



## BEST PRACTICE: MGEP'S Competences-based Assessment Method

### General

<b>Assessment Focus / Purpose</b>	<p><u>Short description:</u></p> <p>The purpose is:</p> <ul style="list-style-type: none"> <li>• To change the assessment method towards anothercompetences based assessment method.</li> <li>• To describe a system for collecting and recording assessment data that enable teachers the qualification of students.</li> <li>• To diversify the strategies in classroom to assess learning outcomes.</li> </ul>
	<p> <input type="checkbox"/> Transversal competencies             <input type="checkbox"/> Technical competencies         </p> <p> <input checked="" type="checkbox"/> Both         </p>



<b>Method</b>	<p>Short description:</p> <p>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.</p> <p>They have elaborate for each subject one table relating the learning objectives with the competences of the grade (both transversal and technical competences). *See table 1.</p> <p>Throughout the semester the teachers assess these learning outcomes in a numeric way using different strategies, and introduce these assessment in a special tool (software) that become in a competences assessment by weighing the learning outcomes.</p> <p>Using this method the students can see their competences performance and the teachers can frequently give them feed-back in order to improve these competences. *See table2.</p> <table border="0" style="width: 100%;"> <tr> <td><input checked="" type="checkbox"/> Written exams</td> <td><input type="checkbox"/> Global ratings<sup>1</sup></td> </tr> <tr> <td><input checked="" type="checkbox"/> Experiment</td> <td><input type="checkbox"/> Challenges</td> </tr> <tr> <td><input checked="" type="checkbox"/> Projects</td> <td><input checked="" type="checkbox"/> Teacher's reports</td> </tr> <tr> <td><input checked="" type="checkbox"/> Evidences</td> <td><input type="checkbox"/> Role-playing</td> </tr> <tr> <td><input checked="" type="checkbox"/> Oral questioning</td> <td><input checked="" type="checkbox"/> Direct observation</td> </tr> </table>	<input checked="" type="checkbox"/> Written exams	<input type="checkbox"/> Global ratings <sup>1</sup>	<input checked="" type="checkbox"/> Experiment	<input type="checkbox"/> Challenges	<input checked="" type="checkbox"/> Projects	<input checked="" type="checkbox"/> Teacher's reports	<input checked="" type="checkbox"/> Evidences	<input type="checkbox"/> Role-playing	<input checked="" type="checkbox"/> Oral questioning	<input checked="" type="checkbox"/> Direct observation
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	<input type="checkbox"/> Individual test <span style="float: right;"><input checked="" type="checkbox"/> Working Group</span>
<b>Context</b>	<p><u>Short description:</u></p> <p>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.</p>

<b>Communication / Involvement<sup>2</sup></b>	<input checked="" type="checkbox"/> Assessment guidelines <span style="float: right;"><input checked="" type="checkbox"/> Assessment processes</span> <input checked="" type="checkbox"/> Web Platform <span style="float: right;"><input type="checkbox"/> Social media</span>
<b>Diffusion<sup>3</sup></b>	<input checked="" type="checkbox"/> Class / Subject <span style="float: right;"><input checked="" type="checkbox"/> SingleSchool / Institute / Departments</span> <input type="checkbox"/> Regional Level <span style="float: right;"><input checked="" type="checkbox"/> International standard</span> <span style="float: right;"><input checked="" type="checkbox"/> The result of the assessment is meant as a platform for a dialogue between students and professors</span>

## Assessment



<b>Assessor(s)</b>	<input checked="" type="checkbox"/> Teacher <span style="margin-left: 200px;"><input type="checkbox"/> Committee</span> <input type="checkbox"/> Self-assessment <span style="margin-left: 150px;"><input type="checkbox"/> Peer</span> <input type="checkbox"/> External
<b>Assessor's qualification</b>	<input checked="" type="checkbox"/> Required <span style="margin-left: 200px;"><input type="checkbox"/> Not required</span> <hr/> <u>If yes, short description:</u> <p>The teachers must have solid technical/professional knowledge. The instructor must also have a pedagogical insight and a firm knowledge of assessment techniques. They have to know how to use the software. They receive specific training on how to work with this tool.</p>
<b>Competencies framework</b>	European framework for grades and competences identified from labour market.
<b>Measurements criteria</b>	<input checked="" type="checkbox"/> Qualitative / Formative <span style="margin-left: 150px;"><input checked="" type="checkbox"/> Quantitative / Summative</span> <hr/> <u>Evaluation grid (max 1 page):</u> <p>Depending of the learning outcomes.</p>





## SWOT

<b>Strengths</b>	<ul style="list-style-type: none"> <li>▪ Assessment is based on competences</li> <li>▪ Global view of student's performance</li> <li>▪ Easy to fulfil</li> <li>▪ Allows to introduce several feedbacks to give students during the semester; two formative and one summative.</li> </ul>
<b>Weaknesses</b>	<ul style="list-style-type: none"> <li>▪ Sometimes not a clear picture of some performances.</li> <li>▪ There is a space for global qualitative assessment, but not for each competences.</li> <li>▪ The system configuration is a complex process, there is not easy to use tools to do this configuration</li> </ul>
<b>Risks</b>	<ul style="list-style-type: none"> <li>▪ Teacher can introduce marks that are not directly related with the competences.</li> </ul>
<b>Opportunities</b>	<ul style="list-style-type: none"> <li>▪ It allows to increase the active learning activities</li> <li>▪ It promote interdisciplinary activities design and thinking</li> <li>▪ It create discussion during global evaluation among teachers</li> </ul>





Notas

Curso: MDGI3 3ºG.ING. INFORMÁTICA Grupo: F Eval: ECO Abierto Evaluación Final

**ALUMNO**

 **ALUMNO**

**ACTITUD**

Adecuada

**FEEDBACK**

Semestre 1 | Semestre 2 | Eval. Final

Feedback: 1  
 Feedback: 2  
 Feedback: según.

La alumno debe cuidar sus conocimientos en:  
 \*Resolver problemas de sincronización en aplicaciones multiproceso mediante el empleo de Semáforos  
 \*Resolver problemas de sincronización en

**COMPETENCIAS**

Código	Competencia	% Evaluado	Evaluación
CG001	Aplicar diferentes con ceplos, métodos, patrones, y arquitecturas	32	5,0
CG002	Diseñar aplicaciones concurrentes, distribuidas y WEB aplicando	77	5,0
CG003	Aplicar algoritmos que dan respuesta a problemas de concurrencia	73	5
CG004	Aplicar algoritmos y protocolos que dan respuesta a problemas de	88	5,0
CG005	Aplicar los procesos y herramientas relacionados con el desarroll	0	
CG006	Emplear librerías, APIs, frameworks y herramientas que facilitan y	74	5,0
CG007	Diseñar los procesos de gestión de servicio informático en la emp	9	5,0
CG008	Comprender mecanismos internos de sistemas hardware y softw	77	5,0
CG009	Planificar, organizar y dirigir proyectos informáticos previendo pr	92	5,0
CG010	Resolver problemas informáticos, con un alto grado de autonomía	69	5,0

**ASIGNATURAS**

Código	Asignatura	% Evaluado	Evaluación
CG002	LADO DE BASES DE DAT	100	5,0
CG003	INTELIGENCIA ARTIFIC	100	5,0
CG004	INGENIERIA DEL SOFTW	0	
CG005	ANÁLISIS SOFTWARE	0	
CG006	SISTEMAS DE INFORM	0	
CG004	INGENIERIA WEB I	100	5,0
CG005	PROGRAMACION DE SIST	100	5,0
CG008	SISTEMAS OPERATIVOS	100	5,0
CG009	SEGURIDAD	0	
CG007	SISTEMAS DISTRIBUIDO	0	
CG001	PENSAMIENTO SOCIAL	100	5,0
CG003	INGENIERIA SIN FRONT.	100	5,0
CG008	POPUL S	100	5,0
CG006	POPUL S	0	

Fig. 1 – Aplicación para el registro de la información





## 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 he often includes a synthesis of second-hand information from multiple sources. Example: Tknika's Skill Evolution Tool

### **2. Communication / Involvement:**

Students should be informed about how and why they will be assessed by means of guidelines, process description, standards, brochures, 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 is Competence Assessment not included?

### **3. Dissemination:**

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