RULES, PRACTICES AND TOOLS FOR THE ASSESSMENT AND CERTIFICATION OF KEY COMPETENCES

Research Report

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

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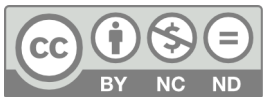

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SYNOPTIC GRID 1

ABOUT THIS DOCUMENT

This document has the purpose to summarize and present in a synthetic way the results of the country surveys on rules, practices and tools for the assessment and certification of Key Competences, offering an overview in order to provide a basis that will support the adapting and transferring the Vintage model and the realization of the TASK Framework.

The document is structured as following:

Main Results: is a summary of the results of the surveys

Questions chapters: The surveys were designed to answer to a series of questions; in these chapters there is a synthesis of the answers supplied by each partner for his country.

Synoptic grid: a synthesis grid that allows to compare the surveys' results at a glance.

For further information please see the single country reports.

MAIN RESULTS

The surveys, referred to ISCED2 (lower secondary school) and ISCED3 (upper secondary school) levels, were designed to answer to the following questions:

I. Are the Key Competences for Life Long Learning embedded in the school curricula in your Country?

II. On which of the 8 Key Competences do these school curricula focus?

III. What methodologies of evaluation of the key competences are being used in these cases?

IV. Are any national indication or Institutional guidelines available for competence evaluation?

V. Are any digital tools used to assess competences? Can you provide brief descriptions and some examples?

VI. Are tests, or multiple choice questionnaires, etc. used to assess competences? Can you provide brief descriptions and some examples?

VII. Is there in your Country any obligation to certify competences? Can you report specific laws?

VIII. Are any national or Institutional formats and models available for competence certification (eg. portfolio, booklet, etc.)?

IX. Could you please cite and provide any national literature you have available on these themes?

X. Please add comments (in English), based on your direct experience in using the cited tools/models/strategies of competence evaluation and certification.

The results have been summarized and composed in a comparative synoptic grid that will supply the basic elements to choose:

• at which level (ISCED2 and/or ISCED3) to adapt the VINTAGE model;

• on which Key Competences to focus the adaptation and transfer.

The surveys were carried out in the TASK project partners' countries: **Italy, Belgium, France, Spain and Turkey.**

Currently the **Key Competences are embedded in school curricula at various levels of implementation.** Some school systems incorporate a system of competences some of which can be likened to one or more of the Key Competences; in other cases we see an embedment of all 8 Key Competences as defined in the Recommendation of 2006 of the European Commission.

In all school system the Key Competences are transversal to the disciplines: this means that they have to be acquired in different disciplines learned in school.

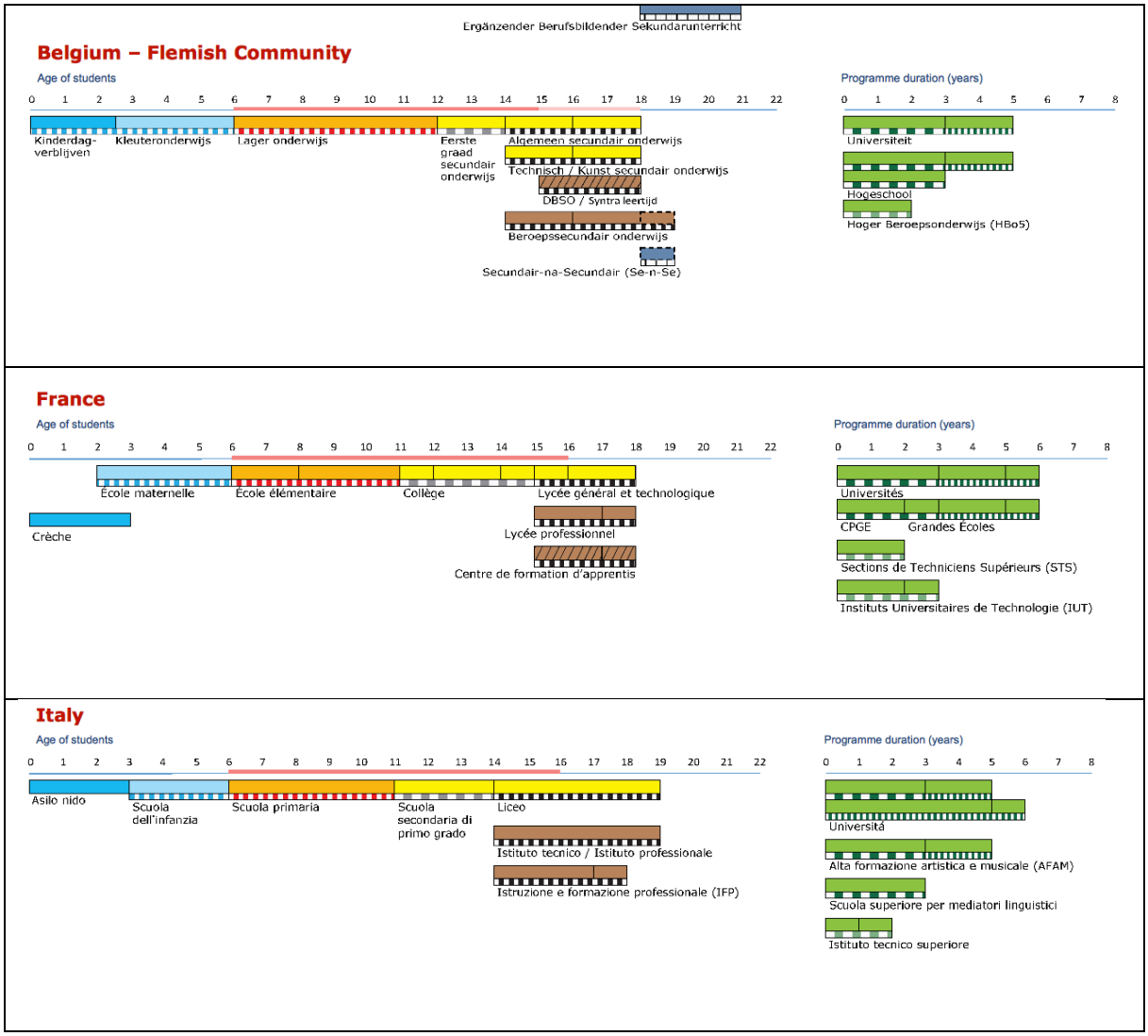
All 8 Key Competences are embedded in school curricula of Italy (ISCED 2 and 3), Belgium (ISCED 2 and 3), Spain (ISCED 2); in France 7 Key Competences are embedded at level ISCED 2 (KC5 Learning to learn is not present). In Turkey we find the first 3 Key Competences at ISCED3 level.

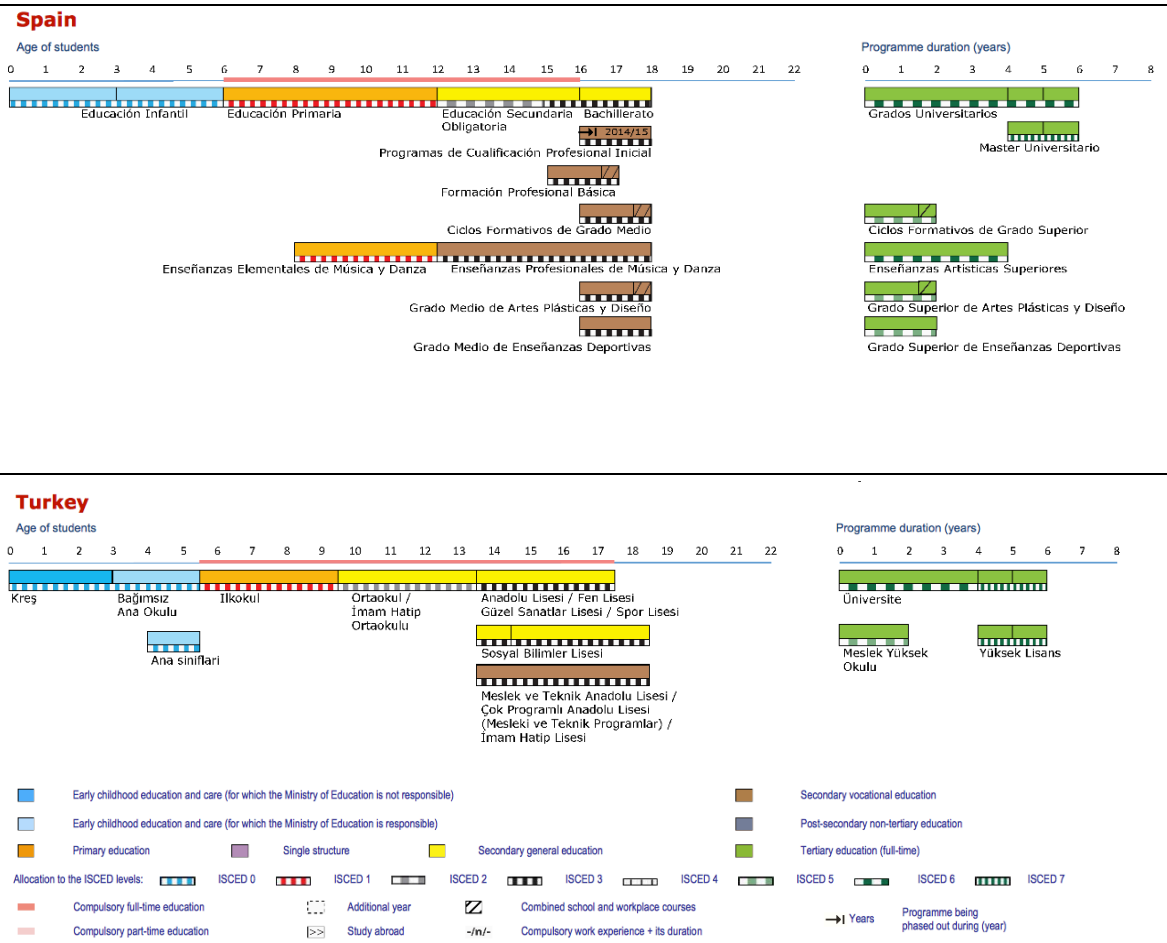
Only in Italy and France it is mandatory to certificate the Key Competences. In Italy there is a certification grid to certificate all the 8 Key Competence for ISCED2 level; a similar model is used for ISCED3, but in this case the 8 Key Competences are grouped into 4 axis (language, mathematic, scientific/technological and historical/social). In France the instrument of certification is the Personal booklet of knowledge and competences. These instruments alongside and do not replace traditional official certifications, eg. certificates, diplomas, etc.

Key Competences common in school curricula in the partners countries:

ISCED2	ISCED3
Italy, Belgium, France, Spain	Italy, Belgium, Turkey
1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology.

SCHOOL SYSTEMS: COMPARATIVE DIAGRAMS





European Commission / Eurydice, *The Structure of the European Education systems 2014/15: Schematic Diagrams*, November 2014

ARE THE 8 KEY COMPETENCES FOR LIFELONG LEARNING EMBEDDED IN THE SCHOOL CURRICULA IN YOUR COUNTRY?

ITALY

Key Competences are embedded in school curricula both at ISCED2 and ISCED3 levels.

ISCED2

The Ministry of Education Circular no. 3 of 13.02.2015 introduces national certification models of Key Competences in primary and secondary school levels (ISCED1 and ISCED2), which are expected to be adopted in all schools starting from 2015-16. The Circular is part of a framework represented by the Ministry Decree 16.11.2012 n. 254, "Indicazioni nazionali per il curricolo della scuola dell'infanzia e del primo ciclo di istruzione" (indications for the school curricula ISCED1 and ISCED2).

The purpose is to make available the same certification model for all schools, increasing the value of the transparency and formal recognition of the competences acquired by the learners. The experimentation has started in the school year 2014-2015.

ISCED3

The Ministry Decree 9, 27.01.2010 introduces a model for the certification of knowledge and competences acquired by students at the end of compulsory education ("Certificazione delle competenze di base"), according to the indication by European Union on transparence of certification. The model is unique for the national territory and contains a grid for the certification of the basic competences and the levels achieved by the students about the cultural axis, referring to the key competences of citizenship defined by the Annex 1 of the Rule n. 139 22 August 2007. The certificate model was developed within the reference framework represented by the citizenship key competences

according to European guidelines and particularly according to the European Qualification Framework.

BELGIUM

Key Competences are mainly used as a reference framework but not directly embedded in the school curricula.
Since 1 September 2010, every Flemish secondary school is required to implement the cross-curricular final objectives. These objectives concern physical health and safety, mental health/wellbeing, socio-relational development, the environment and sustainable development, political-legal society, socio-economic society, socio-cultural society, learning to learn, ICT and technical-technological education. **The objectives address almost all key competences to some degree**.

FRANCE

Nursery, elementary and **lower secondary education** must allow pupils to acquire the *Common Core of Knowledge and Skills*. It is based on the recommendation of the European Parliament and the European Council on "Key Competences for lifelong learning".

This is a major provision of the 2005 Education Act (loi d'orientation et de programme pour l'avenir de l'École), and sets out the knowledge and skills that pupils must master at the end of compulsory schooling to continue their education, go into the world of work and succeed in society.

SPAIN

The Spanish Organic Law 8/2013 of 9 December (LOMCE) which aims to improve the quality of education, underlines the model of a curriculum based on competences. Key Competences must be closely connected to the goals defined for Primary School, Secondary School and High School Studies.

Given that learning based on competences is characterized by its transversality, its dynamism and its inclusivity, the teaching and learning competences process must be addressed from every area of knowledge and from those entities that take part of the educative community both in the formal

settings and in the non formal or informal ones. Its dynamism is reflected on the fact that competences are not acquired in a determined moment and they don´t stay unalterable, but they imply a development process in which individuals acquire higher levels while employing those competences.

TURKEY

The key competences are present in our secondary school curriculum. In the years 2004 and 2011 a new curriculum was developed. In this curriculum the key competences was involved.

ON WHICH OF THE 8 KEY COMPETENCES DO THESE SCHOOL CURRICULA FOCUS?

ITALY

School curricula focuses on all 8 Key Competences. In particular, ministerial strategies tend to promote and encourage mathematical, scientific, technological, foreign languages and citizenship education skills.

Certification of competences in ISCED2

1. communication in the mother tongue
2. communication in foreign languages
3. mathematical competence and basic competences in science and technology
4. digital competence
5. learning to learn
6. social and civic competences.
7. sense of initiative and entrepreneurship
8. cultural awareness and expression

Certification of competences in ISCED3

1. learning to learn
2. planning
3. communicate
4. collaborate and participate
5. act in a autonomous and responsible way

6. problem solving

7. find links and relations

8. acquire and interpret information

BELGIUM

In the Flemish education system, the cross-curricular final objectives address almost all key competences at some level, involving a combination of key competences. In other areas, there is a focus on a particular key competence, e.g. the 'Digital Competences' are used as a reference source for revising the objectives of ICT in Adult basic education.

FRANCE

The Common Core of Knowledge and Skills is organised around seven key competences. Each of these key competences is divided as a combination of knowledge, skills and attitudes appropriate to the context and that are essential throughout life:

1. Mastering of the French language
2. Proficiency in a modern foreign language
3. Key elements of mathematics, science and technology
4. Proficiency in information, technology and communication
5. Humanist culture
6. Social and civic skills
7. Autonomy and initiative

Dating from September 2016, the new Common Core of Knowledge and Skills will be organised around only five key competences:

1. Languages to think and communicate
2. Methodologies and tools to learn
3. The training of the individual and the citizen
4. Natural and technical systems
5. World's representation and human activity

SPAIN

The key competences of the curriculum are the following:

a) Linguistic communication

b) Mathematical competence and basic competences in science and technology

c) Digital competence

d) Capacity to learn to learn

e) Social and civic competences

f) Sense of initiative and entrepreneurship

g) Cultural Awareness and Expression

TURKEY

In Turkey, secondary school curriculum focuses relatively on competences of communication in mother tongue, communication in foreign languages (especially English), mathematical competence and basic competences in science and technology.

WHAT METHODOLOGIES OF EVALUATION OF THE KEY COMPETENCES ARE BEING USED IN THESE CASES?

ITALY

Teachers are free to adopt an assessment methodology. Evaluation methodology used for key competences is proactive; it includes summative and authentic evaluation. The first one utilizes “traditional” assessment tools; the second uses authentic tasks with transversal characteristics and peer review.

BELGIUM

In the Flemish education system, schools are free to determine their own teaching and assessment methods. Students are examined by their class or subject teacher. Students are assessed by means of tests and examinations, organized by the individual specialist teacher under the ultimate responsibility of the school’s organizing body (“inrichtende macht”). Nevertheless, in certain schools there has been a change in the way students are assessed: the OECD country report from the Flemish Community of Belgium illustrates the shift of emphasis in assessment towards a ‘broad assessment culture’. This relates to the implementation of ‘active learning methods’. Students are no longer perceived as passive subjects, but are involved in the assessment of their own performances and progress and even in that of their classmates.

FRANCE

The decree of July 11th, 2006 (code of the education, article D122-1) defines every major competence of the Common Core of knowledge as a combination of fundamental knowledge for our time, the capacities to implement them in various situations but also of essential attitudes throughout life, like the opening to the others, the taste of the search for truth, self-respect and respect of others,

curiosity and creativity. Learning and evaluation by competence supposes the mobilization of a set of diversified and internal resources (knowledge, capacities, skills) but also external resources (documents, tools, people), what refers to the complexity of the task and to the global and transverse aspect of the competence.

Reference grids supply indications for the evaluation of competences. Reference grids establish an educational tool in the service of evaluation of the pupils to each of the levels of the Common Core of knowledge and skills. They clarify the items of the personal booklet of competence and specify the requirements at each level of validation. They also supply indications for the evaluation of the competences.

SPAIN

Evaluation criteria must be a reference in order to evaluate what the students know and what they know to do regarding every area and subject. This evaluation criteria is divided into standards in measurable learning. In order to evaluate the development of the competence by the students, these standards, as concrete, observable and measurable elements, will allow to evaluate the results obtained in each competence. The combination of the standards in measurable learning from a determined area or subject will generate the profile of that area or subject. Given that those standards are related to competences, that profile will be helpful in order to identify the competences to be developed through that area or subject.

Every area and every subject must contribute to the development of each competence. The combination of the standards in measurable learning of the different areas or subjects which are related to the same competence generates the profile of the competence. The creation of that profile will make easier the evaluation of the students.

TURKEY

To evaluate competences classical-alternative methods of assessment and evaluation are used. Multiple choice tests are common. Some of these tests are evaluated by teachers and some others by the Ministry of Education in the centre.

ARE ANY NATIONAL INDICATION OR INSTITUTIONAL GUIDELINES AVAILABLE FOR COMPETENCE EVALUATION?

ITALY

There are national indications and Institutional guidelines available for competence evaluation. Such guidelines define the essential performance levels that should be ensured by each school. The guidelines are nationally determined and adapted to local needs by each school according to school autonomy. For ISCED2 the Ministry of education has published Guidelines for use and application of the model of certification. The Guidelines highlight how critical is the nature of the process of the assessment of competences, that cannot be assessed with instruments and tools used to assess the knowledge outcomes; consequently, are suggested as strategies and tools authentic tasks, observations, and cognitive self-biography with their self-reflective and self-evaluation value. Although the Guidelines highlight that teachers are free to adopt an assessment methodology, some main points are recalled; in particular, to assess the competences cannot be used the instruments and tools commonly used to assess knowledge: as the object to assess is complex, as much complex has to be the assessment process.

BELGIUM

In Flanders, schools have a lot of autonomy They are free to determine their own way of implementing the objectives, their own assessment methods, school organisation, etc. Competence-based education is seen as a teaching method by educational networks. As such, the government is not able to introduce a reform on competence-based education, according to the educational networks. However, the government does not think of competence-based education as a teaching method. More precisely, the government thinks

it has the right to formulate competence-based final objectives for Flemish education but the educational networks are opposed to this idea (even though some of their schools already work in a competence-based way). If the government revises the curriculum, schools can implement this in a different way, with different teaching or assessment methods.

FRANCE

In lower secondary school, reference grids describe the expected elements of the Common Core of knowledge at the end of lower secondary school. They also give indications of evaluation for each of the seven competences. The evaluation of the knowledge of the pupils is carried out gradually, from the sixième (when pupils are 11 years old) to the troisième (15 years ols), in every discipline. It involves the whole educational team (teachers, chief supervisor...). The validation favors a collective approach. The validation of each of the competences of the Common Core of knowledge concerns the whole educational team. The class teacher fills in the booklet during a staff meeting. At the end of the troisième, the head teacher certifies or not of the acquisition of the Common Core of knowledge.

SPAIN

Annex II of the Spanish Organic Law 8/2013 of 9 December (LOMCE) includes some guidelines in order to ease the development of methodological strategies that facilitate working with competences in the classroom.

The proficiency of the competences regarding Primary School, Secondary School and High School Studies has to be taken into account for both continuous and comprehensive evaluation through evaluation procedures and data collection resources that approach validity and reliability about the knowledge acquired by the students. That is the reason why in order to evaluate the competence it is necessary to chose, if possible, strategies and tools to evaluate the students according to their capacity to resolve problems that represent real situations, mobilizing their knowledge, skills, values and attitudes

Relations between standards in measurable learning and competences they contribute to need to be established in order to evaluate the levels of performance achieved by the students. The evaluation of the degree of competences achievement must be integrated with the evaluation of contents, given that being competent implies to mobilize knowledge, skills, attitudes and values in order to respond to different situations, enhance the functionality of

knowledge and to apply what the student has learnt from a inclusive approach. Levels of performance of the competences can be measured through indicators of achievement such as signs or evaluation scales. These achievements indicators must include ranks addressed to the measure of performance taking into account the principal of attention to diversity. Teachers will establish the needed measures in order to assure that the evaluation of the proficiency of the competences by students with disabilities is carried out respecting the principles of no-discrimination, accessibility and universal design. Teachers must apply diverse evaluation processes in order to ease the evaluation of the students as a integrated part of the teaching and learning process and as a essential tool in order to improve the quality of education.

Likewise, it is imperative to incorporate strategies that allows the participation of the students while evaluating their achievements such methods as self-evaluation, co evaluation and evaluation between equals. These evaluation methods improve learning from the point of view of reflexion and the evaluation by the students of their difficulties and strengths, about the participation of their partners in collaborative activities and from the collaboration with the teachers while regulating the teaching and learning process.

In any case, the different evaluation procedures that can be used, such as the systematic observation of the work the students are developing, oral and written tests, the portfolio, the recording protocols, or the class assignments will allow the integration of all the competences into an unique frame of coherent evaluation.

Those external evaluations that will be carried out at the end of the academic stages established by the Organic Law 8/2013 of 9 December (LOMCE), will take into account both on their design and on the evaluation process the learning measurable standards of the curriculum.

TURKEY

In evaluation, multiple choice tests are used. These tests are prepared by Ministry of Education and General Management of Assessment and Evaluation.

ARE ANY DIGITAL TOOLS USED TO ASSESS COMPETENCES? CAN YOU PROVIDE BRIEF DESCRIPTIONS AND SOME EXAMPLES?

ITALY

No information available

BELGIUM

Programmes for ICT-based assessment are not structurally incorporated in compulsory education. It belongs to the schools autonomy to define and choose the appropriate way of evaluation.

In preparation for future policy assessments, scientists from the Universities of Ghent and Leuven developed a unique web-based monitoring instrument, MICTIVO, proving information on four different indicators:

- *ICT competences of students and teachers,*
- *ICT infrastructure (PC & Internet /student ratios, type and age of PCs, Internet facilities, …),*
- *the use and integration of ICT in the learning environment (level and type of use of ICT, use of electronic learning environments, methods, etc.),*
- *relevant stakeholders' perceptions about the educational use of ICT.*

(More information on ICT Monitor: see Annex European Schoolnet Country Report Belgium Flanders 2015).

FRANCE

The personal skills record book (decree no. 2007-860 of 14 May 2007; the Educational Code, articles D.311-6 to D.311-9) is an institutional tool that certifies the acquisition of the seven common base skills, from primary school to the end of compulsory education but there is no digital tool provided by the ministry of the National Education. Only the competence “Computer and internet certificate (B2i) has a software named OBII; it is the only national interactive application between students and teachers.

http://eduscol.education.fr/cid57004/obii-outiller-le-b2i.html

Many companies or individuals have also created their own digital tool to assess competence. Collège Léo Drouyn has created its own tool called VÉRAC (Vers une Évaluation Réussie Avec les Compétences - Towards a Successful Competence Based Evaluation). To ensure the success of the project the pedagogical team wanted to develop a usable, flexible and stable ICT tool, to compile all the evaluations by all the actors of the school (teachers and librarian, staff of the school life office, administrative staff), in order to organize and present a synthesis of all results in school reports. This software was first developed to meet the needs of the pedagogical team to share evaluations but then evolved into a much broader tool with which they could define profiles of students needing tailored support and also follow up the evolution of the acquisition of the Common Core of knowledge and competences. VÉRAC’s internet interface provides students, their parents and teachers with real-time monitoring of achievements.

All the details on the website VÉRAC :
http://verac.tuxfamily.org/pmwiki/pmwiki.php

SPAIN

No information available

TURKEY

No information available

ARE TESTS, OR MULTIPLE CHOICE QUESTIONNAIRES, ETC. USED TO ASSESS COMPETENCES? CAN YOU PROVIDE BRIEF DESCRIPTIONS AND SOME EXAMPLES?

ITALY

Although the teachers are free to adopt an assessment methodology, there are Observation grids used to observe some aspects related to the execution of the task, such as: diligence, attention, involvement, etc.; logbook: it's a kind of "biography" related to a specific didactic path; heading for self-assessment: it's a list of student's performances.

BELGIUM

No information available

FRANCE

ISCED2 (collège)

The complex task is a task mobilizing internal resources (culture, capacities, knowledge, real-life experience) and external resources (methodological help, protocols, documentary resources). It is thus an integral part of the notion of competence.

To validate the common core of knowledge and skills, information are needed in order to say if pupils acquired or not the expected skills. So the complex task

is an opportunity to also estimate the mastering of one or several competences (but it is not the only one).

A lot of examples are given in the website Eduscol which is the national portal of the Ministry of Education.

http://eduscol.education.fr/cid51827/temoignage-mise-en-oeuvre-dans-la-classe.html

SPAIN

No information available

TURKEY

The tests prepared by General Management of Assessment and Evaluation are used to assess the competence levels. These tests only assess competences of communication in mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology. In secondary schools students have the exam of TEOG, in both education terms. This exam assesses the certain competences. According to the results, students are placed to higher education. After the high school, the graduates enter a two-stage examination system known as YGS and LYS (formerly known as ÖSS - Student Selection Examination) in order to be admitted to Higher Education institutions. These nation-wide centralized examinations are administrated by the Student Selection and Placement Centre (ÖSYM) every year, which determines candidates for the enrolment of each university and faculty after evaluating the grades of related subjects, their high school average results and their preferences according to the student capacity of each faculty.

IS THERE IN YOUR COUNTRY ANY OBLIGATION TO CERTIFY COMPETENCES? CAN YOU REPORT SPECIFIC LAWS?

ITALY

In Italy it is compulsory to certify competences both for ISCED2 and ISCED3 .

BELGIUM

Since the session of 2011, the French General Certificate of Secondary Education (diplôme national du brevet = DNB) gives evidence of the mastering of the Common Core at the palier 2. The certificate of general formation (certificat de formation générale = CFG) was renovated at the session 2011 in order to give evidence of the mastering of competences of the Common Core at the palier 2 (July 8th, 2010, BO N 29 of July 22nd, 2010). The pupils who do not master the Common Core at the end of compulsory education can benefit from a personalized assessment. It is the case in particular for the pupils who follow adapted teachings. A certificate specifying the competences which they master is then delivered to them. It can be taken into account in order to obtain the certificate of general formation.

SPAIN

The new Education Low (LOMCE) says that the students has to be evaluated in competences, but the law is still under partial application and at this time, it is not available a model of evaluation for the new courses for this new law.

TURKEY

In Turkey it is compulsory to certificate the competences only in vocational education.

ARE ANY NATIONAL OR INSTITUTIONAL FORMATS AND MODELS AVAILABLE FOR COMPETENCE CERTIFICATION (EG. PORTFOLIO, BOOKLET, ETC.)?

ITALY

ISCED2

The certification model complements another model introduced with the Ministry Decree n. 9 21.01.2010 to certificate knowledge and competences acquired in completion of compulsory education. It includes 12 competences profiles, each one correspondent to one or more of the 8 Key Competences for lifelong learning defined by the European Commission; they represent the reference for the assessment and certification of competences acquired in the school context.

ISCED3

The Ministry Decree 9, 27.01.2010 introduces a model for the certification of knowledge and competences acquired by students at the end of compulsory education ("Certificazione delle competenze di base"), according to the indication by European Union on transparence of certification. The model is unique for the national territory and contains a grid for the certification of the basic competences and the levels achieved by the students about the cultural axis, referring to the key competences of citizenship defined by the Annex 1 of the Rule n. 139 22 August 2007.

BELGIUM

No information available

FRANCE

In lower secondary school, the school booklet (Livret Personnel de Connaissances) contributes to the evaluation of the pupils, like the school report. It also includes certificates delivered during compulsory education (certificates of road safety, first and second levels; certificate " Prevention and civic help, level 1 ", IT and internet certificate (B2i). At the end of the troisième (fourth and last year of lower secondary schools) or of compulsory education, a certificate of control of knowledge and competences of the common core is handed to the family. At the beginning of the 2016 shool year, a new Common Core of knowledge and skills will be created and it will be accompanied with a new booklet of competence: the unique school report which will be in digital form.

http://eduscol.education.fr/pid33060/banqu-outils-pour-l-evaluation.html

SPAIN

It is not prepared and published a document certifying the competences of students. Previously there was a brief guide complementary to the final evaluation of students, about the competences, only as indicator.

TURKEY

In Turkey within “Vocational Competency Board “there is a foundation called “Vocational Examination and Certification Centre”. This foundation provides some models, but especially for vocational education. In formal education system there are some models for competence certification. These are involved in constitutions of private foundations and universities. In the schools of formal education, portfolios are used by teachers. These portfolios are obtained from private sectors or Ministry of Education, to asses performance tasks of students. But this models are not specifically formed in accordance with 8 key competences of lifelong learning.

SYNOPTIC GRID

SCHOOL LEVEL	RECOGNIZED COMPETENCES	CORRENSPONDENT KEY COMPETENCES	CERTIFICATION	ASSESSMENT	NORMATIVE REFERENCE
ITALY					
ISCED 2	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn;	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology; 4) Digital competence; 5) Learning to learn;	Certification model based on a 4 grades scale: advanced, intermediate, basic and initial "Scheda per la certificazione delle competenze al termine del primo ciclo di istruzione" Each Key Competence is transversal to all school disciplines.	Guidelines annexes to the Circular give suggestions and indications; each school and teacher is free to adopt the preferred methodology.	Ministry of Education *Circular no. 3 of 13.02.2015* introduces national certification models of Key Competences in primary and secondary school levels: Adozione sperimentale dei nuovi modelli nazionali di certificazione delle competenze nelle scuole del primo ciclo di istruzione.

	6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.			
ISCED3	1. Languages axis	Communication in the mother tongue; Communication in foreign languages; digital competence; cultural awareness and expression	Certification model based on a 3 grades scale: basic, intermediate and advanced. "Scheda per la certificazione delle competenze di base"	Each school and teacher is free to adopt the preferred methodology.	*Ministry Decree 9, 27.01.2010*, model for the certification of knowledge and competences acquired by students at the end of compulsory education ("Certificazione delle competenze di base"),
	2. Mathematical axis	Mathematical competence and basic			

		competences in science and technology			
	3. Scientific and technological axis	Mathematical competence and basic competences in science and technology; digital competence			
	4. Historical and social axis	Social and civic competences; Sense of initiative and entrepreneurship			
BELGIUM					
ISCED 2	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic	There is no obligation to certify competences. Format for competence-based formulation of final objectives' is currently in the public	Schools are free to determine their own teaching and assessment methods. Students are examined by their class or subject teacher. After the examinations it is the so called "class team council"	

	competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	competences in science and technology; 4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	consultation phase and has not yet been implemented.	who decides if a student passes to the next year or grade. Students are assessed by means of **tests** and **examinations**, organized by the individual specialist teacher under the ultimate responsibility of the school's organizing body ("inrichtende macht").	
ISCED3	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology;	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology;	There is no obligation to certify competences. Format for competence-based formulation of final objectives' is currently in the public consultation phase and has not yet been implemented.	Schools are free to determine their own teaching and assessment methods. Students are examined by their class or subject teacher. After the examinations it is the so called "class team council" who decides if a student passes to the next year or grade. Students are assessed	

	4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.	4) Digital competence; 5) Learning to learn; 6) Social and civic competences; 7) Sense of initiative and entrepreneurship; 8) Cultural awareness and expression.		by means of **tests** and **examinations**, organized by the individual specialist teacher under the ultimate responsibility of the school's organizing body ("inrichtende macht").	
FRANCE					
ISCED 2	Mastering of the French language	1. Communication in the mother tongue	Livret Personnel de Connaissances = Personal booklet of knowledge and competences.	There are reference grids describing the expected elements of the Common Core of knowledge at the end of lower secondary school. They also give indications of evaluation for each of the seven competences. The	2005 Education Act (loi d'orientation et de programme pour l'avenir de l'École)
	Proficiency in a modern foreign language	2. Communication in foreign languages			

	Key elements of mathematics, science and technology	3. Mathematical competence and basic competences in science and technology		evaluation of the knowledge of the pupils is carried out gradually, from the sixième (when pupils are 11 years old) to the troisième (15 years ols), in every discipline. It involves the whole educational team (teachers, chief supervisor...). The complex task is a task mobilizing internal resources (culture, capacities, knowledge, real-life experience) and external resources (methodological help, protocols, documentary resources). It is thus an integral part of the notion of competence. To validate the common core of knowledge and skills, information are needed in	Common Core of Knowledge and Skills of the French education system: SOCLE COMMUN DE CONNAISSANCES ET DE COMPÉTENCES D. n° 2006-830 du 11-7-2006 Law of orientation and programming for the refoundation of the School of the Republic of July 8th, 2013 plans an evolution and a redefinition of the Common Core
	Proficiency in information, technology and communication	4. Digital competence			
	Humanist culture	8. Cultural awareness and expression.			
	Social and civic skills	6. Social and civic competences			
	Autonomy and initiative	7. Sense of initiative and entrepreneurship			

				order to say if pupils acquired or not the expected skills.	
ISCED3	?	?	?	?	?
SPAIN					
ISCED 2	Linguistic communication	1. Communication in the mother tongue 2. Communication in foreign languages	There is no obligation to certify competences.		Ley Orgánica 8/2013 (LOMCE)
	Mathematical competence and basic competences in science and technology	3. Mathematical competence and basic competences in science and technology			
	Digital competence	4. Digital competence			
	Capacity to learn to learn	5) Learning to learn			

	Social and civic competences	6. Social and civic competences			
	Sense of initiative and entrepreneurship	7. Sense of initiative and entrepreneurship			
	Cultural Awareness and Expression	8. Cultural awareness and expression.			
ISCED3					
TURKEY					
ISCED 2					
ISCED3	Communication in mother tongue, communication in foreign languages (especially English), mathematical competence and basic competences in science and technology	1) Communication in the mother tongue; 2) Communication in foreign languages; 3) Mathematical competence and basic competences in science and technology	There is no obligation to certify competences.	To evaluate competences classical-alternative methods of assessment and evaluation are used. Multiple choice tests are common. Some of these tests are evaluated by teachers and some others by the Ministry of Education in the centre.	