



TaskK

Teacher Assessing Key Competences in School:
authentic task based evaluation methodology

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O2/A3 PILOTING REPORT

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ABOUT THIS DOCUMENT

RATIONALE

This document summarizes the results of the IO2 Piloting of the assessment items adapted, for the TASK project target: ISCED 2 and ISCED 3. The Piloting has been carried out at month 8-10 (April to June 2016) and its purpose was to try out the assessment items involving lower and upper secondary school teachers, to verify their consistence, effectiveness, usability and coherence with the national certification tools and formats.

This action involved roughly 100 school teachers from all the partners' Countries (IT, ES, FR, TK, BE) and included the following activities:

- the definition of the piloting plan, defining the target, how to involve it, the calendar and deadlines, the actions, and the instruments;
- the implementation of the experimentation;
- the reporting of the results.

Highlights and recommendations collected through the piloting will be used to perfect the assessment items and to update the logical assessment framework that will be integrated in the web application (IO3).

The adapted items indeed must be read referring to the TASK assessment framework, that is an authentic task based assessment framework, inspired to the original VINTAGE assessment model, already adapted by the partners in the IO1 phase.

PILOTING PROCEDURE

The piloting had the purpose to collect feedbacks and check if:

1. The assessment procedure is applicable in the school;
2. The Assessment items fit with the requirement of a real task;
3. The Assessment items respects the requirement of mastery levels descriptors;
4. The Assessment items fit with the students' profiles;
5. Lexicon is right for the students of ISCED 2 and 3.

To gather the piloting data the partners used a common format, that included general questions about the participant profile, grids to collect information and instruction for the teachers involved in the experimentation. The format contains a sample of the assessment items, including real tasks to be performed according each of the Key Competence and Mastery Level.

Teachers were asked to follow these steps:

1. Choose the **Key Competence**:
 - a. ISCED2 (lower secondary school):
 - i. KC 1) Communication in the mother tongue;
 - ii. KC 2) Communication in foreign languages;
 - iii. KC 4) Digital competence;
 - b. ISCED3 (upper secondary school):
 - i. KC 1) Communication in the mother tongue;
 - ii. KC 2) Communication in foreign languages.
2. Answer the questions (yes/no) and add comments for each assessment items provided for the different mastery levels of the chosen Key competence.
3. Select the control questions they considered better to evaluate the quality of the performance.

For each mastery level (A, B, C, D) of the proposed domain, teachers were asked to answer the following questions:

1. do the proposed situations/items mirror the requirements of the mastery levels descriptors? (eg. If the mastery level descriptors include the requirement “if guided” or “can apply basic rules” or “can solve new problems” do the situations/items effectively embed these elements?).
2. do the proposed situations/items provide a real task to be performed?
3. the real task provided by the items can be performed in the classroom?
4. if the real task provided by the items cannot be performed in the classroom, can be at least simulated or recalled to memory as in the VINTAGE framework (please note that to recall doesn't mean to imagine “as if”).
5. are the proposed situations open and assertive or do they indirectly suggest how to perform?
6. the items are well targeted on the different levels of complexity of the related mastery?
7. are the proposed situations, at the different levels of mastery, really discriminative for the mastery level complexity requirements?
8. are the proposed situations suitable for students of the ISCED level you have chosen?
9. collecting evidences (for example pictures, videos, artifacts, diary, etc.) of the performance (for example in a folder or in a portfolio) can support the evaluation?

Instructions contained the reference to the TASK mastery levels:

Level D - initial: the learner, if guided, performs simple tasks in known situations.

Level C - basic: the learner performs simple tasks also in new situations, showing he has basic knowledge and abilities and can apply basic rules and acquired procedures.

Level B - intermediate: the learner performs new tasks and solves new problems, showing that he can use the acquired knowledge and abilities.

Level A - advanced: the learner performs complex tasks and solves complex problems, showing mastery in the use of knowledge and abilities; proposes and supports his opinions, and assumes responsibly informed decisions.

Finally, teachers were asked to choose 16 control questions in a list of 33 to evaluate the quality of the performance. During the O1/A1 alignment phase, when partners analysed the Vintage framework in order to proceed to elaborate an adaptation plan to implement the TASK framework, it was decided to maintain the 4 original quality dimension areas foreseen in the VINTAGE model, reducing and reformulating the number of control questions. To address this aim, teachers were asked to choose 16 control question in a list of 33.

HOW THIS REPORT IS ORGANIZED

This report contains the summary of the results of the Piloting organized as following:

Key Competences, each one with descriptions of:

- ISCED level
- Domain chosen for the experimentation
- General considerations
- Piloting countries
- Grid showing the items and the corresponding observations / proposed corrected items

Quality dimension: control questions chosen, with a synoptic grid describing the corresponding dimension macro-areas and areas.

KEY COMPETENCE 1

COMMUNICATION IN MOTHER TONGUE – ISCED2

Domain:

Spoken interaction

General considerations:

In general, regarding the KC1 (ISCED2) in the countries that implemented this KC almost all the questions are positive (target group answer “yes” mostly). Furthermore, it is necessary to reformulate the task in a clearer and detailed way for all levels, mainly in the lower levels, just in case of communication difficulties and to give the student and immediate feedback.

The remarks which return most of the time concern the formulation of the situations and the descriptions which are not rather precise. One of the partners writes that the formulation in “you” make this and “you” make it seems strange because they worked on activities precise pupils under the shape of more or less complex tasks.

Piloting countries:

Italy – IISS Majorana + IC Bozzano

Italy – Learning Community for the scientific supervision of the piloting

Spain – IES Ribeira

France – College Verac

Turkey – Merkez Ataturk

COMMUNICATION IN MOTHER TONGUE – ISCED2

Domain: Spoken interaction

LEVEL	ITEM	OBSERVATIONS
D	You communicate using simple information on familiar topics and activities, talking to someone about a recent activity, for example about a game you played, or a person you met or a place you visited.	<p>Lack of interaction.</p> <p>The task has to be built on a simple setting which can be modified in case of communication difficulties and to give to the student an immediate feedback.</p> <p>Proposed item: You introduce yourself to your new classmates: you give simple information about you, your family, your hobbies, etc.</p>

C	You talk to someone about a topic of personal interest, for example describing to someone your hobby, your favourite TV series/programme, sports, etc.	<p>The expression “someone” is too generic. It’s important to insert in the task a precise interlocutor in order to create a real “scenario” and to encourage the student to improve his oral fluency in the best way.</p> <p>Proposed item: You talk about a topic of your personal interest with your new classmates/ teachers. For example, you describe your hobby, your favourite TV programme/ sport/ etc.</p>
B	You talk to someone about a topic of personal interest, for example describing to someone your hobby, your favourite TV series/programme, sports, etc.	<p>Lack of setting: it’s not clear how and where the task has to be performed.</p> <p>The task can be performed in classroom only by B/A levels’ students.</p>
A	You talk to someone about a topic of personal interest, for example describing to someone your hobby, your favourite TV series/programme, sports, etc.	

KEY COMPETENCE 1

COMMUNICATION IN MOTHER TONGUE – ISCED3

Domain:

Spoken interaction

General considerations:

Only Italian partners answer this KC1 ISCED 3. In general, all the tasks lack of interaction, the deadlines are not specified, the vocabulary needed for every level is not specified as well as the particular structures to be used. Besides, it's important to take note (gathering the evidences) of the ability to interact in the right way with the interlocutors.

The tasks should be reformulated in order to be more detailed (specifying the actions to be accomplished) with the focus on the interaction.

Piloting countries:

Italy – IISS Majorana + IC Bozzano

COMMUNICATION IN MOTHER TONGUE – ISCED3		
Domain: Spoken interaction		
LEVEL	ITEM	OBSERVATIONS
D	You communicate using simple information on familiar topics and activities, talking to someone about a recent activity, for example about a game you played, or a person you met or a place you visited.	
C	You talk to someone about a topic of personal interest, for example describing to someone your hobby, your favourite telefilm, etc.	The item proposed it's not about unknown situations.
B	You talk to someone about a topic of personal interest, for example describing to someone your hobby, your favourite telefilm, etc.	The task seems to be not so "real". Proposed item: the task could consist in proposing a discussion in the classroom about a matter

		of general interest, evaluating the skills of the pupils in debating and draw the appropriate conclusions. The teacher takes note, with the appropriate tools, of what happens during the debate.
A	You take an active part in a discussion, formulating your ideas and opinions with precision. For example, you discuss a football game, arguing your points of view with references.	Proposed item: the same task of level B, with a different topic of discussion proposed, for example a matter of social or political interest.

KEY COMPETENCE 2

COMMUNICATION IN FOREIGN LANGUAGE – ISCED2

Domain:

Reading

General considerations:

In general, regarding the KC2 (ISCED2) in the countries that implemented this KC almost all the questions are positive (target group answer “yes” mostly).

Piloting countries:

Italy – IISS Majorana + IC Bozzano

France – College Verac

Turkey – Merkez Ataturk

COMMUNICATION IN FOREIGN LANGUAGE – ISCED2

Domain: Reading

LEVEL	ITEM	OBSERVATIONS
D	You decide to make a cake. You read the list of ingredients and verify if you have everything you need.	Proposed item: You have to make an English cake for the English students who are visiting your school. Use the online dictionary to read the list of ingredients and check if you have got everything you need. Other proposal: There are some ingredients in front of you: recognize which ones are on the list.
C	You read the instructions and you set up a video game on your device.	The task can be performed by means of an interactive board. The task is complicated if compared to the proposed level. Proposed item: An English friend shows you a new videogame: read the instructions in English; helped by your friend and your dictionary, set up the video game on your device.
B	At the cinema there is the screening of three movies. Before you go, you read	

	the reviews, you understand what kind of movies they are and the main actors.	
A	You read a newspaper article about the sports performed abroad. You understand the content and answer the questions.	<p>The task is too generic.</p> <p>Proposed item: In the web look up some leaflets or brochures advertising American/English gyms. Compare prices of subscriptions, monthly or weekly entries. Choose the most suitable for you and give reasons.</p> <p>Other proposal: Read an article on an English magazine about sports practiced abroad. Report which are the most important features in your opinion.</p>

KEY COMPETENCE 2

COMMUNICATION IN FOREIGN LANGUAGE – ISCED3

Domain:

Reading

General considerations:

Only Italian partners answer this KC1 ISCED 3. In general, it is not specified if the use of a dictionary is allowed.

Piloting countries:

Italy – IISS Majorana + IC Bozzano

COMMUNICATION IN FOREIGN LANGUAGE – ISCED3		
Domain: Reading		
LEVEL	ITEM	OBSERVATIONS
D	You decide to make a cake. You read the recipe and verify if you have the ingredients you need.	The recipe should be written down in the item. Proposed item: the student could download images from the internet representing the ingredients of the recipe.
C	You read the instructions and you set up a video game on your device.	Maybe configuring a videogame it's more a technical matter than a useful way to test foreign language skills, and it could be difficult for some students to manage the instructions. Proposed item: Read the instructions and play the game.
B	You read the instructions and you set up a video game on your device.	
A	You read the instructions and you set up a video game on your device.	The task it's too difficult for a 14-15 aged pupil, because it is assumed he has to know the technical/slangy language among peers. This task doesn't completely meet the target.

KEY COMPETENCE 4

DIGITAL COMPETENCE – ISCED2

Domain:

Communication

General considerations:

Regarding the KC4 / ISCED2, on level D and C, some of the partners considered that the instructions must be more detailed. Tasks are clear and concrete, and they can be performed in the classrooms. Other participants confirm that the gap between D and C is too simple. Level D is too simple. Some of the participants consider difficult to determine the difference between “I am aware” and “I think about (Level C-B).

Some of the responders ask about the possibility of monitoring the difference of levels between the start of one year and the end of the same year, so you can measure the learning curve of students. In the examples besides chatting and playing we could add poster of videos and photos, making it attractive for students: colorful images, video. Some of the responders asked if the students will understand the written tasks or only explained by the teachers. Also some participants speak about how to monitor students’ digital performance out of school.

Piloting countries:

Italy – IISS Majorana + IC Bozzano

France – College Verac

Turkey – Merkez Ataturk

Belgium - EUN

DIGITAL COMPETENCE – ISCED2		
Domain: Communication		
LEVEL	ITEM	OBSERVATIONS
D	I communicate online with my friends and family using email, Facebook, chat etc.	<p>Instructions must be more detailed.</p> <p>The gap between D and C is too wide.</p> <p>“Why not put “safety” as a competence already in mastery level D?</p> <p>Proposed item: Your teacher sent your working group an email to explain how to proceed to finish</p>

		your activities. Respond him with your schoolmates' help.
C	I communicate online with my friends and family, but also with teachers and other adults and know which tools (e.g. email, Facebook, chat, etc.) best to use. I know that I should act online in a way that respects others. I am aware that I should think carefully about what personal information I post publicly online on social networks, e.g. Facebook.	<p>Instructions must be more detailed.</p> <p>Proposed item: Your teacher sent you a job to do by email. Save it on your desktop, complete it and send it to the teacher as an attached file.</p>
B	I communicate with my friends and family but also teachers and other adults and know which tools (e.g. emails, Facebook, chat etc.) best to use. I know how to act online to respect others. I also know how to protect myself by reporting/banning inappropriate messages and images. I think carefully about what personal information I post publicly online on social networks, e.g. Facebook and check/change my privacy settings myself.	<p>The task is unclear and not effective.</p> <p>Proposed item: The school is organizing a demonstration to show parents some of the performed activities, the teacher asks you to prepare an animated presentation or a video of an asset which you were specially interested in.</p>
A	I communicate with my friends and family but also teachers and other adults and know which tools (e.g. emails, Facebook, chat etc.) best to use. I know how to act online to respect others. I also know how to protect myself by reporting/banning inappropriate messages and images. I think carefully about what personal information I post publicly online on social networks, e.g. Facebook and check/change my privacy settings myself.	<p>The task is complex and inappropriate to age of reference.</p> <p>There is a big difference between the first and second example (privacy, cyber bullying). IT use online should be part of basic competence.</p> <p>These tasks will take some time, but will be a good sample to use in a portfolio.</p>

Quality of performance: control questions

According to the TASK framework, once the learner performed the assigned real task, eventually collecting evidences (pictures, videos, artefacts, etc.), a list of control questions will guide the evaluation of the quality of the performance.

The 4 dimensions of the quality of the performance are the following:

Reflective dimension: How do you value your attitude to reflect on your actions while executing a procedure?

Autonomous dimension: How do you value your attitude to come up with new suggestions, inventing new actions/things?

Self-management dimension: How do you value your attitude to see opportunities, maintain motivation, come up with ideas?

Effectiveness dimension: How do you value your attitude to solve problems, overcoming obstacles, obtain results?

Here there is the list of the control questions submitted to the teachers.

In bold, the questions with the largest number of choices.

1. Executing a procedure, do you act mechanically?
2. Executing a procedure, do you evaluate your actions?
- 3. Executing a task, do you consider alternatives to improve your actions?**
- 4. Executing a task, do you turn your experience in to action?**
- 5. Executing a task, are you the one who find solutions to overcome the obstacles?**
6. Executing a task, do you act with a strategy?
- 7. Executing a task, are you the one who set the problem?**
- 8. Executing a task, do you come up with new suggestions?**
9. Executing a task, do you envisage different possible alternatives?
- 10. Executing a task, do you discover new solutions?**
- 11. Do you analyze the same situation from different points of view?**
12. Are you the one who sees opportunities?
13. Are you the one who makes the first move?
- 14. Are you the one who comes up with ideas?**
15. Are you the one who promote changes?
16. Do you recognize threats before taking an action?
17. Do you set acceptable risk criteria before taking an action?
18. Do you take the risks?
19. Do you envisage alternative actions to face the risk?
- 20. Do you collect info before taking decisions?**
21. Do you set acceptable conditions for taking decisions?
22. Executing a task do you keep up the good spirit?
23. Executing a task, do you overcome frustration?

24. Executing a task, can you maintain a good level of concentration?
 25. Executing a task, do you overcome stress?
 26. Executing a task, do you know the sources to gain necessary information?
 27. Executing a task, do you accomplish what needs to be done?
 28. Executing a task, do you engage a balanced elapse of time?
 29. Executing a task do you spend a balanced effort of energy?
 30. Executing a task, do you limit the errors?
 31. Do you bring the task to completion?
 32. Executing a task, do you make it work?
 33. Executing a task, do you meet the aim?

The following grid synthetizes the total number of choices for each control question of the list.

Progressive number of the control question	Choices	
28	79	First 16 questions chosen
20	78	
5	67	
11	63	
3	62	
4	59	
26	59	
7	58	
24	57	
31	54	
32	53	
14	52	
10	47	
25	45	
27	45	
8	43	
30	43	
33	43	
9	42	
1	41	
2	37	
16	36	
22	31	
18	30	
6	29	
12	29	
23	28	
13	26	
17	24	
19	24	
15	22	

29	21	
21	15	

In order to represent all the quality dimension areas in a correct balance of at least two control questions each, the list of the most chosen questions has been integrated with questions number 12, 16, 18, and 21.

The following synoptic grid shows the chosen control questions organized into main quality dimension macro-areas and areas.

Quality dimension area	Quality dimensions	Control questions
REFLECTIVE DIMENSION	Critical thinking	<p>(3) Executing a task, do you consider alternatives to improve your actions?</p> <p>(4) Executing a task, do you turn your experience in to action?</p>
	Problem solving	<p>(5) Executing a task, are you the one who find solutions to overcome the obstacles?</p> <p>(7) Executing a task, are you the one who set the problem?</p>
AUTONOMOUS DIMENSION	Creativity	<p>(8) Executing a task, do you come up with new suggestions?</p> <p>(11) Do you analyse the same situation from different points of view?</p>
	Initiative	<p>(14) Are you the one who comes up with ideas?</p> <p>(12) Are you the one who sees opportunities?</p>
	Risk assessment	<p>(16) Do you recognize threats before taking an action?</p> <p>(18) Do you take the risks?</p>
	Decision making	

SELF-MANAGEMENT DIMENSION		<p>(20) Do you collect info before taking decisions?</p> <p>(21) Do you set acceptable conditions for taking decisions?</p>
	Constructive management of feelings	<p>(24) Executing a task, can you maintain a good level of concentration?</p> <p>(25) Executing a task, do you overcome stress?</p>
EFFECTIVENESS DIMENSION	Effectiveness	<p>(27) Executing a task, do you accomplish what needs to be done?</p> <p>(31) Do you bring the task to completion?</p>
	Impact	<p>(32) Executing a task, do you make it work?</p> <p>(33) Executing a task, do you meet the aim?</p>
	Adequate use of resources	<p>(26) Executing a task, do you know the sources to gain necessary information?</p> <p>(28) Executing a task, do you engage a balanced elapse of time?</p>

NEXT STEPS

The collected evidences and highlights are a powerful feedback for the further assessment items perfection and adaptation. Furthermore, the Piloting results show remarks that are relevant also in order to fine tune the TASK assessment framework. This Piloting, together with the Piloting 2 directly involving the students, also suggest important elements for the design of the Guidelines addressed to teachers for the correct use of the TASK web application.

The recurrent and common highlights addressed to the assessment items refer to the formulation of the task that should be more:

- concrete,
- clear,
- detailed,
- action oriented,
- interactive,
- performable, or at least simulated, in the classroom and in the given situation.

In other terms the assessment items are expected to ask for a performance and not to describe a performance.

Concerning the TASK assessment Framework, the most relevant highlights refer to the need of collecting evidences of the performance. That suggests to strengthen the adoption of a portfolio system in the TASK Framework. Moreover, the use of a portfolio supports the correct balance between the evaluation and the self evaluation component encouraged by the TASK Framework. Indeed, the evidence of the performance can be analysed both by the teacher and the student, also in a longitudinal perspective, taking advantage of the control questions for the evaluation of the quality of the performance.

No remarks were addressed to the Mastery level descriptors. Indeed, it deserves to underline how the Mastery level descriptors, as well as the assessment items, are compliant with the European frameworks, especially for the selected key competences 1,2,4, like the Common European Framework of Reference for Languages, and the Digicomp that is a Common European Framework of Reference for digital competences. This aspect is decisive in the TASK assessment Framework that intends to support the competence evaluation and certification.

All these highlights will be used to perfect and update all the assessment items and the assessment framework, and will be carefully valorised for the Guidelines design (IO5).

Once updated, the assessment items will be translated in the partner countries language and recorded in the TASK web application (IO3) for the second piloting (IO4).