

DEVELOPING TEACHERS' EVALUATION AND ASSESSMENT SKILLS

IDENTIFICATION AND ASSESSMENT OF PRIOR LEARNING AS A
PART OF ASSESSMENT OF VOCATIONAL SKILLS
DEMONSTRATIONS

SEMINAR 2:

HOW DO WE ASSESS:

CRITERIA-BASED ASSESSMENT

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TEACHER EDUCATION



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ASSESSMENT IS PROPORTIONING

OBJEKTIVITY

➤ TO OTHERS

CRITERIA: A PERSON'S PERFORMANCE / COMPETENCES COMPARED WITH OTHERS; CLASSIFICATION, NORMATIVE, NORMAL DISTRIBUTION

➤ TO AIMS OF LEARNING OR COMPETENCES

CRITERIA: LEAD FROM THOSE AIMS

➤ TO ONE'S PERSONAL AIMS

CRITERIA: LEAD FROM THE AIMS OF LEARNING OR COMPETENCES AND / OR SET BY THE PERSON HIM/HERSELF

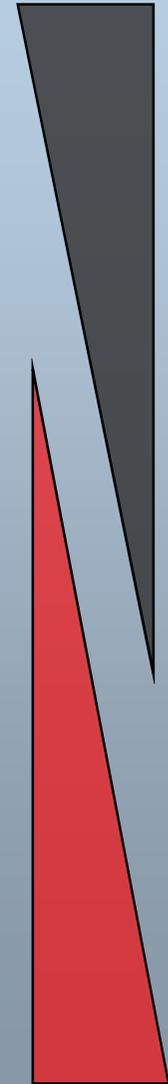
➤ TO PREVIOUS COMPETENCES

CRITERIA: PRVIOUS COMPETENCES

➤ TO ONE'S OWN PREFERENCES

CRITERIA: ?

SUBJEKTIVITY



THE MEANING OF CRITERIA

- DIRECTING LEARNING / ACTION
- IDENTIFICATION OF ASSESSMENT DECISION-MAKING
- PREREQUISITE OF RELIABILITY IN QUALITATIVE ASSESSMENT
- PROMOTING TRANSPARENCY OF ASSESSMENT

SOURCES OF ERROR OF ASSESSMENT

- TRANSFERENCE ("HALO-EFFECT")
- COMPARISON HIM/HERSELF WITH ASSESSOR
- DISMISSAL OF CONTEXT
- WEAK EXTERNAL VALIDITY OF AIMS
- ABSENCE OF CRITERIA

MEANING OF CRITERIA

FREDRIKSEN & WHITE 1997:

4 GROUPS OF NATURAL SCIENCE STUDENTS

THE STARTING LEVEL HAS BEEN STANDARDISED

THE DISCUSSION TOPIC WITH TWO GROUPS: *SATISFACTION WITH TEACHING*

THE DISCUSSION TOPIC WITH TWO GROUPS: *ASSESSMENT CRITERIA*
TEACHING STANDARDISED OTHERWISE

KNOWLEDGE GROUP	WEAKEST THIRD	MIDDLE THIRD	BEST THIRD
SATISFACTION	4,6	5,9	6,6
CRITERIA	6,7	7,2	7,4

LEVELS OF EXPERTISE (DREYFUS & DREYFUS 1986)

NOVICE

KEEPS PRECISELY TO THE NORMS, INSTRUCTIONS AND REGULATIONS

ADVANCED BEGINNER

IS TO SOME EXTENT FLEXIBLE IN MAKING CHOICES IN ACTION BUT STILL HAS DIFFICULTIES TO UNDERSTAND WHAT IS ESSENTIAL FROM THE ACTION POINT OF VIEW

PROFICIENT PERFORMER

IS ABLE TO MAKE MEANINGFUL DECISIONS AND IS ABLE TO SEE WHAT IS ESSENTIAL IN A CERTAIN SITUATION

SKILLED PERFORMER

IS ABLE TO ACT INTUITIVELY ON THE SITUATION'S TERMS, HAS A HOLISTIC UNDERSTANDING ABOUT THE SITUATION

EXPERT

IS ABLE TO COMBINE THEORETICAL AND PRACTICAL KNOWLEDGE IN A MEANINGFUL MANNER

SOLO TAXONOMY (BIGGS & COLLIS 1982)

PRESTRUCTURAL LEVEL :

THE PRODUCT HAS NOTHING TO DO WITH THE SET TASK

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SINGLE STRUCTURE LEVEL :

THE RESPONDENT KNOWS WHAT IT IS ABOUT BUT CANNOT PRODUCE MORE THAN ONE RELEVANT MATTER

REMEMBERS

RECOGNISES

MULTISTRUCTURE LEVEL:

THE ANSWER INCLUDES SEVERAL RELEVANT MATTERS BUT THEY ARE NOT CONNECTED WITH EACH OTHER

DESCRIBES
CLASSIFIES,
LISTS

RELATIVISTIC LEVEL:

THE PRODUCT IS A COHERENT ENTITY WHICH SHOWS THAT THE PERSON UNDERSTANDS THE SUBSTANCE AND IS ABLE TO APPLY SOME PRINCIPLE RELATED WITH THE TOPIC IN NEW SITUATIONS

COMPARES,
ANALYSES,
INTEGRATES,
APPLIES,
SEARCHES
EXPLANATIONS

ABSTRACT LEVEL:

IN ADDITION TO THE PREVIOUS THE PERSON HANDLES MATTERS IN WAYS THAT THEY PRODUCE NEW PERSPECTIVES AND CONNECTS MATTERS WITH WIDER WHOLES

GENERALISES,
PROBLEMATISES,
REFLECTS

EXAMPLES OF ASSESSMENT CRITERIA OF CONTEXTUAL SKILLS

REQUIRED SKILLS

INTERMEDIATE SKILLS

ADVANCED SKILLS

CHANGES IN WORKING LIFE, PROFESSIONAL KNOWLEDGE AND SKILLS – STUDY MODULE

IS ABLE TO DESCRIBE THE DEVELOPMENT OF PROFESSIONAL COMPETENCES OF ONE'S OWN PROFESSIONAL FIELD

IS ABLE TO ARGUE AND JUSTIFY THE DEVELOPMENT OF PROFESSIONAL COMPETENCES OF ONE'S OWN PROFESSIONAL FIELD

IS ABLE TO CRITICALLY DESCRIBE AND ANALYSE BOTH THE DEVELOPMENT OF NATIONAL AND INTERNATIONAL COMPETENCES IN ONE'S OWN PROFESSIONAL FIELD

HAS A GOOD COMMANDS OF THE BASIC CONCEPTS, SKILLS AND COMPETENCES REQUIRED IN ONE'S OWN PROFESSIONAL FIELD

IS CAPABLE OF COMBINING BOTH THEORETICAL AND PRACTICAL KNOWLEDGE OF YOUR OWN FIELD TO DESCRIBE THE COMPETENCES REQUIRED

HAS A BROAD VIEW OF THE PROFESSIONAL COMPETENCES DIVULGING YOUR OWN OPINIONS OF THE LEARNING NEEDS IN THE FIELD AND ARE ABLE TO SUPPORT THESE OPINIONS ANALYTICALLY.

CASE AOKK

EDUCATIONAL INSTITUTE AS A WORK ENVIRONMENT – STUDY MODULE

IS FAMILIAR WITH THE FINNISH EDUCATIONAL SYSTEM AND THE NATIONAL AND ORGANISATIONAL SPECIFIC GUIDANCE, PLANNING AND ADMINISTRATION STRATEGY

KNOWS WELL THE FINNISH EDUCATIONAL SYSTEM AND THE NATIONAL AND ORGANISATIONAL SPECIFIC GUIDANCE, PLANNING AND ADMINISTRATION STRATEGY AND IS AWARE OF THE EFFECTS OF INTERNATIONAL PLANNING AND DEVELOPMENT STRATEGIES ...

IS ABLE TO EVALUATE AND APPLY THE EFFECTS OF THE FINNISH EDUCATIONAL SYSTEM AND THE NATIONAL AND ORGANISATIONAL SPECIFIC GUIDANCE, PLANNING AND ADMINISTRATION STRATEGY INTO EDUCATIONAL PLANNING AND IMPLEMENTATION AND IS AWARE OF THE EFFECTS OF INTERNATIONAL PLANNING AND DEVELOPMENT STRATEGIES

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