



upon. Based on this dialogue a blue spider web is created. At an agreed point of time during the work based module or at the end of the module the apprentice goes over both technical and transversal skills and makes his own assessment of where he/she sees him/herself – a red spiderweb is created. The instructor does the same and a purple spider web is created.

The next step is a dialogue between instructor and apprentice to reflect on discrepancies, actions to be taken by instructor and apprentice and also to set new goals for the apprentice`s competence development.

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| <input type="checkbox"/> Written exams | <input type="checkbox"/> Global ratings ¹ |
| <input type="checkbox"/> Experiment | <input type="checkbox"/> Challenges |
| <input type="checkbox"/> xProjects | <input type="checkbox"/> Teacher's reports |
| <input type="checkbox"/> Evidences | <input type="checkbox"/> Role-playing |
| <input checked="" type="checkbox"/> Oral questioning | <input type="checkbox"/> xDirect observation |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |



	<input type="checkbox"/> Individual test <input type="checkbox"/> Working Group <input type="checkbox"/> <u>Both</u> x
Context	<u>Short description:</u> 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.
Communication / Involvement²	<input type="checkbox"/> X Assessment guidelines <input type="checkbox"/> X Assessment processes <input type="checkbox"/> Web Platform <input type="checkbox"/> Social media <input type="checkbox"/> <input type="checkbox"/>
Diffusion³	<input type="checkbox"/> Class / Subject <input type="checkbox"/> Single School / Institute / Departments <input type="checkbox"/> Regional Level <input type="checkbox"/> International standard <input type="checkbox"/> The result of the assessment is meant as a platform for a dialogue between instructor and apprentice as to the progression of the <input type="checkbox"/>




	<p>apprentice. Of course the result could also be shared with the teacher responsible for the next college based modul.</p>
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Assessment

Assessor(s)	<input type="checkbox"/> Teacher <input type="checkbox"/> Committee <input type="checkbox"/> xSelf-assessment <input type="checkbox"/> Peer <input type="checkbox"/> External <input type="checkbox"/> xInstructor
Assessor's qualification	<input type="checkbox"/> X Required <input type="checkbox"/> Not required <input type="checkbox"/>
	<p><u>If yes, short description:</u> The instructor must have a solid technical/professional knowledge and must be assigned as instructor with the educational responsibility of apprentices. The instructor must also have a pedagogical insight and a firm knowledge of assessment techniques.</p>
Competencies framework	<u>List:</u>



<p>Measurements criteria</p>	<div data-bbox="577 550 1624 861"> <p><input type="checkbox"/> Qualitative / Formative <input type="checkbox"/> Quantitative / Summative</p> <p><input 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.</p> </div> <hr/> <div data-bbox="577 901 2058 1348"> <p><u>Evaluation grid (max 1 page):</u></p> <div style="text-align: center;">  Kopi af master_am_sdbg.xls </div> </div> <hr/> <div data-bbox="577 1356 2058 1394"> <p><u>Calculation for final mark / qualification (formulas, weights etc.):</u></p> </div>



	<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>						
<p>Assessment timeframe</p>	<table data-bbox="586 628 1659 740"> <tr> <td><input type="checkbox"/> Final test (e.g. written or oral exam)</td> <td><input type="checkbox"/> Time period (e.g. project)</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> Final test (e.g. written or oral exam)	<input type="checkbox"/> Time period (e.g. project)	<input type="checkbox"/>	<input type="checkbox"/>		
<input type="checkbox"/> Final test (e.g. written or oral exam)	<input type="checkbox"/> Time period (e.g. project)						
<input type="checkbox"/>	<input type="checkbox"/>						
<p>Resources</p>	<table data-bbox="586 825 1435 1018"> <tr> <td><input type="checkbox"/> Software/App</td> <td><input type="checkbox"/> Documents</td> </tr> <tr> <td><input type="checkbox"/> Instructions</td> <td><input type="checkbox"/> Equipment</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table> <p><u>Short description:</u></p>	<input type="checkbox"/> Software/App	<input type="checkbox"/> Documents	<input type="checkbox"/> Instructions	<input type="checkbox"/> Equipment	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/> Instructions	<input type="checkbox"/> Equipment						
<input type="checkbox"/>	<input type="checkbox"/>						



<p>Sensitive data protection</p>	<p><u>Compliance (short description):</u></p> <p>The documents is kept in apprentices data-file – there are rules regulating this area</p>						
<p>Outcome</p>	<table> <tr> <td><input type="checkbox"/> Qualifications/statements of attainment</td> <td><input checked="" type="checkbox"/> Improvement potential</td> </tr> <tr> <td><input type="checkbox"/> XSelf-assessment</td> <td><input type="checkbox"/> Peer</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </table>	<input type="checkbox"/> Qualifications/statements of attainment	<input checked="" type="checkbox"/> Improvement potential	<input type="checkbox"/> XSelf-assessment	<input type="checkbox"/> Peer	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/> XSelf-assessment	<input type="checkbox"/> Peer						
<input type="checkbox"/>	<input type="checkbox"/>						

SWOT

<p>Strengths</p>	<p><u>List:</u></p> <p>Easy to use Involving apprentice actively Training of apprentice’s self-assessment competences Can be developed to match different professions</p>
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Weaknesses	<u>List:</u> Subjective method
Risks	<u>List:</u> Risk of misinterpretation
Opportunities	<u>List:</u> Can be fitted to many training 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...