

Project acronym: **CompAssess**

Project title: **Competences assessment with emphasis on the Evolution**

Project n.: **2014-1-ES01-KA202-005000**

Type of project: **Strategic Partnership**

Work Package 03: **Identification of Best practices**

O3: Best Practice Cases on the field of competence assessment at EU level.

I N D E X

1. List of Project Partners' Best Practices
 - Summary Tables of Project Partners' Best Practices

2. List of selected Best Practices
 - Summary Tables of the selected Best Practices

3. Overall List of Gathered Best Practices

1. List of Project Partners' Good Practices

<p>1. Good Practice Smiley EUC –SYD Sonderborg Denmark</p>	<p>2. Good Practice 2 MGEP Mondragoi Eskola Arrasate Spain</p>	<p>3. Good Practice Spiderweb EUC-SYD Sonderborg Denmark</p>
<p>4. Good Practice 4 SET Tool Tknika Spain</p>	<p>Other Best Practices:</p>	<p>5. Good Practice 5 Finland</p>

Good Practice 1 - Smiley - Summary Table

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Good Practice 2 - MGEP - Summary Table

Assessment Project Name MGEP's Competences based Assessment Method	Place Mondragoi Eskola Arrasate Basque Country Spain
Description of the Project <ul style="list-style-type: none"> To change the assessment method towards another competence-based assessment method. To describe a system for collecting and recording assessment data that enable teachers the qualification of students. To diversify the strategies in classroom to assess learning outcomes. 	
Competences assessed European framework for grades and competences identified from labour market.	Assessment Method This is a continuous assessment model. There isn't a final assessment. Is a global evaluation of the student that allows students pass the course or not.
Staff Involved Teacher	Context The students work in groups in a learning environment based on projects (PBL). The teachers also work together bringing to the centre real-world challenges which require different kind of competences to be solved.
Purpose of the assessment tool The result of the assessment is meant as a platform for a dialogue between students and teachers.	Outcomes Qualifications and statements of attainment. Improvement potential.
Further Details	

Good Practice 3 - Spiderweb – Summary Table

Assessment Project Name	Place
Spiderweb	EUC-SYD Sonderborg Denmark

Description of the Project
<p>The purpose of this tool is to measure the progression of the apprentice during the work based part of his/her apprenticeship. The assessment is done in cooperation between instructor and apprentice and ends up in a graphical picture that illustrates the performance level of the apprentice. The idea is that the assessment is carried out on several stages of the educational program in order for apprentice and instructor to be aware of areas where the apprentice is performing well and where there is room for improvement.</p>

Competences assessed

Assessment Method
<p>Prior to every work based module instructor and apprentice sits together and goes agrees on the level of competencies that has to be reached during the module.</p>

Staff Involved
<p>Self-assessment Instructor</p>

Context
<p>The assessment is done as part of the work based modules (DK has a dual sandwich-type VET system where the apprentice spends time in work based modules in a company/college and college based modules). For the college based modules other types of assessment is made eg. Individual tests, group tests, projects etc.</p>

Purpose of the assessment tool
<p>This tool is not meant to generate a final mark/qualification, but it can serve as a tool that can help explain to the apprentice where he/she could improve performance to gain a better mark.</p>

Outcomes
<p>Self-assessment Improvement potential</p>

Further Details

Good Practice 4 - SET Tool – Summary Table

Assessment Project Name
SET Tool

Place
Tknika Errenteria Basque Country Spain

Description of the Project
<p>The assessment is carried out on several stages of the educational programme in order for student and teacher to be aware of areas where the student is performing well and/or of areas where, on the contrary, he has to improve. This information is offered to students as feedback so that they can acquire commitments of improvement for the following stages.</p> <p>The assessment ends up in a graphical picture that illustrates the progress of the students' competences.</p>

Competences assessed
<p>Team work</p> <p>Learning to learn</p> <p>Creative mindset and innovation</p>

Assessment Method
<p>At the beginning of every challenge, teachers and students sit together and talk about the level of competences that has to be reached during this challenge. They also talk about the way these competences are going to be assessed along the programme (rubrics). In general, the minimum technical competence level is based on the curriculum, but regarding transversal competences, the level is decided according to the needs of the work environment.</p>

Staff Involved
<p>Teacher</p> <p>Self-Assessment</p> <p>Peer Assessment</p> <p>External assessment</p>

Context
<p>The students work in groups in a learning environment based on challenges. The teachers also work together bringing to the centre real-world challenges which require different kind of competences to be solved.</p>

Purpose of the assessment tool
<p>The purpose of this tool is to measure the evolution of students' level on both technical and transversal competences in a learning environment based on challenges.</p>

Outcomes
<p>Qualifications and statements of attainment</p> <p>Self-assessment</p> <p>Improvement potential</p>

Further Details

Good Practice 5 – Finland – Summary Table

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2. List of selected Best Practices

<p>1. Good Practice 1 INTENT PROJECT KCH International Netherlands</p>	<p>2. Good Practice 2 PIAZZA DELLE COMPETENZE I</p>	<p>3. Good Practice 3 PIAZZA DELLE COMPETENZE II Saluta a Tavola</p>
<p>4. Good Practice 4 EL MERCADO Enterprise and Entrepreneurial Initiative Module Spain</p>	<p>5. Good Practice 5 MASS Skill Zone project United Kingdom</p>	
<p>Other Best Practices:</p>	<p>6. VALUE Project</p>	

Good Practice 1 - INTENT Project - Summary Table

Assessment Project Name
INTENT

Place
KCH International Netherlands

Description of the Project
<p>This assessment tool, composed of a questionnaire for self-evaluation and a comprehensive evaluation grid/rubrics, was developed by KCH INTERNATIONAL (The Netherlands), and is part of the work package of the 2013 European EU-MOVE project, developed under the Leonardo Da Vinci “Transfer of Innovation” 2007-2013 programme. (conceived for use by students as a self-assessment tool during international school exchange programmes structured around apprenticeship experiences at foreign companies). The tool also contains an evaluation grid to be filled by the trainee’s supervisor. Upon return from the work experience, students undertake a series of meetings with qualified teaching staff intended to encourage challenging and critical reflection on the experience.</p>

Competences assessed
Entrepreneurship
Intercultural communication
Metacognition

Assessment Method
(Project) Work Experience Abroad
(Observation) Check-List
(Individual) Self-assessment

Staff Involved
Teacher
Self-Assessment

Scope
INDIVIDUAL or CLASS-LEVEL, depending on the number/share of students per class participating to the programme

Purpose of the assessment tool
Qualitative (Formative)
Quantitative (Summative)

Outcomes
Self-Assessment
Track-record of improvement potential

Further Details

Good Practice 2 - PIAZZA DELLE COMPETENZE I - Summary Table

Assessment Project Name	Place
INTERVENTI DI PROFILASSI DELLA MENINGITE NEL CONTESTO NIDO	Veneto Region Italy

Description of the Project
This assessment scheme was developed in the context of the Venete Piazza delle Competenze network - a regional repository of competence-based learning modules implemented across the local VET sector. See Annex for materials related to the evaluation tool.

Competences assessed	Assessment Method
TECHNICAL COMPETENCES COMMUNICATION PROBLEM SOLVING METACOGNITION COGNITIVE CONSTRUCTIVE MANAGEMENT OF FEELINGS	PROJECT) WORK EXPERIENCE ABROAD (OBSERVATION) CHECK-LIST (INDIVIDUAL) TEST (INDIVIDUAL) SELF-ASSESSMENT

Staff Involved	Scope
Teacher Self-Assessment	CLASS-LEVEL The learning unit involves necessarily the entire class

Purpose of the assessment tool	Outcomes
Quantitative (Summative)	

Further Details

Good Practice 3 - PIAZZA DELLE COMPETENZE II - Summary Table

Assessment Project Name	Place
SALUTE A TAVOLA	Veneto Region Italy

Description of the Project
This assessment scheme was developed in the context of the Venete Piazza delle Competenze network - a regional repository of competence-based learning modules implemented across the local VET sector. See Annex for materials related to the evaluation tool.

Competences assessed	Assessment Method
TECHNICAL COMPETENCES COMMUNICATION PROBLEM SOLVING RELATIONAL COGNITIVE CONSTRUCTIVE MANAGEMENT OF FEELINGS	PROJECT) WORK EXPERIENCE ABROAD (OBSERVATION) CHECK-LIST (INDIVIDUAL) TEST (INDIVIDUAL) SELF-ASSESSMENT

Staff Involved	Scope
TEACHER SELF-ASSESSMENT	CLASS-LEVEL The learning unit involves necessarily the entire class

Purpose of the assessment tool	Outcomes
Quantitative (Summative)	

Further Details

Good Practice 4 - EL MERCADO - Summary Table

Assessment Project Name
EL MERCADO

Place
Spain

Description of the Project
This tool was developed in the context of a <i>Grado Medio en Tecnico en Instalaciones Electrica y Automaticas</i> (Degree in Technician of Electric and Automatic Installments), an specifically in the context of a <i>Modulo de Empresa e Iniciativa Emprendedora</i> (Enterprise and Entrepreneurial Initiative)

Competences assessed
TECHNICAL COMPETENCES MATHEMATICAL AND TECHNICAL COMPETENCES SOCIAL AND CIVIC COMPETENCES LEARNING TO LEARN ENTREPRENEURSHIP CRITICAL THINKING CREATIVITY and INTUITION SENSE OF INITIATIVE PROBLEM SOLVING RISK ASSESSMENT DECISION MAKING CONSTRUCTIVE MANAGEMENT OF FEELINGS

Assessment Method
<ul style="list-style-type: none"> PROJECT OBSERVATION - CHECK-LIST INDIVIDUALTEST

Staff Involved
TEACHER

Scope
CLASS-LEVEL The learning unit involves necessarily the entire class

Purpose of the assessment tool
QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)

Outcomes

Further Details

Good Practice 5 - MASS – Summary Table

Assessment Project Name
MASS SKILLSZONE - SOFT SKILLS PROGRESS REPORT

Place
United Kingdom

Description of the Project
This tool for self-assessment, inclusive of the Assessment rubric, is an integral part of the SkillZone project for improvement of social skills among youth. The rubric is meant to be presented to the students at the beginning of the course, and is to be continuously filled by both students and teachers/educators at the end of every learning “segment” (daily activity) throughout the programme (see Annex X for a thorough description of a Learning Unit).

Competences assessed
SOFT SKILLS (CONSTRUCTIVE MANAGEMENT OF FEELINGS)

Assessment Method
PROJECT) (OBSERVATION) CHECK-LIST (INDIVIDUAL) TEST The course is flexible in design and the resources provided contain a basic but comprehensive range of activities. Examples of these activities are quizzes, games or setting projects that will help the young people to demonstrate the skills being developed. Tutors are encouraged to expand upon these using locally devised activities to reinforce key learning points as they deem necessary.

Staff Involved
TUTOR (alternatively: qualified teachers)

Scope
CLASS-LEVEL The learning unit DOES NOT involve necessarily the entire class. IT CAN BE STRUCTURED AS A SPECIAL CLASS

Purpose of the assessment tool
QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)

Outcomes
(This section is currently empty)

Further Details
(This section is currently empty)

3. OVERALL LIST OF GATHERED BEST PRACTICES

PROJECT	ASSESSMENT PRACTICES CURRENTLY IN USE AT COMPASSES PROJECT'S PARTNERS HOME INSTITUTIONS				SELECTED BEST PRACTICES				
	SMILEY	MGEP	SPIDERWEB	SET TOOL	INTENT PROJECT	PIAZZA DELLE COMPETENZE 1	PIAZZA DELLE COMPETENZE 2	EL MERCADO	MASS
TYPE OF COMPETENCES ASSESSED	TRANSVERSAL COMPETENCES	TRANSVERSAL COMPETENCES TECHNICAL COMPETENCES	TRANSVERSAL COMPETENCES TECHNICAL COMPETENCES	TRANSVERSAL COMPETENCES TECHNICAL COMPETENCES	ENTREPRENEURSHIP COMMUNICATION TECHNICAL COMPETENCES	TECHNICAL COMPETENCES ENTREPRENEURSHIP COMMUNICATION PROBLEM SOLVING LEARNING TO LEARN CRITICAL THINKING		TECHNICAL COMPETENCES SOCIAL AND CIVIC COMPETENCES ENTREPRENEURSHIP LEARNING TO LEARN	TECHNICAL COMPETENCES SOCIAL AND CIVIC COMPETENCES ENTREPRENEURSHIP LEARNING TO LEARN
TYPE OF ASSESSMENT METHOD EMPLOYED	-PROJECT -CHALLENGES -DIRECT OBSERVATION -INDIVIDUAL TEST -WORKING GROUP -EXPERIMENT	WRITTEN EXAM PROJECT ORAL QUESTIONING DIRECT OBSERVATION EXPERIMENT WORKING GROUP TEACHER'S REPORT	PROJECT ORAL QUESTIONING DIRECT OBSERVATION INDIVIDUAL TEST WORKING GROUP	PROJECT EVIDENCES GLOBAL RATINGS CHALLENGES TEACHER'S REPORT DIRECT OBSERVATION WORKING GROUP	PROJECT ORAL QUESTIONING	PROJECT DIRECT OBSERVATION FINAL TEST CHALLENGES WORKING GROUP		CHALLENGES DIRECT OBSERVATION WORKING GROUP	CHALLENGES DIRECT OBSERVATION WORKING GROUP
COMMUNICATION / INVOLVEMENT	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES WEB PLATFORM	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES WEB PLATFORM	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES	ASSESSMENT GUIDELINES	ASSESSMENT GUIDELINES	ASSESSMENT GUIDELINES	ASSESSMENT GUIDELINES ASSESSMENT PROCESSES WEB PLATFORM
DIFFUSION / SCOPE	CLASS LEVEL SCHOOL LEVEL	CLASS LEVEL SCHOOL LEVEL INTERNATIONAL LEVEL	INDIVIDUAL	CLASS LEVEL SCHOOL LEVEL	INDIVIDUAL LEVEL	CLASS LEVEL	CLASS LEVEL	CLASS LEVEL	CLASS LEVEL
ASSESSOR	TEACHER INSTRUCTOR SELF-ASSESSMENT	TEACHER	SELF-ASSESSMENT INSTRUCTOR	TEACHER SELF-ASSESSMENT EXTERNAL PEER REVIEW	SELF-ASSESSMENT EXTERNAL	TEACHER SELF ASSESSMENT	TEACHER SELF-ASSESSMENT	TEACHER SELF ASSESSMENT	TEACHER SELF-ASSESSMENT EXTERNAL PEER REVIEW
MINIMUM QUALIFICATION FOR ASSESSOR	REQUIRED	REQUIRED	REQUIRED	REQUIRED	REQUIRED	NONE. HOWEVER, THE TEACHER IS EXPECTED TO PLAY A SUBSTANTIAL ROLE IN CONSTRUCTING THE ASSESSMENT GRID			NO
PURPOSE/ CRITERIA OF ASSESSMENT	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)	QUALITATIVE (FORMATIVE)	QUALITATIVE (FORMATIVE) QUANTITATIVE (SUMMATIVE)
IMPACT OF THE ASSESSMENT OF ENTRY STATUS/ DEGREE COMPLETION/ FINAL MARK	NO	DEPENDING ON TEACHER	NO	30% IMPACT ON FINAL MARK FOR THE COURSE	NO	THE PROJECT MAY BE STRUCTURED AS A CURRICULAR MODULE. IN THIS CASE, ACCESS TO FURTHER INSTRUCTION MY BE CONDITIONAL ON SUCCESSFUL COMPLETION OF THIS COURSE	THE PROJECT MAY BE STRUCTURED AS A CURRICULAR MODULE. IN THIS CASE, ACCESS TO FURTHER INSTRUCTION MY BE CONDITIONAL ON SUCCESSFUL COMPLETION OF THIS COURSE	NO	THE PROJECT MAY BE STRUCTURED AS A CURRICULAR MODULE. IN THIS CASE, ACCESS TO FURTHER INSTRUCTION MY BE CONDITIONAL ON SUCCESSFUL COMPLETION OF THIS COURSE
EVALUATION GRID /ASSESSMENT RUBRICS	FIXED EVALUATION GRID	FIXED EVALUATION GRID	FIXED EVALUATION GRID	EVALUATION GRID / ASSESSMENT RUBRICS ARE DEVELOPED BY THE TEACHERS COUNCIL ON A CASE-BY-CASE BASIS	ASSESSMENT RUBRICS / GRID FOR SELF- EVALUATION	EVALUATION GRID / RUBRICS FOR SELF- AS WELL AS EXTERNAL ASSESSMENT	EVALUATION GRID / RUBRICS FOR SELF- AS WELL AS EXTERNAL ASSESSMENT	EVALUATION GRID / RUBRICS FOR SELF- AS WELL AS EXTERNAL ASSESSMENT	EVALUATION GRID / RUBRICS FOR SELF- AS WELL AS EXTERNAL ASSESSMENT
ASSESSMENT TIMEFRAME	NO TIMEFRAME	TIME PERIOD (CONTINUOUS ASSESSMENT)	FINAL TEST (ORAL OR WRITTEN)	FINAL TEST FINAL PRESENTATION	CONTINUOUS SELF- ASSESSMENT THROUGHOUT THE WORKING EXPERIENCE FINAL ASSESSMENT (BOTH EXTERNAL AND SELF- EVALUATION)	CONTINUOUS ASSESSMENT THROUGHOUT THE COURSE CONTINUOUS SELF-ASSESSMENT THROUGHOUT THE MODULE FINAL ASSESSMENT	CONTINUOUS ASSESSMENT THROUGHOUT THE COURSE CONTINUOUS SELF- ASSESSMENT THROUGHOUT THE MODULE FINAL ASSESSMENT	CONTINUOUS ASSESSMENT THROUGHOUT THE COURSE CONTINUOUS SELF- ASSESSMENT THROUGHOUT THE MODULE FINAL ASSESSMENT	CONTINUOUS ASSESSMENT THROUGHOUT THE COURSE CONTINUOUS SELF- ASSESSMENT THROUGHOUT THE MODULE FINAL ASSESSMENT
OPERATIONAL INSTRUCTIONS/ RESOURCES/ TOOLBOX	NO	SOFTWARE/ APP INSTRUCTIONS	NO	SOFTWARE/ APP INSTRUCTIONS	DOCUMENTS INSTRUCTIONS	DOCUMENTS INSTRUCTIONS	DOCUMENTS INSTRUCTIONS	DOCUMENTS INSTRUCTIONS	DOCUMENTS EQUIPMENT INSTRUCTIONS
SENSITIVE DATA PROTECTION	REGULATORY FRAMEWORK FOR PRIVACY	NATIONAL LEGISLATIVE FRAMEWORK	REGULATORY FRAMEWORK FOR PRIVACY	NATIONAL LEGISLATIVE FRAMEWORK					
OUTCOME	SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	QUALIFICATIONS/ STATEMENT OF ATTAINMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	OFFICIAL STATEMENT OF SUCCESSFUL COMPLETION SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	CERTIFICATION OF COMPETENCE SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	CERTIFICATION OF COMPETENCE SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL	OFFICIAL STATEMENT OF SUCCESSFUL COMPLETION SELF-ASSESSMENT TRACK-RECORD OF IMPROVEMENT POTENTIAL