

## Assessing key competencies and developmental continuum

### Reading task 4

Work with key competences as long-term and comprehensive goals - and with skills as sub-goals, short-term goals - Collect information about pupils' learning and progress in key competences - Assess them, but without immediately publishing your assessment - Provide feedback - Plan further teaching based on the information found in the assessment process. First, the teacher describes the 'big' (complex) skill using its sub-components. This applies to both the process and the product.

**Process:** the teacher must be able to answer the question "What does a student do when he/she can...?"

*Example: what all does a student do when he/she can look up information to present on a poster?*

**Product:** the teacher must be able to answer the question of what characteristics the expected product of the student's work should have.

*Example: What should the poster contain and look like?*

This work corresponds to unpacking the key competences. It can be done at the level of the whole school, but it must also be applicable at the level of the class. If there is an unpacking of the key competences at school level (in the future also at national level), the teacher specifies the items for the purpose of the task.

In this way, the teacher establishes criteria for good performance or good work or works with them if they are already established.

Secondly, the teacher aligns the descriptions of the sub-skills with the actual capabilities and needs of their own pupils - i.e. describes the skills at the appropriate level of mastery. In this way, the teacher creates a description of the gradual build-up of a skill - a developmental continuum (developmental map, progress map). This describes several levels of mastery of the skill. Its embryonic form are the sets of criteria that we often work with in this project (publication).

The progressive development of a given skill is described by specifying each of the criteria in terms of the quality of its fulfilment using so-called indicators. Indicators are indicators for a certain level of mastery or quality of the criterion to which they refer.

The development continuum can be simple or quite elaborate. It can be described at the whole-school level (i.e., what our students are progressively mastering in a given skill at a few selected levels). It can also be described at a national level (e.g. developmental continuum for reading, for writing).

While the pupils are working and learning, the teacher collects information to provide descriptive feedback to the pupils. In providing feedback, the teacher links the established criteria to the specific work the learner is doing or to the learner's actions; he or she describes specifically what the learner is doing or what is evident in the product the learner has produced.

*Example:*

*"Let's look at the first criterion, which is: the poster is clear. On your poster, the labels are always placed next to the part of the body to which they refer. They are evenly spaced across the poster, with not too many labels crammed in anywhere. That means you've met the first criterion.*

*Let's look at the second criterion - the poster is legible. The captions on your poster are written in a large enough font that can be read from a distance, and you have chosen clearly visible darker colours that do not blend in with the background colour. This means that you have met the second criterion.*

The teacher draws conclusions from the information gathered during the assessment process: for the pupil, to confirm the pupil's good progress or to correct the pupil's learning with questions or recommendations  
for lesson planning: use the information to modify the original plan, revise learning objectives and ways to reach them with pupils; or develop a completely new learning plan for pupils

### **The whole staff**

Agree how individual members of the body understand the key competences and their components - which components they are developing in all subjects as a priority (especially cross-curricular skills) - what and how will be developed and assessed together across the whole school in the immediate term.

The corps will learn to work with the core competencies as long-term and comprehensive goals that can be divided into sub-goals and short-term goals. The Board will agree which skills or activities in which the skills are used are 'cross-curricular' - i.e. which are developed in all subjects.

*Example*

*Oral presentation to the class; active listening; report writing and presentation; self-evaluation; group work; group discussion - whole class; reading comprehension etc.*

For these skills, teachers jointly formulate criteria with indicators for children at different levels of mastery of the skill. Teachers jointly choose a strategy to use to introduce and practise the skill with the pupils.

Teachers agree who will focus more on which skill in their subject and how they will coordinate the development of that skill across the school.

*Example:*

*Not all teachers will assign papers to sixth graders at the same time, but the staff will agree on the timing. Part of the agreement is which teacher will take the lead in instructing pupils on how to do the report first and modelling the basic skills so that pupils are clear about what they are expected to do and the quality of work expected of them.*

Teachers will think through how they will approach assessment. Formative assessment will probably always be more up to the individual, but summative assessment can be tricky for the whole team. Will the board track a student's summative performance in a given skill across subjects?

*Example:*

*How do we capture on a "report card" or in a student book a student's performance in the same skill administered in different subjects? Will the summative assessment somehow capture the level that the pupil has achieved in, for example, collaborative work? If so, how will we as a congregation achieve this? How will we compare performance in collaboration in English, math, biology, and art?*

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