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**TOWARDS AN EFFECTIVE  
ASSESSMENT POLICY**

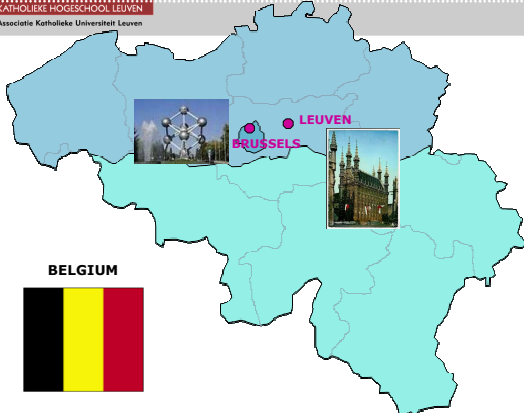
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**Professional bachelor in education: primary  
school teaching**  
**KHLeuven - Belgium**

**Welcome to the KHLeuven**



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**BELGIUM**

**BRUSSELS**

**LEUVEN**

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The **Katholieke Hogeschool** is a polytechnic, providing education to 6000 students spread over 5 different departements. The training programmes are offered in the field of professional bachelors in:

- **teaching**
- business management
- industrial sciences and technology
- healthcare
- social work

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The **Departement of Teacher Education** provides a wide range of vocational training programmes:

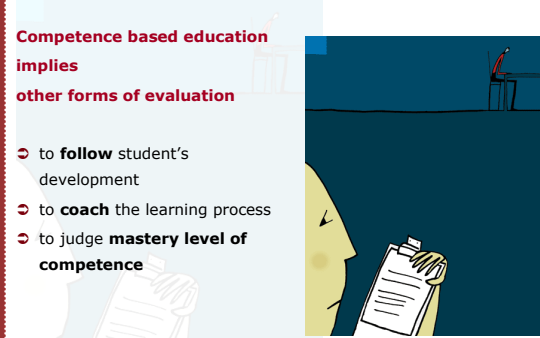
- initial teacher education (180 credits)
  - \* preschool teaching (3-5)
  - \* **primary school teaching (6-11)**
  - \* lower secondary school teaching (12-16)
- post-initial (60 credits): special needs
- post-graduates (20 credits)
  - \* mentoring for trainees and starters (teacher education)
  - \* school for all (inclusion)



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**Competence based education  
implies  
other forms of evaluation**

- to **follow** student's development
- to **coach** the learning process
- to judge **mastery level of competence**

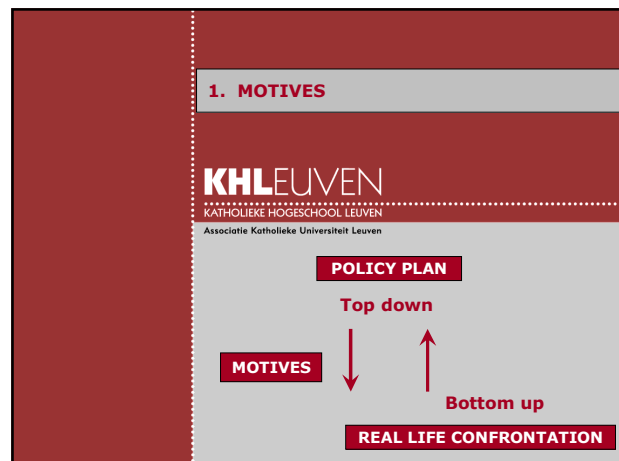


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Competence Based Education

1. Motives
2. Aspirations
3. Strategic choices
4. Competence based evaluation proces
5. Conditions
6. Action plan

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CBE: MOTIVES

**Motive 1: evaluation is an "expensive" matter**

French	3 CC	358H or 22 % for PE or CE
PE	3 CC	330H or 20,5 %
Educational Sciences	8 CC	680H or 62,5 %

↳ We often are not aware of the jurisdictional, financial and organisational consequences of our evaluation systems!

CC= course credits

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CBE: MOTIVES

**Motive 2: quality control showed complaints about**

- ⌚ studyload for students
- ⌚ workload for the teaching staf

**Motive 3: need for alignment in guidance**

Gap between a competency based APEL procedure that facilitates the access to the teacher education and the way traditional exams are organised in the programma.

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CBE: MOTIVES

**Motive 4: increasing number of dropouts**

<b>Short track</b>	2001 – 2002	20%
	2002 – 2003	17%
	2003 – 2004	16%
	2004 – 2005	24%
	2005 – 2006	22%
	2006 – 2007	<b>25%</b>
<b>Regular</b>		<b>10 to 15%</b>

**Motive 5: need for tutoring**

- ⌚ feedback often comes too late
- ⌚ too many summative tests without exercising

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CBE: MOTIVES

**Motive 6: the psychometric assessment tradition does not fit the need for personalised teaching processes**

Assessment culture: individual  
written tests  
without means  
knowledge orientation  
reproduction > problem solving

↳ **Tradition** is often the only criterium in the choice of assessment instruments.

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CBE: MOTIVES

**CONCLUSION 2003 - 2004**

↓

**CRUSADE AGAINST  
CURRENT EVALUATION PRACTICE**

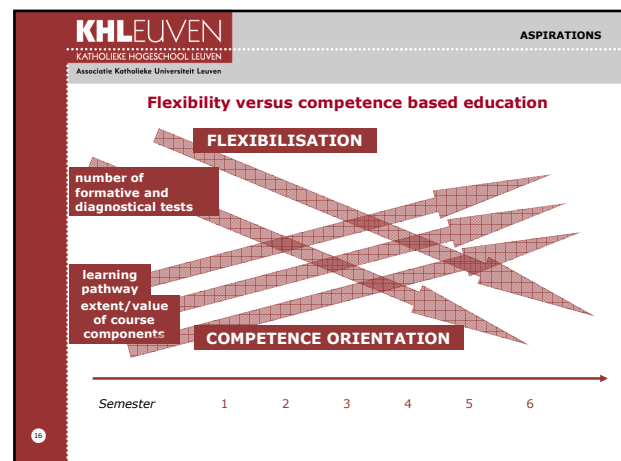
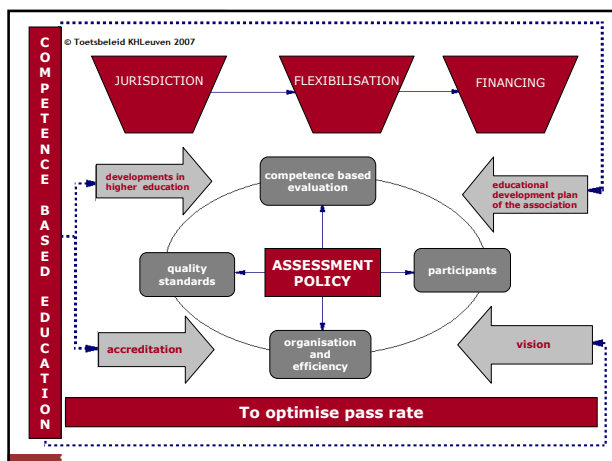
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**2. ASPIRATIONS**

**Assessment policy KHLeuven**

**Quality-safe** competence assessment  
with  
well **dosed workload** for staf  
and with  
**personalised** student approach



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**ASPIRATIONS**

**Features of good alternative assessment**

- Assessment policy fits the didactical concept of the organisation: importance of an **assessment framework**
- Selfresponsible learning** <-> postpone behavior
- Authentic context**: workplacement and professional orientation
- Integration of learning and testing: feedback as **part of the learning process** (test to learn)
- Knowledge construction** rather than knowledge production

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**ASPIRATIONS**

Shared responsibility

- of both **teachers and students**: from individual autonomous teacher responsibility towards organisation driven evaluation and involvement of students
- workplace participates** in the evaluation: advice in defining the standards, involvement in evaluation as fieldassessor (external evaluator)

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### 3. STRATEGIC CHOICES

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**STRATEGIC CHOICES**

**Choice for a perfect combination of**

**summative evaluation:** focus on { selection  
certification

and

**formative evaluation:** focus on { diagnosis  
feedback  
coaching  
reflection

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**STRATEGIC CHOICES**

**Choice for learning as integrate part of assessment**

not calcu - lating  
but stimu - lating

feedforward - feedback



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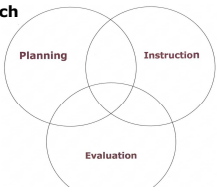
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**STRATEGIC CHOICES**

**Relationship between instruction and evaluation**

**Traditional**  
planning → instruction → evaluation

**Alternative approach**



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**STRATEGIC CHOICES**

**Authentic learning tasks**

**integrated**

in the practical training in the field of primary school

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**STRATEGIC CHOICES**

**Involvement of students**

**peer-, co and self-assessment**

**‘Oordeel van studenten is betrouwbaar’**



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**STRATEGIC CHOICES**

**Choice for explicitation of our goals**

**One way to Rome?**

- subject orientated
- linked to the instruction context
- strongly teacher centered
- clear but static

**Several ways to Rome?**

- problem solving
- open, authentic learning tasks

**Many Romes?**

- individualised learning situations and standards
- more space for personal qualities and strengths

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**STRATEGIC CHOICES**

**Literature and research**

- No evidence for effects of evaluation on motivation and learning

**Empirical evidence**

- Students orientate themselves to the assessment culture

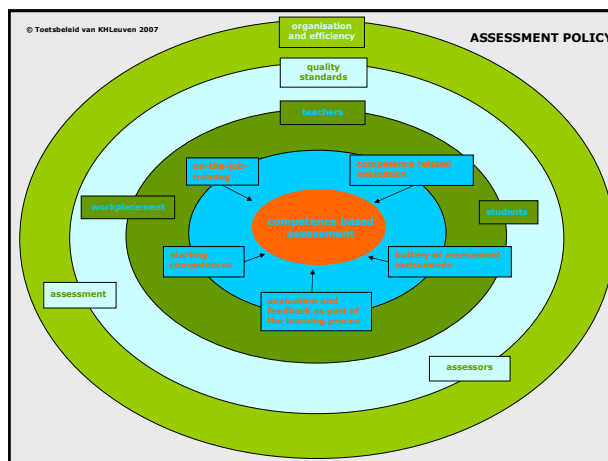
"The tail wags the dog"

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**STRATEGIC CHOICES**

**'Evaluation is an important lever in educational reform'**

*F. Dochy*



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**4. COMPETENCE BASED EVALUATION PROCESS**

**Step 1: Recognition of competences**

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**Step 2: Evaluation of competences**

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**Step 3: Recognition of competences**

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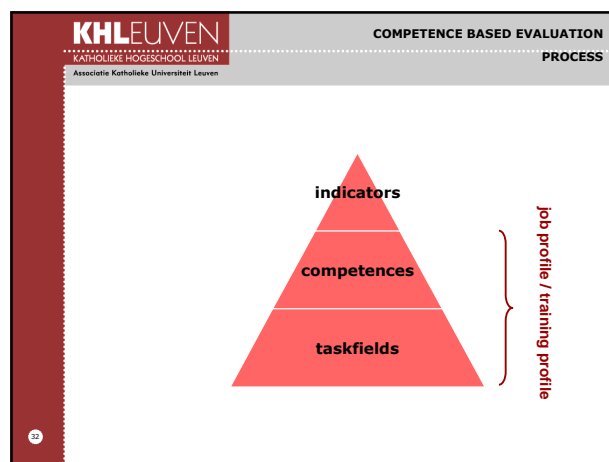
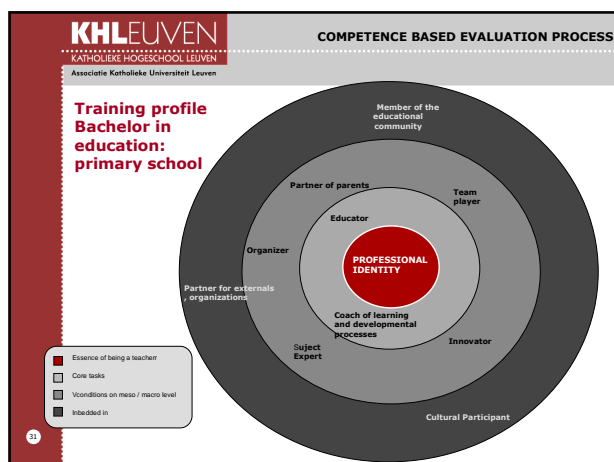
**COMPETENCE BASED EVALUATION PROCESS**

**EU recommendations**

Bologna 1999 → London 2007

**Step 1: recognition of competences**

- Transparency of qualification frameworks (EQF)
- Link between learning outcomes and competences



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**COMPETENCE BASED EVALUATION PROCESS**

**Holistic versus analytic approach ???**

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**COMPETENCE BASED EVALUATION PROCESS**

**Step 2: evaluation of competences**

Why and what do we want to evaluate?

integration of knowledge, skills and attitudes

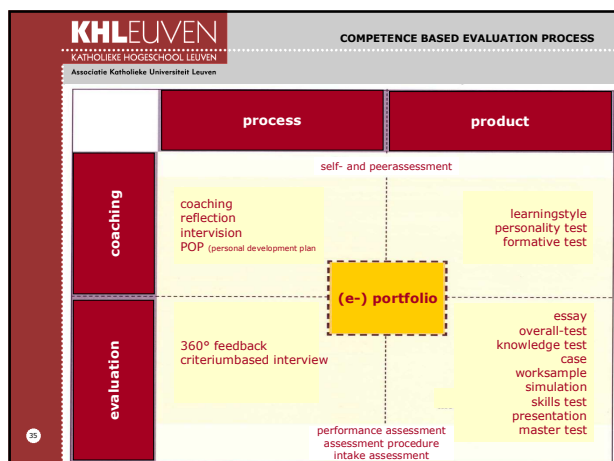
What will we do with the information?

selection, coaching, improvement of instruction, ...

To whom will we report the results?

students, policy makers, accreditation committee...

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**COMPETENCE BASED EVALUATION PROCESS**

**Logical link between competences and assessmentform**

**EVALUATIE LERAAR LAGER ONDERWIJS BOO VOP**

Competences	Assessment forms
Professional	Self-assessment
Pedagogical	Peer-assessment
Didactic	360° feedback
Personal	Self-assessment

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COMPETENCE BASED EVALUATION PROCESS

## Development of instruments

### Recommendation: standardisation

- ⇒ transparency of criteria
- ⇒ norm-referenced testing
- ⇒ tolerance level

A cartoon illustration of a man in a white lab coat, looking slightly confused or questioning. He is holding a small black bird in a wire cage. Above him is a speech bubble that says "BEN IK POLYVALENT GENOEG?". The man has curly hair and is wearing a dark tie and dark trousers. The background is plain white.

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COMPETENCE BASED EVALUATION PROCESS

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## **PASS-FAIL** is until further motive no option

- credits must by decree be qualified on a quantitative base (mark on /20)
- differentiation and ranking is needed to express gradation in mastery levels

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COMPETENCE BASED EVALUATION PROCES

- **Level 4:** (14/20 and more) : EXEMPTION = credits
- **Level 3:** (12 or 13/20) : substitute assignment often combined with practice and work placement
- **Level 2:** appropriate programme referring to a course component of semester 2-4
- **Level 1:** full programme

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## 5. CONDITIONS

- Prerequisites
- Quality assurance

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## CONDITIONS

### Prerequisites

- Policy makers do have to **support** the turn-over and facilitate the introduction of alternative assessment
- Professionalisation** of teachers and assessors to guarantee quality and jurisdictional regulations
- Teamwork**
- ICT-support**

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## CONDITIONS

### Requirements for the organisation

- external evaluators
- consequences for workload of students, staf, administration
- improvements

**Consequences for organisation and staf are mapped and costs are estimated**

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## CONDITIONS

### Quality assurance

#### Requirements for the instruments

- standardisation
- validity
- reliability
- transparency

#### Conditions for the assessors

- assessment development
- norm-referenced testing

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## CONDITONS

### Evaluators

- Students** ← portfolio, interview: reflection
- Independent assessors**
  - experienced teachers from the regular programme
  - trained mentors from associated primary schools
- Assessors working in pairs** for the portfolio, interview, the Over-All test and the final paper

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## 6. ACTION PLAN



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ACTION PLAN

**2003 - 2005**

**Actual situation**

**How competence based is our evaluation practice:**

- facts and figures
- matrix

 **conclusions of the evaluation of evaluation:**  
what do we want?

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ACTION PLAN

**Desirable situation for 2011**

- define **competence clusters** for every course component
- alignment between **evaluation procedure and instruction behavior**
- conditions for **quality testing**
- **integration of testing in the learning proces**
- choice of alternative **assessment instruments**

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**Implementation of the assessment center**

- development of assessment instruments
- realisation of norm-referenced testing
- improvement of pass rates

**Process coaching**

- programme committee
- stakeholders
- departmental management

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The KHLeuven Department of teacher education  
- section primary teacher education -

thanks you for your interest!



Girona 22 juni 2007  
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