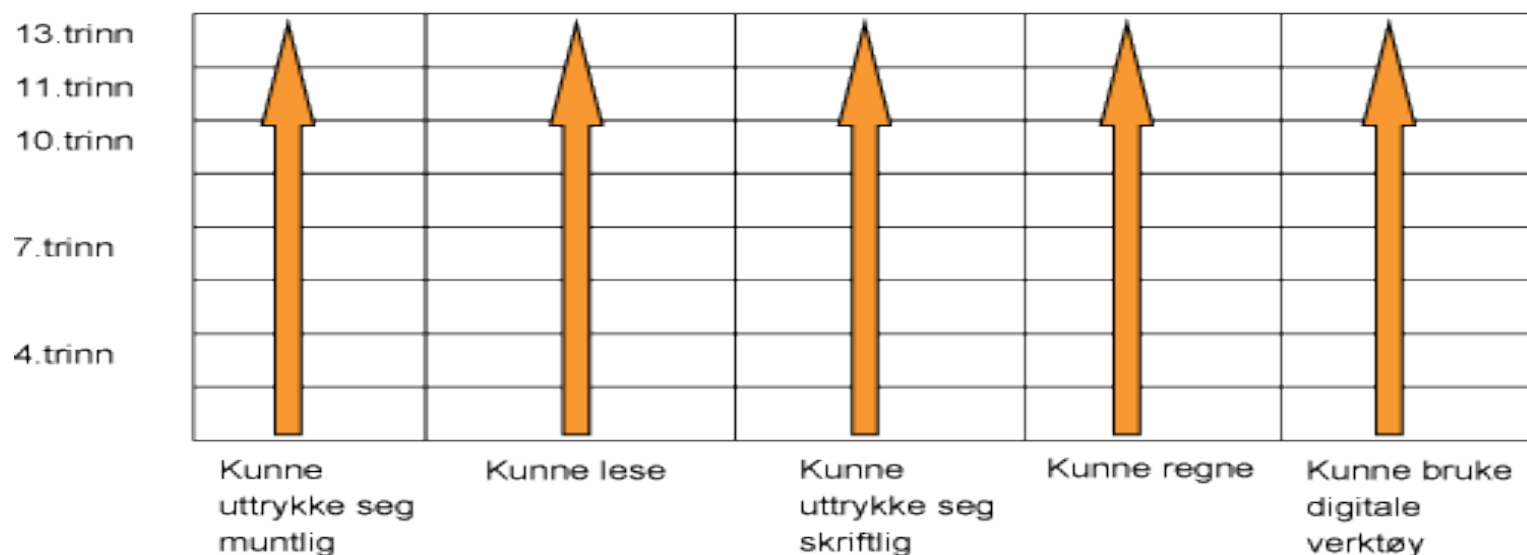
- oral skills
- writing
- reading
- numeracy
- digital skills

**Literacy: Tools for learning and development in all subjects**



## How are basic skills expressed in the curriculum?

- integrated in all subject curricula
- at all levels with increasing level of difficulty
- expressed in different ways and to different extents



# A new understanding of knowledge:

We cannot isolate knowledge from skills. Learning a subject means combining subject content with skills like speaking, reading, writing and using digital tools.

## Knowledge (1997)

Pupils are to obtain knowledge about

- the history of the Jews in Norway
- relationship between religions



## Competence (2006)

Pupils are to be able to

- **describe and reflect on** characteristic features of Jewish art and music
- **discuss** selected texts from Jewish scriptures

# What is competence?

## Definition:

Pupils show competence by **doing**

Combining **knowledge** and **skills** to solve problems and meet complex challenges

## Example from subject curriculum in Norwegian lower secondary school

- *Plan, outline and revise their own texts manually and digitally, and evaluate them during the process through knowledge of language and genre*

# What do evaluations of the reform tell us?

## Kunnskapsløftet – tung bør å bære?

*Underveisanalyse av styringsreformen i skjæringspunktet mellom politikk, administrasjon og profesjon*

Jorunn Møller, Tine S. Prøitz og Petter Aasen (red.)



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DET UTDANNINGSVITSKAPLIGE FAKULTET  
  
 ILS INSTITUTE FOR LÆRERUTDANNING  
OG SKOLEUTVIKLING

 NIFU STEP

- Different understanding of what basic skills actually are
- Progression of basic skills in the curricula is not consistent
- Schools are not taking basic skills seriously

# In 2010, the Directorate consequently

1. Develops a **Framework for basic skills** which describes the systematic development of these five skills
2. **Revises the subject curricula** in key subjects on the basis of the framework in order to provide a good progression in the development of basic skills



# What is the framework for basic skills?

A document which defines the five basic skills and describes their progression through five stages

## How is it to be used?

By groups developing or revising subject curricula as a tool to integrate basic skills in all subjects

# Example: Reading

## What is reading?

Reading means to create meaning from text ...

## What elements does reading consist of?

*Understand* means processing and comprehending texts...

*Find* means finding explicit or implicit information ...

*Interpret* means drawing conclusions ...

*Reflect and assess* means relating independently ...

## How is reading developed?

# Grid - reading

## Å kunne lese som grunnleggende ferdighet

| Ferdighets-områder             | Nivå 1                                                                                                                                         | Nivå 2                                                                                                                                       | Nivå 3                                                                                                                                                                                            | Nivå 4                                                                                                                                        | Nivå 5                                                                                                                                     |
|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|
| Forberede, utføre og bearbeide | Bruker forkunnskaper. Skaffer seg overblikk over teksten før lesing. Leser enkle tekster på papir og skjerm. Bearbeider teksten med noe hjelp. | Leser enkle tekster med flyt og utholdenhet. Finner og leser tekster på Internett. Stiller spørsmål til teksten. Kan samtale om innholdet.   | Varierer lese måte etter teksten og formålet med lesingen i fag. Leser og navigerer hensiktsmessig på Internett. Bruker oppklarende strategier. Bruker ulike metoder for å systematisere innhold. | Bruker faglige og andre forkunnskaper aktivt. Er bevisst og kritisk til lesing på papir og Internett. Bearbeider teksten på selvstendig måte. | Velger relevante strategier tilpasset teksten og formålet med lesingen. Er bevisst egen lesing og reflekterer over anvendte strategier.    |
| Finne og hente ut              | Finner eksplisitt uttrykt informasjon som er sentralt plassert i enkle tekster.                                                                | Kjenner igjen sentrale tekster i faget. Finner eksplisitt uttrykt informasjon i tekster med konkurrerende informasjon. Refererer til kilder. | Finner og kombinerer informasjon fra flere steder i tekster med konkurrerende informasjon. Vurderer kilders troverdighet.                                                                         | Finner implisitt informasjon i komplekse tekster. Bruker kilder på en kritisk og etterprøvbar måte.                                           | Finner detaljert og implisitt informasjon i tekster med ukjent form eller innhold.                                                         |
| Tolke og sammenholde           | Bruker egne ord og trekker enkle slutninger ut fra informasjon i tekster.                                                                      | Identifiserer hovedtemaet og forstår sammenhenger som er tydelig uttrykt i en tekst.                                                         | Forstår informasjon som er implisitt uttrykt i tekster.                                                                                                                                           | Forstår tvetydigheter. Oppfatter motstridende informasjon og informasjon som står i motsetning til det forventede.                            | Viser helhetlig og detaljert forståelse av komplekse tekster. Kan systematisere og trekke slutninger på bakgrunn av implisitt informasjon. |
| Reflektere og vurdere          | Kommenterer innhold i enkle tekster.                                                                                                           | Vurderer teksters innhold ut fra fagkunnskaper og egne erfaringer.                                                                           | Gir begrunnede vurderinger av form og faglig innhold i tekster.                                                                                                                                   | Analyserer og vurderer form og innhold på en kritisk måte. Sammenligner og systematiserer informasjon i ulike faglige tekster.                | Vurderer komplekse tekster om ukjente emner på en kritisk måte. Trekker inn faglige og samfunns-messige perspektiv.                        |

# Connection framework – subject curricula

| Framework | Reading                                                                                                                                                                                 | Level 4 | Natural science                                                                                                                                                                                                    | Lower secondary level |
|-----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|
|           | <ul style="list-style-type: none"><li>Analyses and evaluates form and content <b>critically</b>. Compares and organises information in different <b>subject related texts</b></li></ul> |         | <ul style="list-style-type: none"><li><b>Identify scientific arguments</b>, facts and assertions in <b>texts</b> from newspapers, brochures and other media, and evaluate the contents <b>critically</b></li></ul> |                       |

# Progression in skills

Example:

Digital skills in competence objectives in English subject curricula

| Year 2                                        | Year 7                                                               | Upper secondary school                                                                                                        |
|-----------------------------------------------|----------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| Use digital resources to explore the language | Use digital resources and other tools in their own language learning | Evaluate different digital resources and other tools critically and independently and use them in their own language learning |

**«All students are to acquire these basic skills in order to develop their competences and to take an active part in the knowledge society. »**



# Introducing KeyCoNet

<http://www.youtube.com/watch?v=Xej5SHqvf18>

**Caroline Kearney**  
**Education Analyst & Project Manager**  
**European Schoolnet**

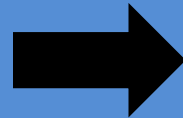
# Scope

European policy network  
on the implementation

IMPACT ON POLICIES (recommendations)

KNOW HOW

*Subject/knowledge based*



*of key competences*

*Cross-curricular areas*



## EUROPEAN FRAMEWORK OF 8 KEY COMPETENCES:

1. COMMUNICATION IN MOTHER TONGUE
2. COMMUNICATION IN FOREIGN LANGUAGES
3. MATHS, SCIENCES & TECHNOLOGY COMPETENCES
4. DIGITAL COMPETENCE
5. LEARNING TO LEARN
6. SOCIAL AND CIVIC COMPETENCES
7. SENSE OF INITIATIVE AND ENTREPRENEURSHIP
8. CULTURAL AWARENESS AND EXPRESSION



**These key competences are all interdependent, and the emphasis in each case is on:**

- critical thinking
- creativity
- initiative
- problem solving

- risk assessment
- decision taking
- constructive management of feelings

## Definition

*‘A competence refers to a complex combination of knowledge, skills, understanding, values, attitudes and desire which lead to effective, embodied human action in the world in a particular domain.’*

Hoskins B., Deakin Crick R., (2010) Competences for learning to learn and active citizenship: different currencies or two sides of the same coin?, European Journal of Education Vol. 45, No. 1, 2010, Part II

# Major focus

Teacher  
training

Student  
assessment

How can a holistic approach to KCD be implemented to  
ensure real change in teaching & learning?

Learning  
resources

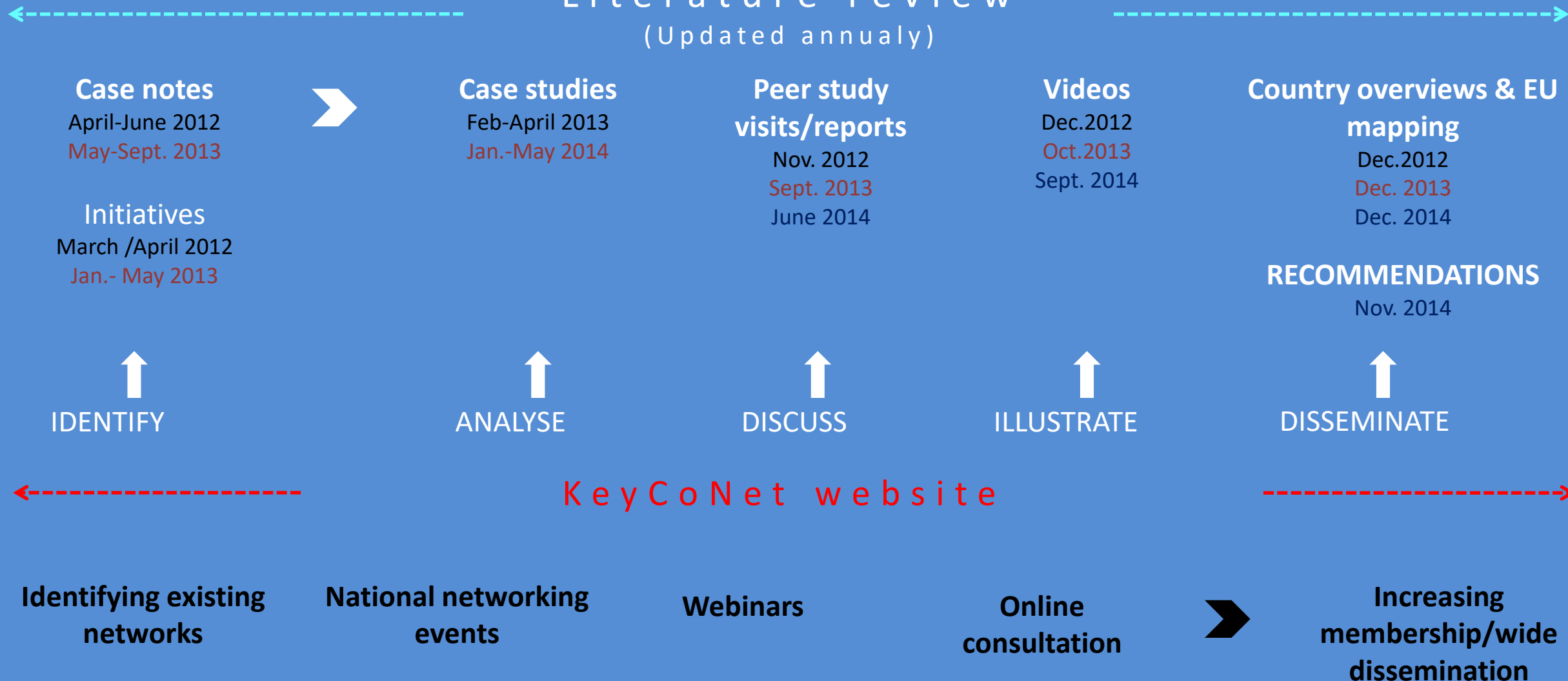
School  
organisation

Enablers?

Obstacles?

# Methodology & outputs

Literature review  
(Updated annually)



## Partners



### Policy

BMUKK (AT)  
DGESCO (FR)  
AKOV (BE - nl)  
CEJA (ES)  
NCCA (IE)  
HITSA (EE)

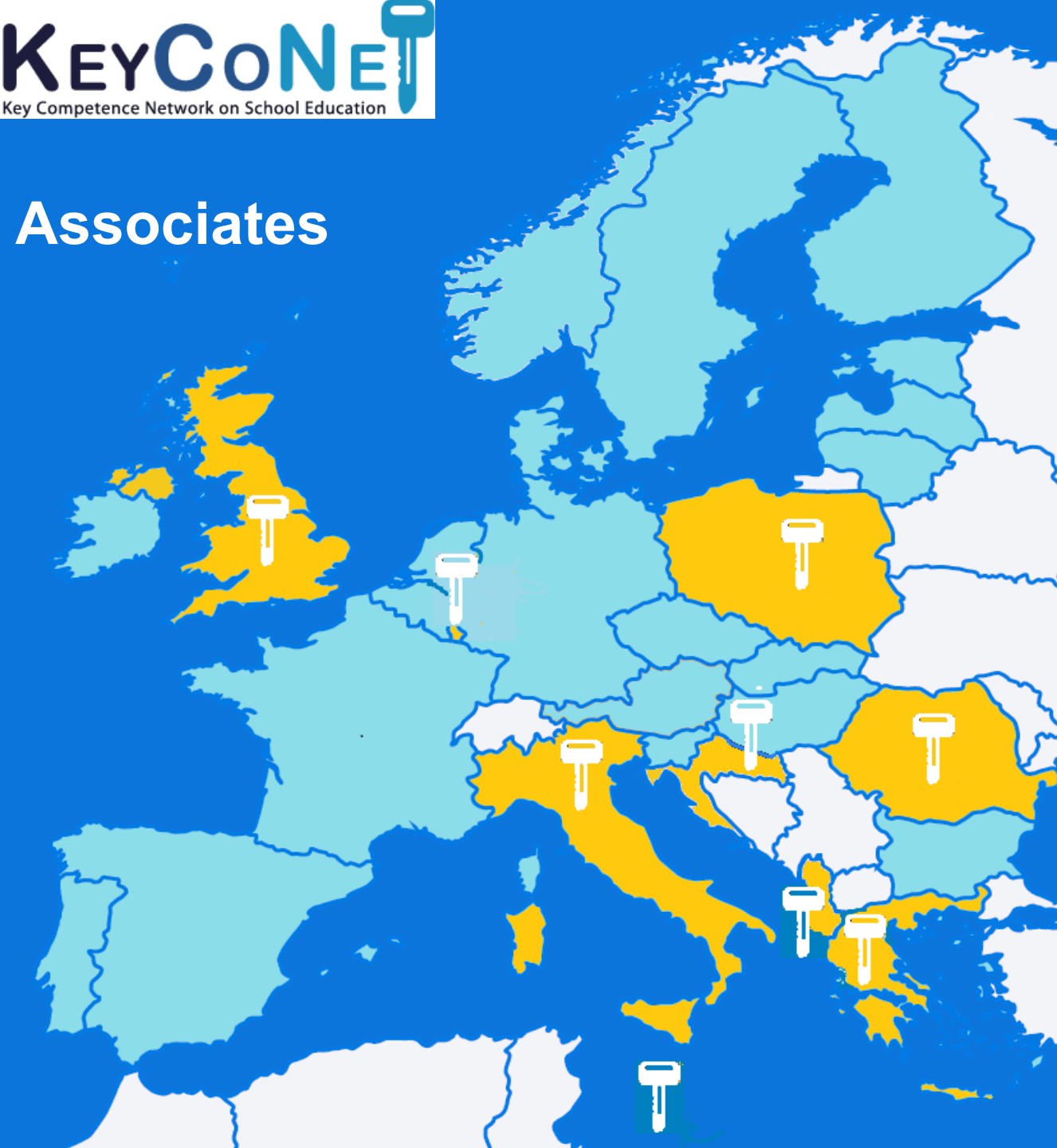
### Research

Uni. Helsinki (FI)  
Uni. Jyväskylä (FI)  
EIESP (FR)  
IFE (FR)  
Uni. Oslo (NO)  
Uni. Lisbon (PT)  
Uni. Minho (PT)  
UNED/Atlantida (ES)

### Practice

- INSP.GEN (FR)
- REKTORS-  
AKADEMIEN (SE)
- JA-YE (BE)

## Associates



**Growing number of  
associate members  
(currently 56) from:**

- **Various  
stakeholder groups**  
(e.g. teacher training institutions,  
NGOs working at school level)
- **Different countries  
across the EU**  
(UK, HR, IT, PL, MT,  
AL, RO, EL, LUX)

## Benefits

**Network, exchange & learn**  
from KCD stakeholders  
across EU

**Influence KCD policy** through  
having your say on the  
network's recommendations

**Access** to KeyCoNet's webinars,  
LinkedIn community, internal  
working docs & all outputs

## Commitments

Be **committed** to  
Key Competence Development

Participate in an  
**online consultation** on KCD  
recommendations

**Disseminate** KeyCoNet outputs

# Literature review findings on assessment of Key Competences

- KC assessment should serve **formative as well as summative purposes**
- To facilitate assessment, **KCs should be specified in terms of learning outcomes, consisting of knowledge, skills and attitudes**
- **Changes to curricula to incorporate KCs have not been fully reflected in changes to assessment practices** – greater policy support needed
- **A combination of assessment methods are needed** to successfully assess the scope and range of learners' competences (standardized tests, e-assessment, attitudinal questionnaires, performance-based assessment, portfolio assessment, and teacher, peer and self-assessment)
- **Standardized tests can only provide a limited picture** of student performance (infrequent, reproduce limited range of contexts and only at any one time, only require certain response types)

## Literature review findings – E-assessment

- **E-assessment** offers the potential to meet these challenges – they can:
  - **simulate real-life complex tasks** to assess **various levels and combinations of competences**
  - sample student performance **repeatedly over time**
  - Create **dynamic contexts** which **interact with learners**
  - *E.g. Declining fish activity in Quest Atlantis MMOG for 9-15 year olds – students required to develop knowledge, skills & attitudes associated with scientific competence, social & civic competence and digital competence to solve the problem.*

## Literature review findings – Portfolio assessment

- **Portfolios** are also particularly suited for the **formative assessment** of KCs – provide a storage place for entries compiled over time representing learners' progress
- **ePortfolios expand the range of possibilities** (audio-visual files & internet links can be included; entries can be shared & discussed via social networks etc.)
- **By developing & reviewing e-portfolios** learners can develop digital competence, social competence, learning to learn & problem solving skills.
- The use of e-portfolio assessment has been documented in **AT, BE, BG, FR, EL, IS, PT, RO, TK, UK & USA**
- **Challenges:** assessing e-portfolio content can be **complex & time consuming** – technology for assessing content & learning outcomes of e-portfolios is under development (estimated to be available in 5 years time)

# EUROPORTFOLIO

- Community of e-portfolio experts and practitioners across Europe
- Main objectives:
  - Development of an inventory of e-portfolio practices
  - Development of ePortfolio framework
  - Maturity Matrix of ePortfolio projects
  - Implementation guidelines

More info: <http://www.eportfolio.eu>

# KeyCoNet's Draft Recommendations

***What is needed to implement a key competence based approach in school education?***

**A strategy for sustainable, systemic change encompassing:**

- Clear curriculum objectives for KCs
- Appropriate student assessment for KCs
- KCD teacher education and professional development
- Reflection on learning environments, including the reorganisation of time and space within schools
- Fostering new partnerships between schools and outside stakeholders and the local community
- Relevant use of ICT
- Action research on KCD implementation and assessment
- Teacher teamwork; cooperation among teachers & principals within and across schools
- Communication and a participative process associating all stakeholders and addressing local needs from the beginning.

## KeyCoNet's Draft Recommendations on Assessment

**Obstacles** to the development of effective key competence assessment:

- An obsession with standardized testing
- Poor alignment of assessments with learning outcomes
- A lack of applied and action research to test various approaches to KC assessment
- How to assess transversal competences (such as learning to learn, social and civic competences) is still a question of debate

# KeyCoNet's Draft Recommendations on Assessment

## Recommendations:

- **At all levels:** Stimulate research, reflection and exchange (at national, regional and European levels) on the different approaches to KC assessment, especially regarding transversal competences; Make tools and criteria available to help teachers in assessing transversal competences.
- **National/regional level:** Political commitment to KCD over time; Make sufficient resources available to provide teacher training & CPD on assessment methods for KCD; conduct evaluations of pilot projects concerning KC assessment to assess their potential for scale-up.
- **School level:** Organise reflection among the school's main stakeholders (teachers, students, parents) in order to define KC attainment targets requiring firstly a common understanding of what is meant by KCs, the criteria and procedures needed for assessing their achievement, etc.
- **European level:** The European Commission should communicate more good practices concerning KC assessment in Europe and beyond, providing concrete examples of assessment tools.

- ❖ Expert national consultations (in-depth, by partner)
- ❖ Public online consultation (to be launched in April)

Questionnaires addressed to:

- Head teachers
- Teachers
- Students
- Parents

## Lit. Reviews & Summary



## Case Notes & Case Studies



## Videos



## Peer Learning Visit Reports



## Country & EU Overviews



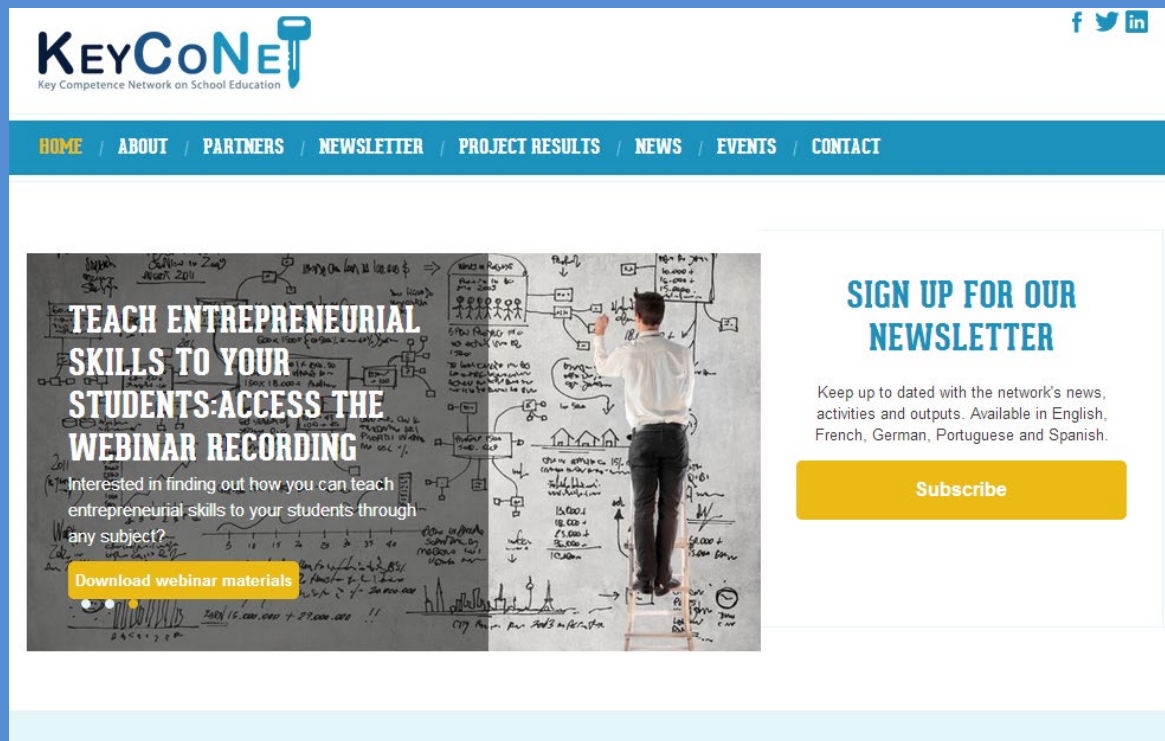
## Recommendations

(In progress)

Online  
consultation  
early 2014

# Keep up to date with our news & work!

<http://keyconet.eun.org/welcome>



Facebook

[www.facebook.com/european.schoolnet](http://www.facebook.com/european.schoolnet)



Twitter

@eu\_schoolnet #KeyCoNet



LinkedIn Group

[Key Competence Network on School Education - KeyCoNet](#)



Newsletter



KeyCoNet USB Key



# Expert meeting on Competence Based Assessment

**BRUSSELS,  
13 & 14 MARCH 2014**



# Presentation overview

- Welcome
- Some facts and figures
- Quality triangle
- Contact information



# Welcome

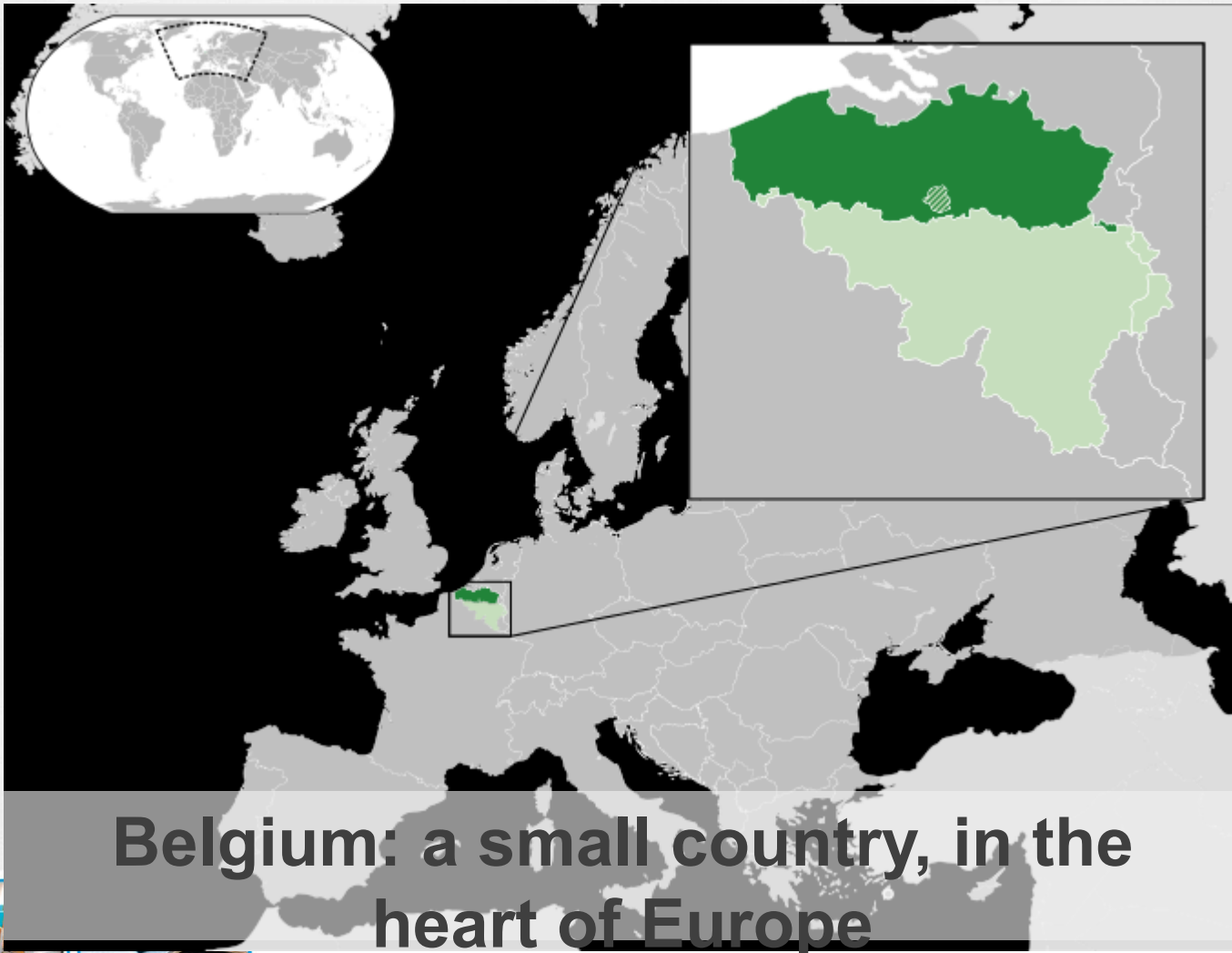
- Thank you to CIDREE and KeyCoNet
- Agency for Quality Assurance in Education and Training: established in 2009

## Mission:

Promoting quality assurance for trajectories of education, vocational education and training and for trajectories of prior learning recognition (RPL), which may lead to certificates of recognized qualifications



# Some facts and figures about Belgium, Flanders and education



# Language areas, communities and regions in Belgium

*Education: a legal community issue*

Map indicating the language areas and provinces of Belgium.

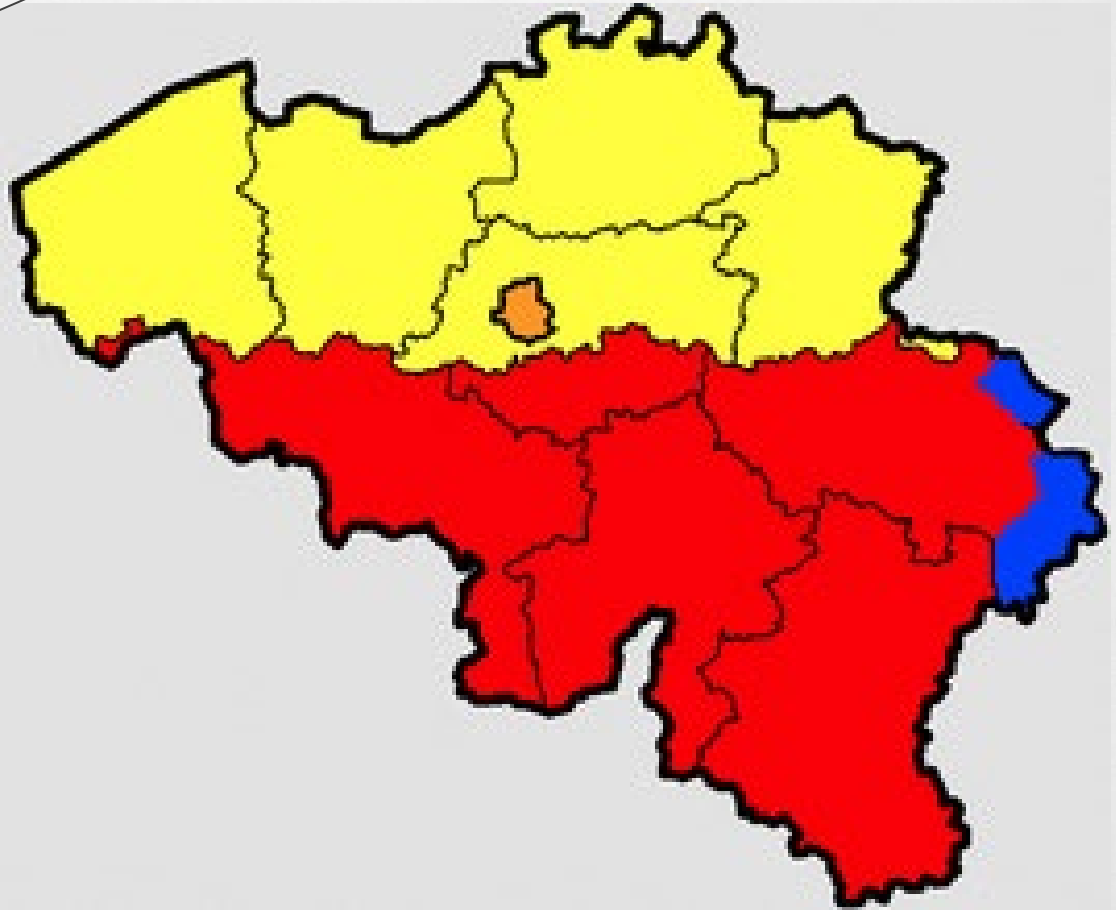
|                                                                                   |                 |                                                                                   |                   |
|-----------------------------------------------------------------------------------|-----------------|-----------------------------------------------------------------------------------|-------------------|
|  | Dutch-speaking  |  | French-speaking   |
|  | German-speaking |  | Bilingual Du./Fr. |

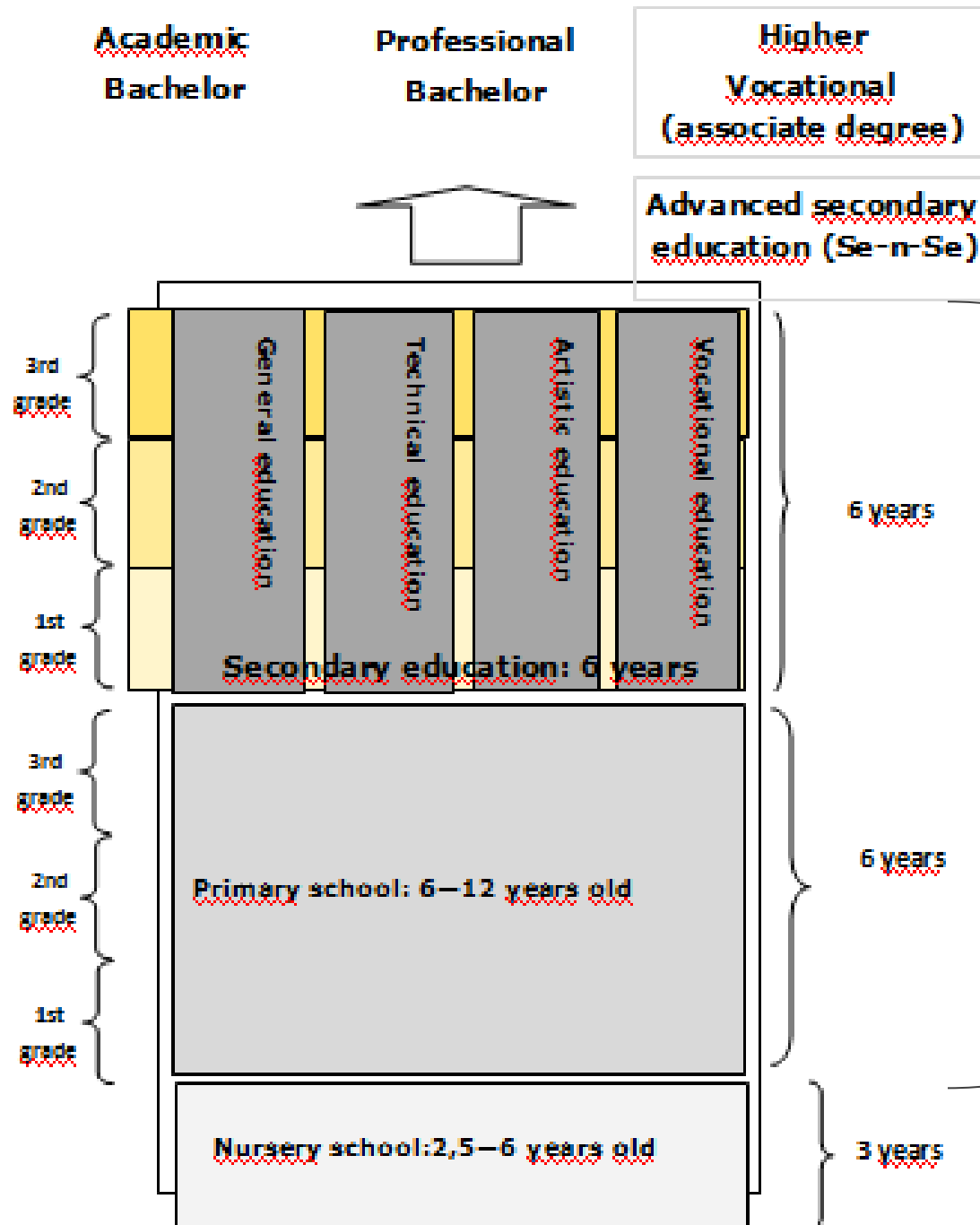
Community:

Region:

|                        |                           |
|------------------------|---------------------------|
| <b>Flemish</b>         | <b>Flemish (Flanders)</b> |
| <b>French</b>          | <b>Capital (Brussels)</b> |
| <b>German-speaking</b> | <b>Walloon (Wallonia)</b> |

Provinces are marked by the thinner black lines.





## The structure of education in Flanders

Compulsory education from 6 to 18 (or completion secondary education)

Obligation is to *train*, not to go to *school*!

# Educational suppliers

Education in Belgium is organised by

- ❖ Community education
- ❖ “Free initiative” schools , which are subsidized
  - ❖ Confessional schools (mostly catholic, some also protestant or Jewish)
  - ❖ Method schools (Montessori, Freinet, ...)
- ❖ Provinces
- ❖ Local councils



# Quality care in education

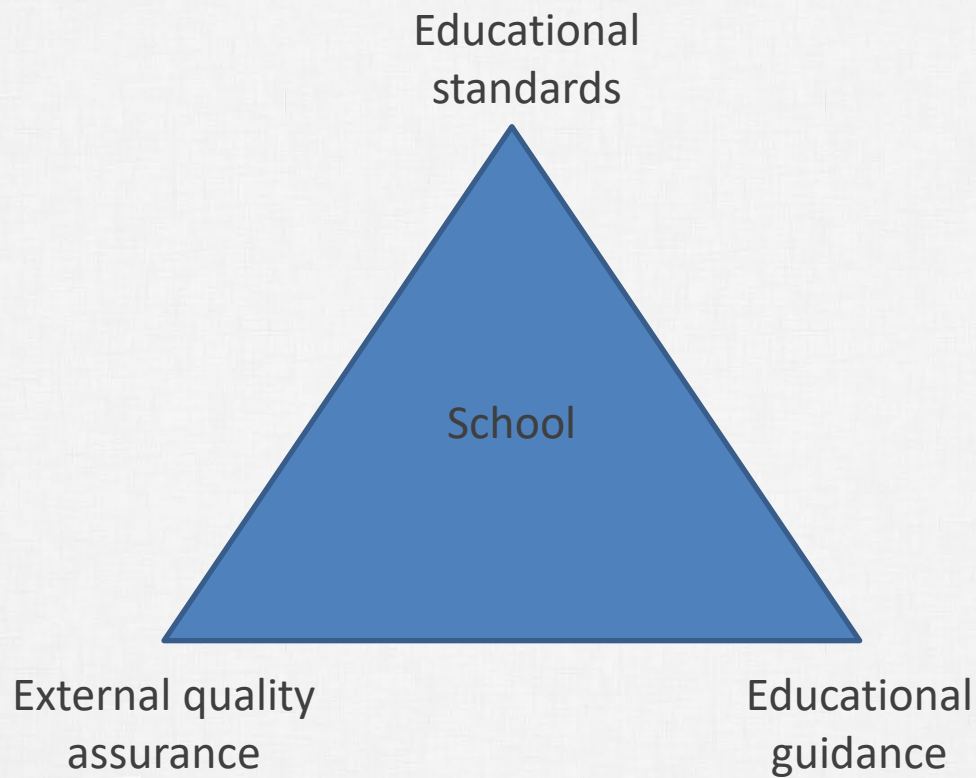
Education Quality Act (2009)

Decree only applies to elementary,  
secondary and adult education

Out of scope: higher education (visitations and  
accreditations)



# Quality triangle



# Quality triangle: the school

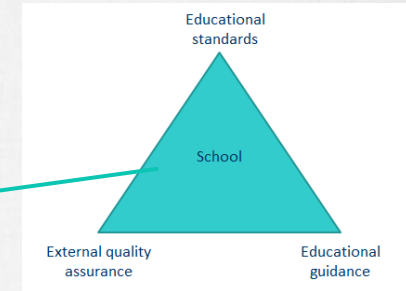
School = central

Responsible for its own quality:

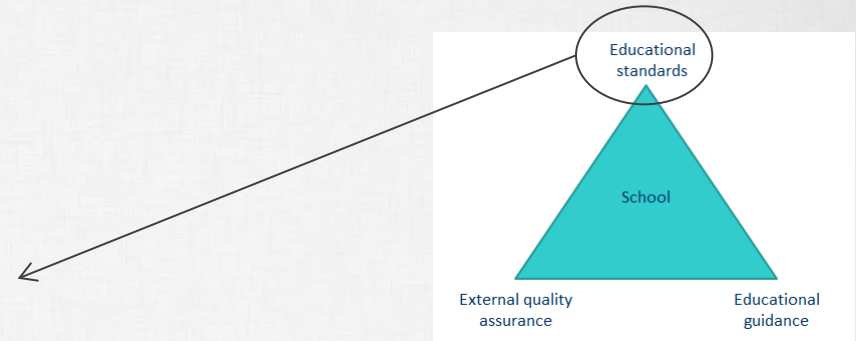
- *To reach educational standards with their pupils*
- *Choosing its own pedagogical methods*

... and for internal quality assurance

- *But no rules laid down in legislation on how to assure this internal quality*



# Quality triangle: educational standards



## Educational standards:

- Final objectives & developmental aims
- Minimum goals with regard to knowledge, skills, and attitudes
- Subject-bound or cross-curricular
- To be reached or aimed for
- By the end of an education level or stage
- With a particular pupil population

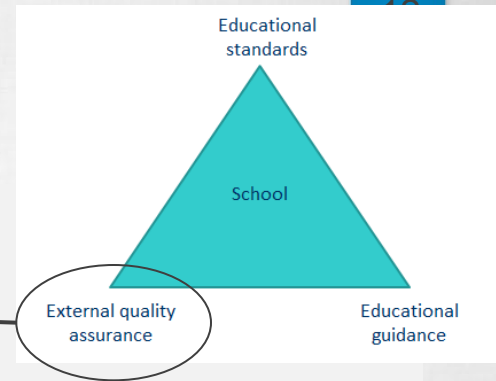
## Policy process:

- Standards prepared by Quality Care Agency, in co-operation with educational suppliers
- Advice by Flemish Education Council (VLOR)
- Endorsed by Flemish Parliament



# Quality triangle: inspection

External quality assurance by  
Inspectorate

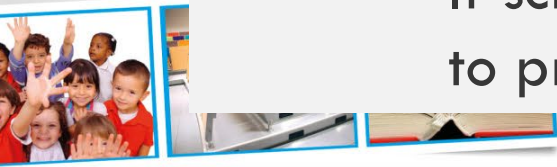


School is analysed *(not individual teacher); (at least once/10 years)*

CIPO model *(Context, Input, Process, Output)*

School audits:

- School profile (risk analysis)
- School visit by inspectors' team
- Advisory report to Minister (made public)
  - If school receives positive audit report, it is granted to present diplomas and certificates



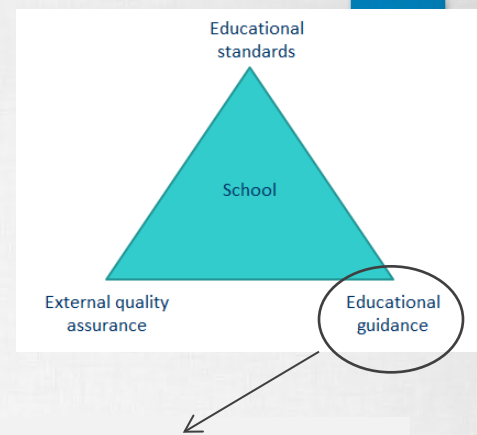
! The inspection does not:

- Evaluate the school's pedagogical identity
- Evaluate the educational methods used
- Evaluate the educational standards for religion or non-confessional ideological instruction

Audits of the schools are public, but  
without any ranking



# Quality triangle: Educational guidance



School counselling by educational guidance services

Schools' and teachers' professionalisation

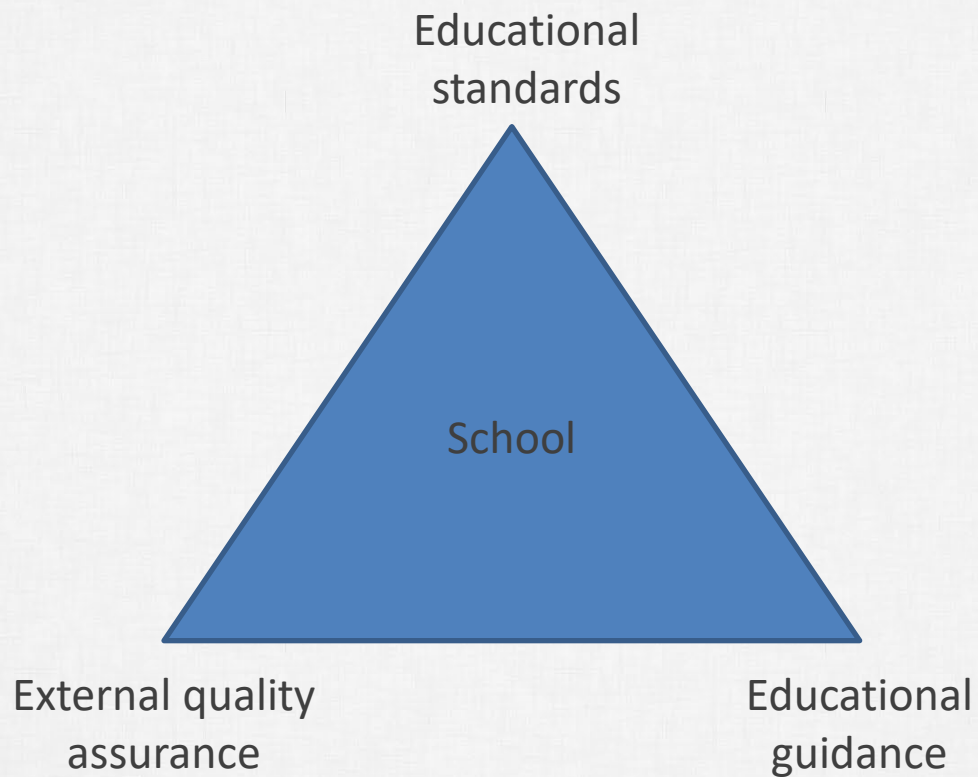
School chooses its own educational guidance service

Mostly within own educational network

Only in case of negative audit report:  
compulsory guidance



# Quality triangle



# Quality triangle: quality data

Internal quality assurance by schools: school level quality data (confidential)

External quality assurance by Inspectorate: school level quality data (public)

- And aggregated data at system level

Also system level quality data:

- National assessments: sample research
- Internationally comparative research (PISA, TIMSS...)
- But no public ranking of schools



# Conclusion

Despite no central examinations, high overall quality (cf. PISA & TIMSS)

However, big differences in pupils' performance

More attention to output

Challenge: finding the right balance between school autonomy and government control

This balance is constantly negotiated between Flemish Government and educational suppliers



# The Flemish Assessment Program

---

**System-level surveys for improvement of educational quality**

# Overview

1. Introduction
2. Topics
3. Research design
4. Communication of the results
5. Policy implications
6. School level versions
7. Conclusions



# Introduction

- Main research question:  
Do Flemish pupils reach the attainment targets?
- System level
- At the end of primary education/ stages in secondary education
- No central exams:
  - Representative sample
  - Anonymous: no certification/qualification
  - Voluntary participation of schools
- Complementary with international comparative research  
PISA, TIMSS, ESLC, ICCS, ...



# Topics (1)

*Focus of the assessment studies in the past*

| Year | Primary level                   | Secondary level                      | Stage  |
|------|---------------------------------|--------------------------------------|--------|
| 2002 | Mathematics and Dutch           |                                      |        |
| 2004 |                                 | Information processing               | 1A     |
| 2005 | Nature and research competences |                                      |        |
| 2006 |                                 | Biology                              | 1A     |
| 2007 | Dutch                           | French                               | 1A     |
| 2008 | French                          | Mathematics                          | 1B     |
| 2009 | Mathematics                     | Mathematics                          | 1A     |
| 2010 | Time, space and society         | Dutch                                | 3      |
| 2011 |                                 | Information processing + Mathematics | 1A + 2 |
| 2012 | Information processing and ICT  | French                               | 3      |
| 2013 | Dutch                           | Dutch, Mathematics and information   | 3      |



# Topics (2)

*Topics that will be assessed in the future*

| Year | Educational level    | Assessment topic               |
|------|----------------------|--------------------------------|
| 2014 | Secondary: 3rd stage | Mathematics                    |
| 2015 | Primary              | Nature and technical education |
| 2015 | Secondary: 1st stage | Natural sciences               |
| 2016 | Primary              | Mathematics                    |
| 2016 | Secondary: 3rd stage | Citizenship                    |
| 2017 | Primary              | French                         |
| 2017 | Secondary: 1st stage | Technical education            |
| 2018 | ...                  | ...                            |



# Research design

- First: selection of topics and attainment targets (Akov and Department of Education)
- Scientific study: *Policy Research Centre for Test development and Assessments*  
(coordinated by professor Rianne Janssen)
  - Instrument design
  - Multilevel analyses
  - Reporting of the results
- Communication of the results
  - Written communication (research team)
    - Brochure: results on system level
    - Feedback on school level
  - Colloquium (Akov)



# Policy implications

- 'Raw' results:
    - How many pupils reach the attainment targets?
    - In secondary education: results per study field
  - Results of multilevel analysis
- ➔ Evaluation of attainment targets:
- Attainable for students?
  - Feasible for teachers?
- ➔ Reflection on educational quality with policymakers and educational stakeholders:
- Inspectors, policy-makers, services for educational guidance, teacher trainers, educational networks



# School level versions

## *Parallel tests: school-level assessment*

- Secondary objective of the Flemish assessment program
- Parallel version of the test
  - Developed by the researchers
  - Same attainment targets are assessed
- Feedback for schools
  - Similar to feedback after general assessment
  - Performance at school level (+ study field in secondary schools)
- Available online for schools, educational guidance and teacher trainers
  - ⇔ Few schools participate (148 in 2013)



# Conclusions

## *Challenges for the future*

- No central exams in Flanders:
  - Towards coupling assessment results with certification?
  - Obligatory participation for schools?
  - Public feedback on a school level?
- Improving curriculum and attainment targets, based on assessment results
- 'Abstract' attainment targets ⇔ 'practical' translation in learning plans
- Improving the school-level side of the assessment program
- Preparing for competence based assessment in the national assessment program





# Competence-based assessment at system level

Brussels, 13 & 14 March 2014



# “Competence”: a word used in a wide range of contexts

- Competence in *everyday life*
- Competence in *vocational education*
- Competence in *general education*
- *Definition* in Flemish education
- *Assessment* of competence-based learning at system level



# Trying to have a broad perspective



# Competence in every day life

- Competence= part of everyday language
- Not new (1600 and even before)
- ‘the ability to do something well’ (Oxford dictionary)
- New=institutionalized use of the concept in education
- Actually used in all kinds of circumstances by everybody



A cluster of related abilities, commitments, knowledge, and skills that enable a person (or an organization) to act effectively in a job or situation.

Competence indicates sufficiency of knowledge and skills that enable someone to act in a wide variety of situations. Because each level of responsibility has its own requirements, competence can occur in any period of a person's life or at any stage of his or her career.

<http://www.businessdictionary.com/definition/competence.html#ixzz2v04JunaW>



# Competence in vocational education

- Link with labour market
- Competence concept very popular for the development of vocational education and training (last decades)
- Focus on observable behaviour in a given context
- Related to validation of prior learning, self-managed learning and other innovations
- European Qualifications Framework



# Competence in general education

- General education traditionally has:
  - More focus on cognitive development and intellectual abilities
  - Link with standards and curriculum
  - Emphasis more on the formal than on the informal acquisition of competence
- Most competences are subject-related
- New: the broad generic competences (learning co, problem-solving, social/civic.. co)



# Issues related to Competence in education

- Shift from content-based curricula to competence-based curricula
- Difficulties of designing competence-based principles and instruction levels
- Problems in the field of competence-assessment
  - - in the classroom
  - - on system level
- Taking into account assessment issues from the beginning very important for successful implementation



# Common elements in definitions

- Cluster of integrated elements
- Knowledge, skills, attitudes, abilities
- Activity or behaviour
- Context or situation
- Transfer



# Definition Flemish Qualification Structure

- Competence : the ability to apply knowledge, skills and attitudes in an integrated way in society.

(Flemish Parliament Act on the Flemish Qualifications Structure 2009)

based on definitions from

- OECD, Cedefop
- Flemish Education Council (VLOR)
- Flemish Social and Economic Council (SERV)



# A challenging transition

## CONTENT-BASED APPROACH

- Separate and fragmented tasks
- Knowledge and subject oriented
- Levels and progression in the achievement
- Acquisition of instructed content (past oriented)
- Education in school
- Teacher oriented



## COMPETENCE-BASED APPROACH

- Holistic and task-based
- What can you *do* with all your *integrated* learning
- How to measure levels and progression in the achievement
- Transfer (future oriented)
- Acting and learning in everyday life/situation
- Learner oriented

# Out of scope: Assessment for Learning (AFL)

- Involving teachers and school
- Relationship teacher/learner
- Monitoring the learning proces
- Methods and instruments like portfolio, self- and peer assessment, classroom evaluation and observation..
- Ongoing CIDREE project ([www.cidree.org](http://www.cidree.org))



# In scope: Assessment Of Learning (AOL)

- At system level
- For monitoring and policy
- Involving policymakers and educational stakeholders
- Accountability
- In most countries: certification and qualification



# Discussion

- What about definition of competence in your context?
- Curriculum and assessment practices in your education system/organization
- Main challenges in shift to competences



# Contact information

In case you have any further questions:

- Flemish Ministry of Education and Training

AKOV - APECK

Consciencegebouw 2C

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B-1210 Brussel

[akov@vlaanderen.be](mailto:akov@vlaanderen.be) or [Bart.george@ond.vlaanderen.be](mailto:Bart.george@ond.vlaanderen.be)

- Website:

✓ <http://www.ond.vlaanderen.be/wegwijs/akov/>





# Cidree expert meeting Assessment of competence-based learning

Brussels, 13 & 14 March 2014



# Participants (22)

- IZHA (Albania)
  - UT (Estonia)
  - OPH (Finland)
  - IFE (France)
  - UDIR (Norway)
  - ES (Scotland)
  - Skolverket (Sweden)
  - IRDP (Switzerland)
  - KeyCoNet
- » Flemish experts from
    - » - AKOV
    - » - Department of Education and Training
    - » - Policy Research Centre for Test development and Assessments
    - » - Catholic schools network



# Program Thursday March 13

12.00 – 13.00 Lunch

13.00 – 14.00 Welcome and Introduction by Willy Sleurs / Quality system in Flemish education by Liselotte Van De Perre / System-based surveys for monitoring and curriculum improvement by Marjolein Muys / Theme 1: Definition of 'competence' and 'assessment' by Maria Brems

14.00 – 15.00 Questions and Discussion

15.00 – 15.30 Break

15.30 – 16.30 Theme 2: Assessability of competences by Caroline Kearney (KeyCoNet)

16.30 – 17.00 Case study: Norway by Bente Heian

17.00 – 17.30 Conclusions of the day



# Program Friday March 14

9.00 – 9.45 Theme 3 Assessment of progression in competences

by George Sinclair (ES)

Case study: France by Olivier Rey (IFE)

9.45 – 10.30 Discussion

10.30 – 11.00 Break

11.00 \_ 11.45 Theme 4: Which competences to assess?

By Rianne Janssen

11.45 – 12.30 Questions and discussion

Conclusions of the seminar

Lunch and goodbyes



# Follow up

## Soon on CIDREE website:

- Report with findings and conclusions
- Ppt of key note speakers
- Further steps?



# Conclusions (in a nutshell)

- Participating countries struggle with similar issues
- Difficulties related to the shift from content-based to competence-based curricula
- Many questions about the implementation of competence-based curricula
- Uncertainties at level of definitions
- Assessment as 1 part of the system
- Reflections about trust and the testing society
- What about validity when assessing competences
- No miracle solutions but in depth discussion and broad reflexion

