

The influence of learning outcomes on assessment

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The shift to learning outcomes: Rhetoric or reality?

PPMi

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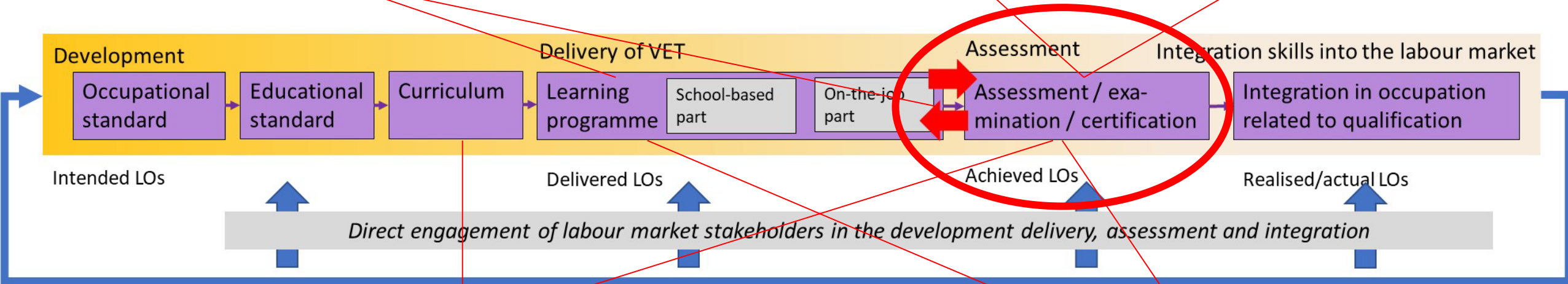

3s

24 May 2024

Which is the influence of online and hybrid teaching and learning processes on assessment practices? To what extent the **context** in which learning outcomes are acquired (classroom, company, etc.) influences assessment? (RQ4)

What is the respective role of learning outcomes in **formative and summative assessment**? (RQ3)

How are **complex learning outcomes**, notably **transversal skills and competences**, addressed and assessed? (RQ5)



What is the relationship between curriculum statements /intentions (intended learning outcomes), assessment processes and assessment results (achieved learning outcomes)? To what extent are these **aligned** and **complement** each other? (RQ1)

To what extent is the **teaching and learning process informed and/or steered** by assessment criteria? (RQ2)

Methodology

Case studies in 10 countries

Bulgaria, Finland, France, Ireland, Lithuania, Malta, the Netherlands, Poland, Portugal, Slovenia

Results of other WAs

- VET provider survey, scoping interviews
- Site visits, case studies

National level

- Desk research
- Interviews

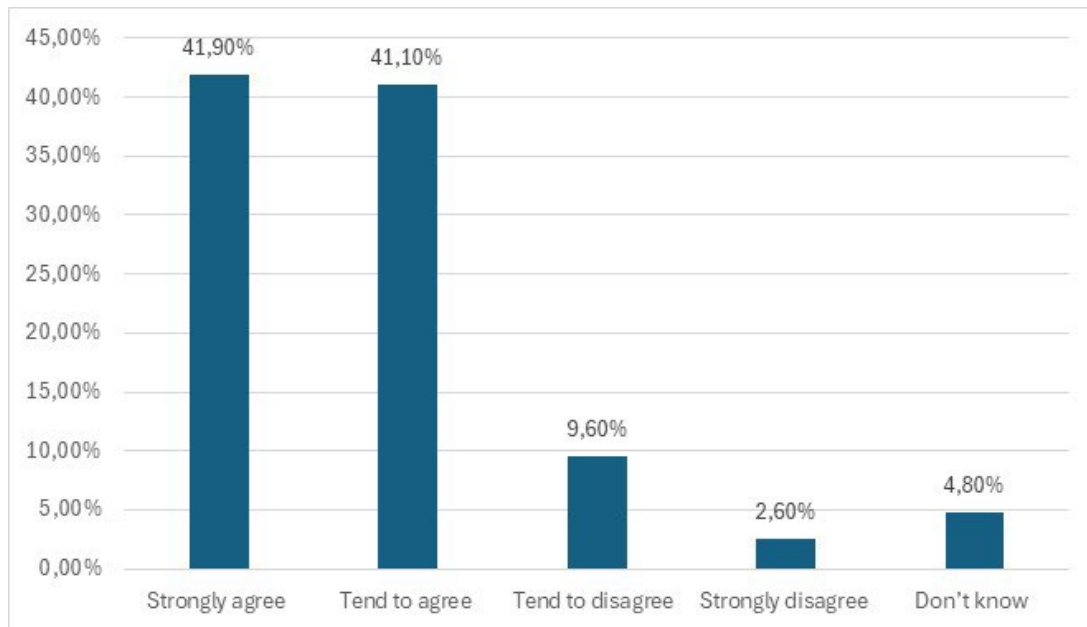
Site visits

- Interviews (management, teachers/trainers, learners)
- Observations & follow-up reflective discussion

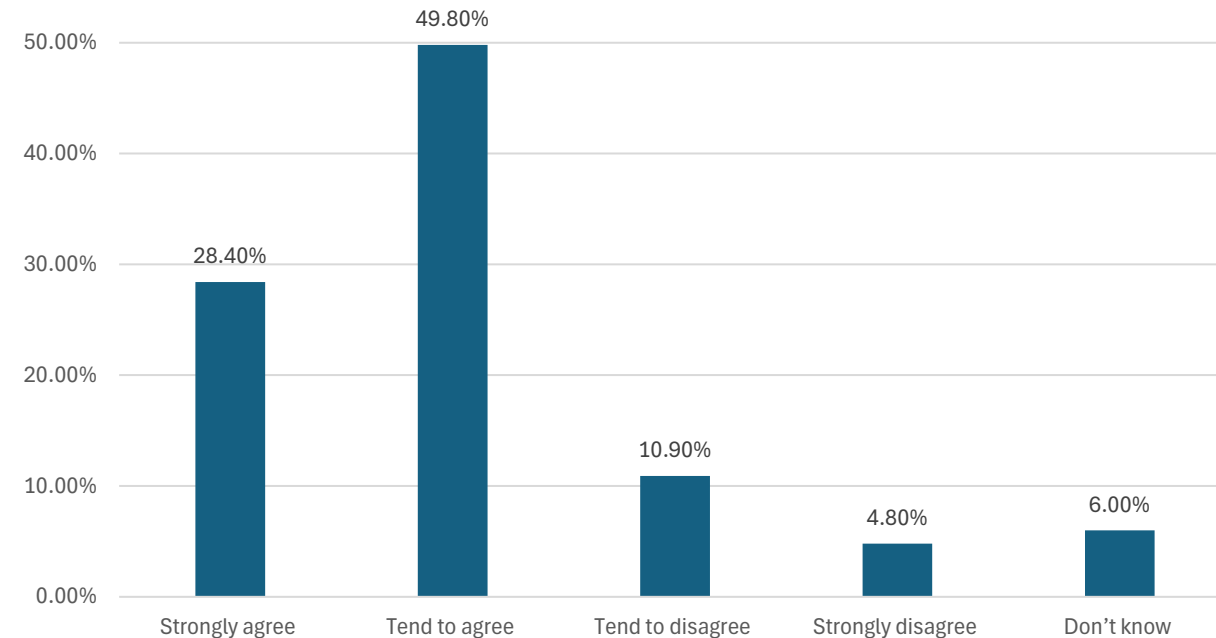


Some insights from the survey (1)

Using learning outcomes facilitates the monitoring of student progress and the assessment of student performance



(VET school principals and curriculum coordinators, n=87)

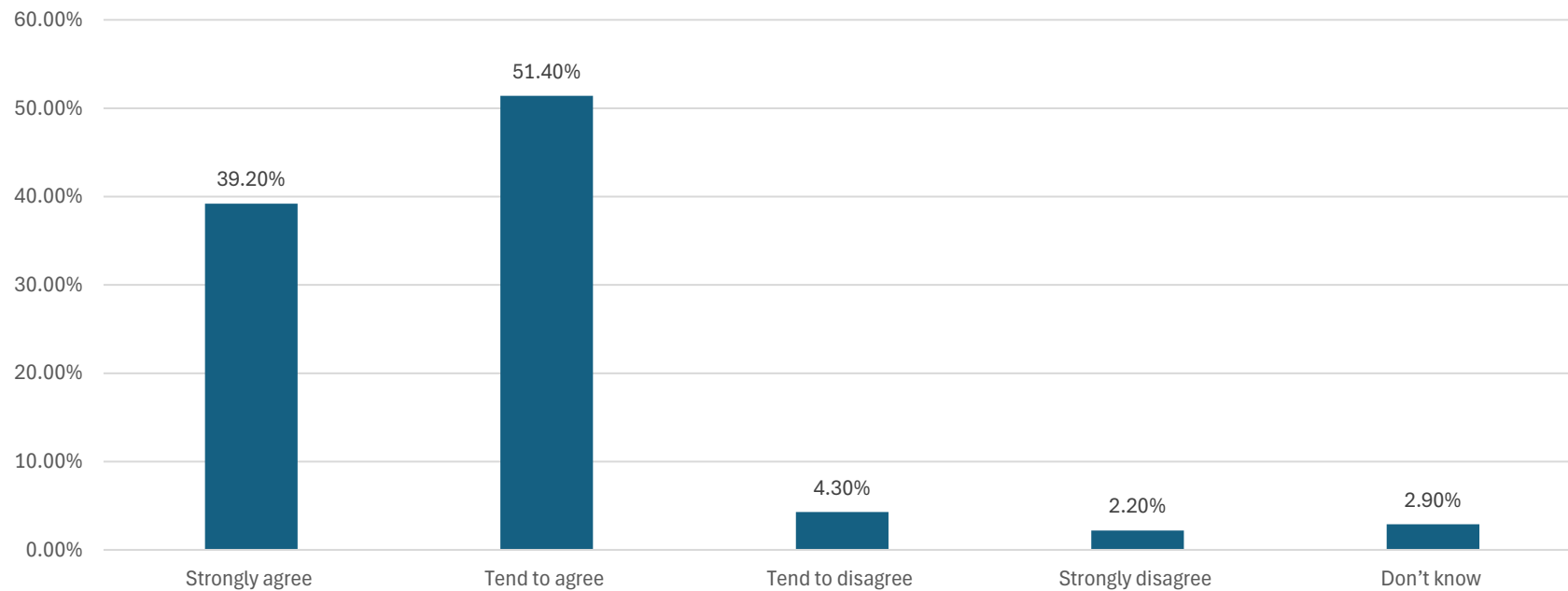


(VET teachers and trainers, n=331)

Some insights from the survey (2)

I use learning outcomes as I assess the performance of students

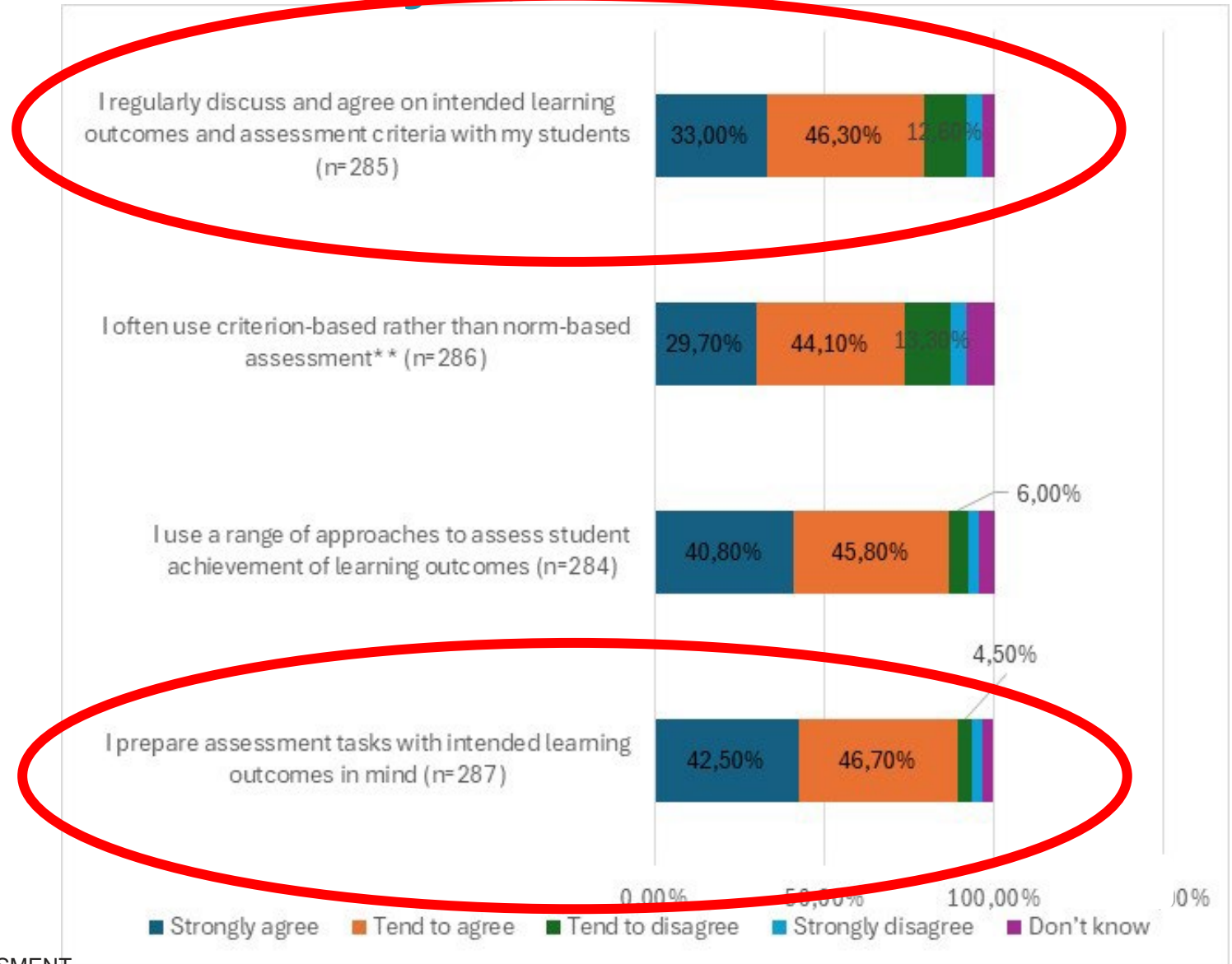
(VET teachers and trainers, n=278)



Some insights from the survey (3)

To what extent do you agree or disagree with the following statements as a teacher and/or trainer?

(VET teachers and trainers)



Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Reference points for assessment

- statements that **guide** assessment
- **communicate** expectations and define what performances, actions or capabilities can be taken as **evidence** that the intended learning outcomes have been achieved
- often formulated as threshold levels which have to be met by the candidate
- can be formulated to specify and articulate different levels of performance/mastery/achievement (indicate how a learning experience is to be graded)

Benefits

- transparency, orientation
- express the main objectives of VET
- describe requirements
- signal which aspects of learning are important and require more time and effort

Challenges

- to be aligned with intended learning outcomes and mirrored in assessment tasks
- to be presented in a meaningful way
- too rigid orientation narrows down learning process

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: **Lithuania**

- **Modular VET programmes** are developed at national level
- Each module includes: national code, module name, associated NQF level, scope (credits), competences as well as learning outcomes
- Each programme also provides recommendations on contents of teaching and learning (i.e., topics and sub-topics, and, in some cases, tasks), **assessment criteria to be used**, requirements for teaching and learning materials and resources, requirements for the learning environment, and requirements for the qualifications and competences of VET teachers
- Monitoring and assessment of student performance at **provider level** builds on the learning outcomes and assessment criteria as defined in VET programmes
- Assessment of competences (that leads to qualification awards): **theoretical part is centralised** (national/external assessment/test); **practical part** is carried out at **VET provider** (based on instructions for practical tasks)

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: **Lithuania**

>>> Insights from case study:

- Perceived mismatch between detail-oriented national exams and broadly defined assessment criteria in national documents - despite having autonomy in selecting teaching resources, **teachers** often struggle with the **lack of clarity** regarding the precise content they are expected to cover **when preparing students for the national assessment** of competences
- **Learners don't pay much attention** to what they need to achieve in the programme or module they study: They often focus on performing a specific task without referring to it as an achievement of a specific learning outcome. Even though they are introduced to the contents of the programme at the beginning of it, they tend to forget it as they proceed through the learning process. Learners often interpret learning outcomes as **grades received**.

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: Finland

- **National vocational qualifications requirements** include for each unit vocational competence requirements, **assessment criteria** for these competences, information on methods for demonstrating competences
- **VET providers** develop **implementation plans for the assessment of competences** (general principles; as part of their QM system)
- A **personal competence development plan** is drawn up for each student – recognising obtained competences, outlining competences to be acquired and how

>>>When the student is ready (i.e. has the necessary level of skills), **competence demonstrations** are **planned** together with the teacher, the student and the working life representative and **carried out in practical tasks in real work situations**

>>>They are followed by **assessment discussions** (including student self-assessment) - assessors compare the competence demonstrated by the student to the assessment criteria and the assessment scale

>>>**Assessment decisions** (grades) are **jointly** made by teacher and the working life representative

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: **Finland**

Vocational Qualification in Restaurant and Catering Services

Unit: 'Café services'

Vocational competence requirements - Students know how to:

- prepare for customer service situations
- serve customers and sell and serve a café's food and beverage products
- **record sales and charge customers**
- draw on their sectoral language proficiency in customer service
- carry out a cash reconciliation for their shift and prepare for the next shift
- assess their own competence and their activity as members of the work community.

<https://eperusteet.opintopolku.fi/#/en/ammattilinen/7854763/tutkinnonosat/7857144>

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: **Finland** – ‘*Students record sales and charge customers*’ – Students:

Satisfactory 1

- label products with sale prices following instructions
- together with others, use the till or sales system and receive and handle the most common methods of payment securely

Satisfactory 2

Good 3

- find the correct sales price in the pricing folder and label the product with it following instructions and showing initiative
- use the till or sales system following instructions and receive and handle the most common methods of payment carefully

Good 4

Excellent 5

- have mastered the product range, find the correct sales price in the pricing folder and label the products with prices independently and with initiative
- are adept at using different till functions, also when in a rush, handle different methods of payment independently and work responsibly when using the till

Assessment criteria

To what extent is the teaching and learning process informed and/or steered by assessment criteria?

Example: **Finland**

>>> **Competence requirements and assessment criteria** form the **reference point for the competence development process** – basis for monitoring and assessing the progress of learning and for providing regular feedback to students (**formative assessment**) – as well as for **competence demonstrations** and the assessment discussion and decision

>>> **Students are aware of intended learning outcomes and also assessment criteria**

‘criterion-referenced assessment and the realisation of students’ self-assessment in demonstrations are considered to be the strengths of the demonstration activities’

(Finnish Education Evaluation Centre, 2023: Quality of demonstration activities and the competence shown in vocational competence demonstrations.

<https://www.karvi.fi/en/publications/quality-demonstration-activities-and-competence-shown-vocational-competence-demonstrations>)

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Thank You!

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