



BEST PRACTICE EUC SyD smiley

General

Assessment Focus / Purpose	<u>Short description:</u> The purpose of this very simple assessment tool is to train the apprentice's self-assessment competences as well as his/her abilities to reflect and argue on personal competences.
	<input checked="" type="checkbox"/> X Transversal competencies <input type="checkbox"/> Technical competencies Both
Method	<u>Short description:</u> The tool can be reshaped to suit the training that the apprentice is attending whether it's school-based or work-based, a special subject taught or the module in general. The tool can be used during or at the end of a module depending on the purpose of the assessment.



	<table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Written exams</td> <td><input type="checkbox"/> Global ratings¹</td> </tr> <tr> <td><input checked="" type="checkbox"/> X Experiment</td> <td><input type="checkbox"/> X Challenges</td> </tr> <tr> <td><input type="checkbox"/> X Projects</td> <td><input type="checkbox"/> Teacher's reports</td> </tr> <tr> <td><input type="checkbox"/> Evidences</td> <td><input type="checkbox"/> Role-playing</td> </tr> <tr> <td><input type="checkbox"/> Oral questioning</td> <td><input type="checkbox"/> X Direct observation</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <table border="0" style="width: 100%;"> <tr> <td><input type="checkbox"/> Individual test</td> <td><input type="checkbox"/> Working Group</td> </tr> <tr> <td colspan="2"><input checked="" type="checkbox"/> X Both</td> </tr> </table>	<input type="checkbox"/> Written exams	<input type="checkbox"/> Global ratings ¹	<input checked="" type="checkbox"/> X Experiment	<input type="checkbox"/> X Challenges	<input type="checkbox"/> X Projects	<input type="checkbox"/> Teacher's reports	<input type="checkbox"/> Evidences	<input type="checkbox"/> Role-playing	<input type="checkbox"/> Oral questioning	<input type="checkbox"/> X Direct observation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Individual test	<input type="checkbox"/> Working Group	<input checked="" type="checkbox"/> X Both	
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Context	<p><u>Short description:</u></p> <p>The tool can be developed to match many different contexts – here it's often used by teachers in relation to a project or a module to stimulate the apprentices self-assessment competencies. But it is also used in group evaluations, where the group has to agree on their team-performance and afterwards reflect and argue for their assessment in cooperation with a teacher/instructor.</p>																		



Communication / Involvement²	<input type="checkbox"/> X Assessment guidelines <input type="checkbox"/> Web Platform <input type="checkbox"/>	<input type="checkbox"/> X Assessment processes <input type="checkbox"/> Social media <input type="checkbox"/>
Diffusion³	<input type="checkbox"/> X Class / Subject <input type="checkbox"/> Regional Level <input type="checkbox"/>	<input type="checkbox"/> X Single School / Institute / Departments <input type="checkbox"/> International standard <input type="checkbox"/>

Assessment

Assessor(s)	<input type="checkbox"/> XTeacher <input type="checkbox"/> X Self-assessment <input type="checkbox"/> External	<input type="checkbox"/> Committee <input type="checkbox"/> Peer <input type="checkbox"/> X Instructor
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Assessor's qualification	<input checked="" type="checkbox"/> X Required <input type="checkbox"/> Not required <input type="checkbox"/> <u>If yes, short description:</u> As a starting point all assessor's must have a pedagogical and solid knowledge about assessment techniques and coaching.
Competencies framework	<u>List:</u> <ul style="list-style-type: none"> • Interest in the profession • Performance • Interpersonal skills • Cooperativeness • Punctuality and accuracy • Independent • Relation to colleagues/other apprentices • Relation to teacher/instructor • Ability to receive and reflect on guidance • Behavior in training situations • Mood/satisfaction with work • Absence – number of hours date - date
Measurements criteria	<input type="checkbox"/> Qualitative / Formative <input type="checkbox"/> Quantitative / Summative <input checked="" type="checkbox"/> X could serve both as formative and



summative assessment – but ideally it should be used as a tool for summative assessment and a platform for a dialogue that supports the progression/development of the apprentice.

Evaluation grid (max 1 page):



Apprentice
selfevaluation.docx

Calculation for final mark / qualification (formulas, weights etc.):

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.



	A subjective method
Risks	<u>List:</u> Risk misinterpretation
Opportunities	<u>List:</u> Can be re-designed to match many different situations



MORE INFORMATION:

Images, screenshots, etc.



Notes

1 Global rating:

An assessor uses a form with multiple categories of performance to provide retrospective impressions/judgments about a person's performance. The rater can not only incorporate observed performance over time, but often include a synthesis of second-hand information from multiple sources. Example: Tknika Skill Evolution Tool

2 Communication / Involvement:

Students should be informed of how and why they will be assessed by means of guidelines, process description, standards, brochure, websites etc. Moreover students use social media day in and day out to interact with their peers and even teachers about class-related subjects: why not Competence Assessment included?

3 Diffusion:

It is necessary here to describe whether the method is applied by a teacher for his subject, or is applied throughout the school, or...