

Erasmus+ project

“Present Stakeholders for Future Wellness Tourism Skills’ Development” (WellTo)

## **Joint Qualification “Administrator of Wellness Centre”**

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### **Unified Requirements for Assessment**

The assessment of students is one of the most important elements of VET education. The results of the assessment process have a profound effect on the curricular development and its quality assurance. The assessment also provides valuable information to institutions about the effectiveness of teaching and of the support offered to students.

Student assessment procedures must:

- be designed to measure the achievement of expected learning outcomes and other programme objectives;
- be suitable for their purposes, whether diagnostic, formative or summative;
- include clear and published qualification criteria;
- be performed by people who understand the role of assessment procedures in the progression of students toward the acquisition of the knowledge and skills associated with the degree they are studying;
- not rely on, wherever possible, the opinion of a single examiner; take into account all the possible consequences of standards on examinations;
- ensure that assessments are performed in accordance with the procedures established by the institution;
- be subject to administrative accreditation inspections to ensure compliance with the procedures.

Students should be provided with clear information on the assessment strategy that is being used in relation to their programme, on examination and assessment methods they will have to

go through, what is expected of them and the standards that will be applied to assess their performance.

### **Key terminology associated with the Assessment Methodology:**

**Assessment** (competency based) is the process of collecting evidence and making judgements on whether competence has been achieved to confirm that learner can perform to the standard required in the workplace, as specified in a training package or VET accredited course.

**Criterion** – a focus area of quality.

**Evidence** – collection of specific qualitative and quantitative data on attributes.

**Instrument** – a specific tool used to obtain evidence.

**Method of collection** – what you will use to collect information on the evidence.

**Grading scale** – a means for determining the quality level of the evidence with description of all quality levels.

**Assessment tools** – materials for collecting and analysing the evidence.

### **Main principles of assessment of the learning outcomes**

Assessment principles state that assessments must be **valid, reliable, flexible and fair**.

**Validity** refers to the extent to which the interpretation and use of an assessment outcome can be supported by evidence.

An assessment is valid when it:

- is appropriate for its purpose;
- has been designed to allow candidates to show that they have the required knowledge, understanding and skills to meet the standards of the qualification;
- allows all assessors to make reliable assessment decisions;
- allows the interpretation and inferences which can be drawn from the assessment outcomes to be meaningful and justifiable.

The key steps in ensuring validity are:

- get to know the units;
- create an assessment plan;
- choose assessment methods;
- develop the assessment;
- define evidence for the assessment.

**Reliability** refers to the degree of consistency and accuracy of the assessment outcomes.

Reliable and valid assessments share a number of characteristics, including:

- assessing all dimensions of competency;
- using a process which integrates required knowledge and skills with their practical application for a workplace task;
- being based on evidence gathered on a number of occasions and in a range of contexts;
- covering both on and off the job components of training.

**Flexibility** refers to the opportunity for a student to negotiate certain aspects of their assessment (for example, timing) with their assessor.

**Fair** assessment does not advantage or disadvantage learners or groups of learners. This may mean that assessment methods are adjusted for *particular learners* (such as people with disabilities or *cultural differences*) to ensure that the method does not disadvantage them because of their situation. An assessment should not place unnecessary demands on learners that may prevent a candidate from demonstrating competence (for example, an assessment should not demand a higher level of English language or literacy than that which is required to perform to the workplace standard outlined in the competencies being assessed).

**Evidence/description of demonstration indicators** is the information gathered which, when matched against the requirements of the unit of competence, provides proof of competence. Evidence can take many forms and be gathered from a number of sources. Evidence can be direct, indirect or supplementary.

**Table 1**

<b>Direct evidence</b>	<b>Indirect evidence</b>	<b>Supplementary evidence</b>
<ul style="list-style-type: none"> <li>• Direct observation</li> <li>• Oral questioning</li> <li>• Demonstration of specific skills</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment of qualities of a final product</li> <li>• Review of previous work undertaken</li> <li>• Written tests of underpinning knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Reports from supervisors</li> <li>• Work diary or logbook</li> <li>• Examples of reports or work documents</li> </ul>

The list of demonstration indicators is used by the assessor to **review the possible assessment methods**.

**Table 2**

<b>Assessment methods</b>	<b>Example</b>
<b>Observation</b>	Real work activities at workplace
<b>Review of products</b>	Work samples/products
<b>Questioning</b>	Self-assessment form Interview Written questionnaire
<b>Portfolio</b>	References Work samples/products Training record Assessment record Journal/work diary/logbook Life experience information
<b>Third party feedback</b>	Interviews with, or documentation from employer, supervisor, peers

<b>Structured activities</b>	Project Presentation Demonstration Progressive tasks Simulation exercise such as role plays
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**All the methods** listed in the table above **have advantages and disadvantages** when it comes to assessing learning outcomes. Depending on the nature of the learning outcome being evaluated, one or other method will be advisable, and the joint use of several evaluation methods throughout the subject or programme will maximize the validity of the evaluation process and minimize the potential for bias. In addition, the pursuit of greater objectivity in the assessment process can lead to the use of other methods that are perhaps less widely known but that have important advantages (for example: portfolio assessment or the direct observation of performance).

Since there will always be more than one way to measure whether students have achieved a certain learning outcomes, the key will be, therefore, **to choose the most appropriate assessment method taking into account available time and resources.**

**Below are several guidelines to follow when selecting assessment methods:**

- use multiple methods to assess each student learning outcome;
- include both indirect and direct assessment methods;
- include both qualitative and quantitative methods;
- choose methods that allow the assessment of both strengths and weaknesses;
- use established criteria/standards when developing the assessment plan.

## Assessment tools

Once the method is selected, the materials for collecting and analysing the evidence are then chosen or designed. These materials are called assessment tools. In general, the term **assessment tool** is used to describe a document that contains both the instrument and the instructions for gathering and interpreting evidence:

- *instruments/s* – the specific questions or activity developed from the selected assessment method/s to be used for the assessment (a profile of acceptable performance and the decision-making rules for the assessor may also be included);
- *procedures* – the information/instructions given to the candidate and/or the assessor regarding conditions under which the assessment should be conducted and recorded.

For example, if the evidence gathering technique being used is a workplace observation followed by a brief interview, then the assessment tool might consist of:

- *instructions* identifying the activities to be undertaken by the candidate, the key points to be observed and the performance issues to be considered by the assessor
- *a checklist* for the key observation points and decision criteria, and a series of questions and checklist for responses on required knowledge for the interview.

### **Assessment plans should contain the following information:**

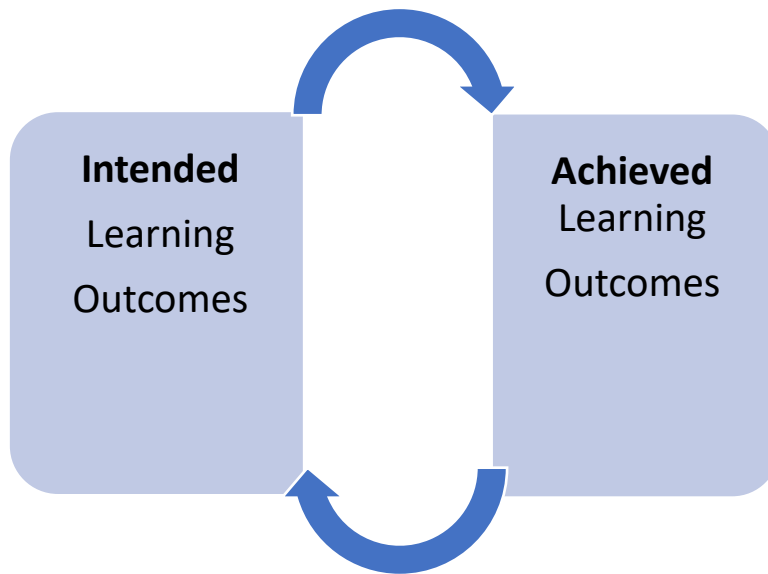
- what will be assessed (unit of learning outcomes);
- how assessment will occur (what methods will be used);
- when assessment will occur;
- where assessment will occur (the context of the assessment);
- the criteria for decision making (those aspects that will guide judgements);
- where appropriate, any supplementary criteria used to make a judgement on the level of performance.

**Table 3**
**Checklist for developing the assessment in detail**

1. What skills am I assessing?	
2. What activities will allow a student to demonstrate these skills?	
3. Is the assessment fair for all students?	
4. What evidence will be generated by the assessment activities?	
5. Is the assessment proportionate to the time taken to carry it out?	
6. Does it make best use of my available resources?	
9. Does it help all assessors to make reliable assessment decisions where the same assessment task has been completed?	

**Assessment of the achieved learning outcomes**

The description of learning outcomes used in the Qualification profile and Curriculum are statements and expressions of intention or goals. They are not outcomes of learning, but desired targets. Achieved learning outcomes can only be identified following the learning process, through assessments and demonstration of achieved learning in real life, for example at work.



*Source: CEDEFOP reference series; No105, "Application of learning outcomes approaches across Europe", A comparative study.*

The application of learning outcomes is a question of aligning learning outcomes statements with teaching and learning. The statements should assist teachers in identifying and combining teaching methods.

Teacher's job is to create a learning environment that supports the learning activities appropriate to achieving the desired learning outcomes. The key is all components in the teaching and learning system – the curriculum and its intended learning outcomes, the teaching methods used, the resources to support learning, and the **assessment tasks and criteria for evaluating learning** – are aligned to each other and support the intended learning outcomes.

The outcomes approach requires teachers to pose and answer the questions:

- What do I intend students to learn (what learning outcomes do I want them to achieve)?
- What teaching methods and curriculum design can be used to encourage students to behave in ways that are likely to achieve these outcomes?
- What assessment task and criteria will tell me that students have achieved the outcomes I intended?



- How can **formative and summative assessment** be combined to support the learning process and to clarify whether outcomes have been achieved?

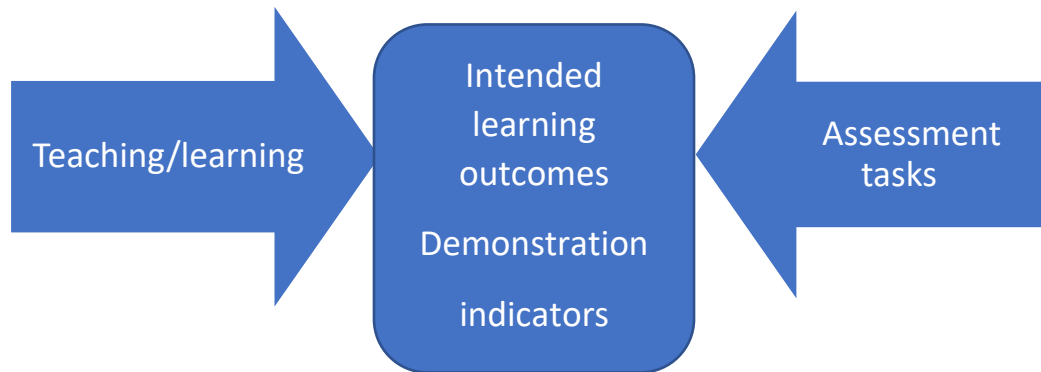
The following different uses of assessment are often distinguished:

- *Formative* – assessment activities which are used primarily to help student learning by providing feedback during the learning process. This enables teacher/instructor and learner to modify teaching and learning activities to improve learning.
- *Diagnostic* – activities which identify learning difficulties or issues and indicate where help or change is needed.
- *Summative* – an assessment of learning that has taken place at the end of a module or a whole programme. This designed primarily to measure achievement but also involve ranking, certifying competence or accountability.

Assessing what students have learned using methods enable students to demonstrate the intended learning and, in the case of formative assessment, give feedback to help students improve their learning. Then comes evaluating how well students match learning intentions and, from this, sets grades and/or qualification.

**Formative assessment can act as a bridge between the teaching and learning phase and the summative assessment.** Formative assessment enables a learner to reflect on progress in relation to intended outcomes, turning these into a critical tool directly supporting the learning process. When used to support formative assessment, reflection (both learner and teacher) becomes possible, potentially avoiding a narrow interpretation of the outcomes in question.

The teacher must be sure that assessment tasks mirror the learning process.



Alignment of teaching/learning and assessment to intended learning outcomes

*Source: A European handbook "Defining, writing and applying learning outcomes"*

### **Providing feedback on student work**

Giving specific and clear feedback to learners on their work helps their performance and what they need to do next. Feedback also helps students understand the standards against which their work is being judged, enabling them to become better in future at judging their performance.

Feedback works in three directions:

- 1. Teacher/trainer to learners* – the teacher gives guidance to learner about their current achievement and the next steps they need to take.
- 2. Learners to teacher* – the teacher receives feedback from learners about their learning.
- 3. Learner to learner* – peer assessment.

Teacher/trainer feedback on student work needs to be:

- *Focused* – it should include two or three areas for improvement, referenced to the learning outcomes.
- *Accessible* – it should be given unambiguous and clear.
- *Constructive* – it should include specific guidance for improvement and point towards the relevant criteria for success.
- *Supportive* – it should be given in a positive tone and make clear the support that is available for the learner.
- *Related to the learning outcomes* that have been shared with learners.
- *Challenging* – it should encourage the learner to think more deeply the knowledge and skills they acquired.

### Assessment criteria

**Learners meet the intended learning outcomes to different degrees.** A few only meet minimally acceptable standards, other fall in between and a third group will reach excellence. These levels of performance – articulated through assessment specifications – can be clarified using learning outcomes statements. **Assessment criteria can be written to support grading.**

**Levels of the achieved learning outcomes** should be described based on the intended learning outcomes and demonstration indicators defined in Qualification profile and in the modules at three levels: **satisfactory, good and excellent** based on Bloom's taxonomy action verbs (see the tables below: Example: Level of mastery in assessment criteria: Finnish vocational qualification (waiter) and Revised Bloom's Taxonomy action verbs).

**Table 4**

Example: Level of mastery in assessment criteria: Finnish vocational qualification (waiter)

Learning outcomes	Assessment criteria
The student or candidate	The student or candidate
<p>1. Serves customers in accordance with the business idea or operating guidelines of the establishment.</p> <p>2. Ensures customer satisfaction.</p>	<p>1. <b>Excellent:</b> notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment.</p> <p>2. <b>Good:</b> notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment in accordance with set guidelines.</p> <p>3. <b>Satisfactory:</b> notes the customer's arrival and serves them politely and on his/her own initiative as a representative of the establishment, but occasionally requires assistance.</p> <p>1 <b>Excellent:</b> actively solicits feedback on services or products, thanks the customer, and forwards the feedback to their supervisors.</p> <p>2. <b>Good:</b> receives customer feedback on services or products, thanks the customer, and forwards the feedback to their supervisors.</p> <p>3. <b>Satisfactory:</b> receives customer feedback on services and thanks the customer.</p>

Source: A European handbook "Defining, writing and applying learning outcomes"

**Table 5 Revised Bloom's Taxonomy action verbs**

Definition	1.Remembering	II.Understanding	III.Applying	IV.Analysing	V.Evaluating	VI.Creating
Bloom's Definition	Exhibit Memory of previously learned material by recalling facts, terms, basic concepts, an answer.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve Problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine And break information into parts by identifying motives or causes. Make inferences and find evidence to support generalization	Present And defend Opinions by making Judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	Choose Define Find List Match Name Omit Recall Relate Select Show Spell Tell What When Where Which Who Why	Classify Compare Contrast Demonstrate Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment with Identify Interview Make Use of Model Organize Plan Select Solve Utilize	Analyze Assume Categorize Classify Compare Conclusion Contrast Discover Dissect Distinguish Divide Examine Function Inference Inspect List Motive Relationships Simplify Survey Take part in Test for Theme	Agree Appraise Assess Award Choose Compare Conclude Criteria Criticize Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Importance Influence Interpret Judge Justify Mark Measure	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Happen Imagine Improve Invent Make up Maximize Minimize Modify

					Opinion Perceive Prioritize Prove Rate Recommend Rule on Select	Original Originate Plan Predict Propose Solution Solve Suppose
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Assessment criteria are generally designed to be **more specific** than the intended learning outcomes of a qualifications and a module. It is very important to describe assessment criteria in details for common understanding of achieved learning outcomes.

### The role of common assessment criteria

1. Common and agreed criteria for learning outcome’s assessment in Joint Curriculum provide reliable basis for the assessment that cover the entire learning/teaching process – on-going (formative assessment), intermediate (summative of each module) and final (leading to recognition and certification and therefore should ensure adequate and supporting students’ knowledge, skills and competences development and achievements during the learning.
2. The same criteria could be used for curriculum assessment implemented as school-based, work-based, and for student’s/trainee’s self-evaluation (see different assessment forms in the attachments) as well as assessment of AWC (vocational knowledge, skills, and competences acquired as a result of formal and informal learning.
3. The defined assessment criteria for each learning outcome grouping in the module could be used for assessment of acquired competence/s during the geographical mobility and ensure the common understanding of assessment demands (see Annex 3. Assessment form for geographical mobility (combined module and placement).

In order to have common and agreed Assessment criteria WellTo partner countries elaborated the following:

1. Assessment criteria for five modules of Joint AWC Curriculum based on the Table 6 “Assessment criteria of Module” (below) and taking into consideration Table 4 Example: Level of mastery in assessment criteria: Finnish vocational qualification (waiter). See Annex 5. Joint AWC curriculum assessment criteria.
2. Descriptions about grading scales in national contexts and the possibilities to transform LOs mastery levels of joint curriculum to the national grading scales. See Annex 4.

**Table 6 Assessment criteria of Module**

Intended Learning outcomes	Demonstration indicators	Levels of the Achieved Learning Outcomes		
		Satisfactory/pass (needs constant guidance and instruction)	Good (able to perform according to instructions)	Excellent (able to work independently and creatively)

## Annex 1

### Assessment form of module for teacher or workplace tutor/instructor

Module	
EQF	
Name of student	
Name and profile of assessor(s)	
Date of module/placement	

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Grading scale	<ul style="list-style-type: none"> <li>- <b>Satisfactory/pass</b> (needs constant guidance and instruction)</li> <li>- <b>Good</b> (able to perform according to instructions)</li> <li>- <b>Excellent</b> (able to work independently and creatively)</li> </ul>
Assessment method(s)	
Learning outcomes	

### Assessment criteria

Intended Learning outcomes	Demonstration indicators	Levels of the Achieved Learning Outcomes		
		Satisfactory/pass (needs constant guidance and instruction)	Good (able to perform according to instructions)	Excellent (able to work independently and creatively)
Total grade				



## Annex 2

### Assessment form for student's self-evaluation

<b>Module</b>	
<b>EQF</b>	
<b>Name of student</b>	
<b>Date of module/placement</b>	

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<b>Grading scale</b>	<ul style="list-style-type: none"> <li>- <b>Satisfactory/pass</b> (needs constant guidance and instruction)</li> <li>- <b>Good</b> (able to perform according to instructions)</li> <li>- <b>Excellent</b> (able to work independently and creatively)</li> </ul>
<b>Learning outcomes</b>	

### Assessment criteria

Intended Learning outcomes	Demonstration indicators	Levels of the Achieved Learning Outcomes		
		Satisfactory/pass (needs constant guidance and instruction)	Good (able to perform according to instructions)	Excellent (able to work independently and creatively)
<b>Total grade</b>				

### Annex 3

#### Assessment form for geographical mobility (school based and work based)

Module	
EQF	
Name of student	
Name and profile of assessor(s)	
Date of module/placement	

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Grading scale of the hosting institute	<ul style="list-style-type: none"> <li>- <b>Satisfactory/pass</b> (needs constant guidance and instruction)</li> <li>- <b>Good</b> (able to perform according to instructions)</li> <li>- <b>Excellent</b> (able to work independently and creatively)</li> </ul>
Assessment method(s)	
Learning outcomes	

#### Assessment criteria

Intended Learning outcomes	Demonstration indicators	Levels of the Achieved Learning Outcomes			Assessors		
		Satisfactory /pass (needs constant guidance and instruction)	Good (able to perform according to instructions)	Excellent (able to work independently and creatively)	Student	Representative of host institution	Workplace tutor/instructor

Total grade							

## Annex 4 Assessment and grading scales in project partner countries

### 1. Bulgaria

Assessment, in Bulgaria in secondary schools (EQF 2- 4) and VET institutions for adults (EQF 2-5) is determined with Ordinance 11 from 01.09.2016 for assessment of the results by learning.

The evaluation contents quantitative and qualitative indicator. The evaluations are:

- Excellent (6)
- Very good (5)
- Good (4)
- Sufficient (3)
- Insufficient (2)

In case the quantitative indicator is not a whole number, then, qualitative indicator must be determined as follow:

1. For quantitative indicator from 2.00 to 2.99 qualitative indicator is **insufficient**
2. For quantitative indicator from 3.00 to 3.49 qualitative indicator is **sufficient**
3. For quantitative indicator from 3.50 to 4.49 qualitative indicator is **good**
4. For quantitative indicator from 4.50 to 5.49 qualitative indicator is **very good**
5. For quantitative indicator from 4.50 to 5.49 qualitative indicator is **excellent**

An assessment includes testing during the learning process and in the end of the training module/level. It can be individual and in groups, according to the tasks and the content of the exam.

The exams concern practical and theoretical knowledge, skills and competences.

There is a state qualification examination for acquiring level of qualification (for theory and practice of the occupation) and examination for acquiring partial qualification.

Ministry of education and science develops and approves national examination programmes for state qualification examinations. They include guidelines for content of the exam, task assignments and assessment criteria.

The preparation and organization of the examinations must be conducted by different committees. These committees are determined by an order of the director of the VET institution, which includes names of the members, responsibilities, place and date of the examinations and other additional instruction.

The overall assessment of the student at the final examination is based on:

- the classification of the theoretical part of the examination
- the classification of the practical part of the examination

For the project Wellto purposes and coordinated approach for the preparation of the Joint curriculum and Assessment standard, a common assessment criteria were selected:

- Satisfactory (needs constant guidance and instruction)
- Good (able to perform according to instructions)
- Excellent (able to work independently and creatively).

These 3 levels, in Bulgaria, will be translated at the national level, using percentage thresholds as follows:

WellTo project assessment scale		Bulgarian assessment scale
<b>Excellent</b>	100% - 86%	<b>6 - excellent,</b>
	85% – 71%	<b>5 - very good</b>
<b>Good</b>	70% - 56%	<b>4 - good</b>
<b>Satisfactory/pass</b>	55% - 41%	<b>3 - sufficient</b>
	40% - 0%	<b>2 - insufficient (failed)</b>

## 2. Slovakia

In Slovakia, assessment of pupils in primary and secondary schools (EQF/SKRR 1-5) has been governed by the Act No. 245/2008 Coll. on education and training Act and amending and supplementing certain act (School Act)<sup>1</sup>. Pursuant to par. 55 of the Act, assessment is based on the level of achieved results by

- verbal assessment,
- classification (grading);
- combination of classification and verbal assessment.

The pupil's achievements in **individual subjects** are assessed according the 5-level grading scheme:

- **1 - excellent,**
- **2 - praiseworthy,**
- **3 - good,**
- **4 - sufficient,**
- **5 - insufficient.**

<sup>1</sup> <https://www.slov-lex.sk/pravne-predpisy/SK/ZZ/2008/245/20150901.html>

The **overall assessment** of the pupil of the 2nd to 9th year of the primary school and the pupil of the secondary school indicated on the school certificate at the end of the first and second semesters, states:

- **passed with distinction,**
- **passed very well,**
- **passed;**
- **failed.**

The overall assessment expresses the results of pupil's grading of compulsory subjects that are classified and his/her behaviour.

Certificates are issued to pupils on the last day of a school year and they contain assessment and classification of the pupil's achievement and behavior for both semesters of the school year concerned.

The grading of pupils at the school-leaving examination or at the final post-secondary examination is expressed as a percentage of success, a degree of achievement or a percentage of success with the relevant percentile.

The results of the external part of the school-leaving examination and the written form of the internal part of the school-leaving examination pursuant are announced to pupils no later than ten days before the date of the internal part of the school-leaving examination.

A pupil has successfully passed the school-leaving examination if he/she has passed the school-leaving examination in all subjects of the school-leaving examination.

### **Final examination**

The grading of the pupil in the final examination is expressed by the degree of achievement.

Classification of the written part of the final examination, the practical part of the final examination or the oral part of the final examination is approved by the examination board by vote. In the event of equal votes, the Chairman of the examination board shall decide on the final examination grade. In case of the final examination of a pupil in the system of dual education (work-based learning), the vote of a representative of the employer with which the pupil is being prepared decides in case of equal votes.

The overall assessment of the student at the final examination is based on:

- the classification of the written part of the final examination,
- the classification of the practical part of the final examination and

- the classification of the oral part of the final examination.

For the project WellTo purposes and coordinated approach for the preparation of the Joint curriculum and Assessment standard, a common assessment criteria were selected:

- Satisfactory/pass (needs constant guidance and instruction)
- Good (able to perform according to instructions)
- Excellent (able to work independently and creatively).

In Slovakia, these 3 levels will be translated at the national level using percentage thresholds as follows:

Wellto project assessment scale		Slovak assessment scale
<b>Excellent</b>	100% - 80%	<b>1 - excellent,</b>
	80% – 60%	<b>2 - praiseworthy,</b>
<b>Good</b>	60% - 40%	<b>3 - good,</b>
<b>Satisfactory/pass</b>	40% - 20%	<b>4 - sufficient</b>
	20% - 0%	<b>5 - insufficient (failed)</b>

### 3. Latvia

The principles and procedure of assessment of the acquired education and training in Latvia are determined by the National Vocational Secondary Education Standard and the National Vocational Education Standard. In the course of education, assessments are carried out in theoretical and practical lessons, seminars, laboratory assignments, project consultations, independent study assignments, subject/ course examinations or tests in a 10-point scale. Various methods are used in the assessment: tests, project work, portfolio, individual and teamwork, practical placement reports.

In order to complete a vocational secondary education programme, students must pass 5 centralized examinations. One of them is a **vocational qualification examination** which is the leaving examination for vocational education programmes. The very last positive grade for **vocational qualification examination is 5.**

The remaining 4 centralized examinations are held in compliance with the terms and conditions for academic secondary education.

### Marking System

In Latvia, students' performance is assessed by following a grade point scale as indicated below. In ten-point grading system, 10 is the maximum mark and 4 is the pass mark. The very last positive grade **for vocational qualification examination is 5.**

Grade	Meaning	Comments
10	Outstanding (with distinction)	Knowledge of the student is substantially higher than the estimated normal level.
9	Excellent	Knowledge of the student is higher than the estimated normal level.
8	Very good	Knowledge corresponds to the highest expected level.
7	Good	The student has mastered the subject deeply and with understanding, is progressing within the expected limits, but makes minor mistakes.
6	Almost good	The student has generally succeeded in the course within the required limits, but he or she is either merely reproducing the knowledge rather than actively using it or making more substantial mistakes.
5	Satisfactory	Awarded to students, who are progressing within the limits of their individual abilities, generally are not behind the appropriate age group, but make substantial mistakes and reproduce the facts rather than analyze them.
4	Almost satisfactory	The very last positive grade. Awarded to students, who do their best but still make grave mistakes and just reproduce most of the relevant material.
3 - 1	Unsatisfactory(fail)	Marks of different levels for students whose records are below the expected.

National Vocational Secondary Education Standard and the National Vocational Education Standard defines **four levels** of the achieved learning outcomes of the module/subject, programme and state examination:

**High level of learning:** outstanding -10, excellent – 9.

**Optimal level:** very good – 8, good -7, almost good – 6.

**Average level of learning:** satisfactory – 5, almost satisfactory - 4.

**Low level of learning:** weak – 3, very weak – 2, very, very weak – 1.

**Requirements for transformation of Latvian grading scale correspondingly to the assessment scale used in WellTo project.**

Latvian 4 levels (based on 10-point grading system) of the achieved learning outcomes of the module/subject, programme and state examination	3 levels of the achieved learning outcomes based on WellTo Assessment standard
<b>Average level of learning:</b> satisfactory – 5, almost satisfactory - 4.	<b>Satisfactory/pass</b> ( <b>needs constant guidance</b> and instruction)
<b>Optimal level:</b> very good – 8, good -7, almost good – 6.	<b>Good</b> (able to perform <b>according to instructions</b> )
<b>High level of learning:</b> outstanding -10, excellent – 9.	<b>Excellent</b> (able to work <b>independently and creatively</b> )
<b>Low level of learning (unsatisfactory):</b> weak – 3, very weak – 2, very, very weak – 1.	<b>Not described in the WellTo project</b>



#### 4. Slovenia

Vocational Education Act lay down the rules of examination and assessment in upper secondary schools, and more specifically, the Rules on assessment in upper secondary schools by the Minister of education. Based on those rules, each school draws up its own assessment rules. The rules are then discussed by the assembly of teachers and finalized by the head teacher.

Teachers in **upper secondary vocational** and **upper secondary technical education**, assess students in all subjects and technical modules of the timetable. In practical training, employers assess students, and report the grades to schools. In apprenticeship, students have their skills assessed at the end of year two. They have to demonstrate the competence required with the relevant apprenticeship plan. The assessment is organized by the competent chambers. Employers get feedback and guidance on how to continue with the practical training of the apprentice.

Teachers assess informally students to determine if they have achieved the learning objectives, namely after they have discussed the relevant learning material and before a written exam or formal assessment.

Teachers assess students with oral and written tests, they assess papers, artistic and other work, seminar and project papers, performance, as well as services provided.

Mandatory assessment methods (written, oral, etc.) for each individual subject or technical module are indicated in the education programme. The school working groups coordinate the assessment criteria based on subject-curricula or knowledge catalogues.

The assessment is made public. Students learn about learning objectives, learning content, forms and methods, as well as criteria and times of assessment. They also know all about learning tools and aids they can use. Teachers notify students of grades publicly during instruction and allow them to view graded written exams. The student's parents or educators at the residence hall in which the student is staying may also ask to see the graded written exams.

Normally, the assessment of knowledge and final grade in the subject is given by the teacher of that subject. The head teacher can appoint another teacher to do the assessment, but only for valid reasons. If two or more teachers teach the same subject, they determine in advance the grading scale for the final assessment. If cannot agree on the final grade, the assembly of teachers has the final word, namely on the recommendation of the head teacher. In apprenticeship, both teacher and mentor with the employer do the assessment. Once the student has fulfilled all the obligations required by the programme, the assembly of class teachers determines the final learning outcome on the recommendation of the form teacher.

Students get **number** and **descriptive** grades.

The grading scale:

- 1 (insufficient)
- 2 (sufficient)
- 3 (good)
- 4 (very good)
- 5 (excellent).

Grades 2 to 5 are pass grades.

Students who fulfil the obligations of compulsory options and interest activities, as well as practical training receive “**pass**” or “**failure**”.

The overall learning outcome may be sufficient, good, very good or excellent.

The school year is divided into three assessment periods. At the end of each assessment period, with the exception of the final year, students receive a copy of grades, findings and obligation fulfilled. At the end of each year, overall achievement grade is awarded depending on all grades in individual subjects and students receive an annual school certificate. Students go on to the next class if they have passed all the subjects and met all other conditions set by the curriculum. If they fail to complete all obligations, they receive a notice of achievement. At the end of the school year, pupils can retake exams in a maximum of three subjects they have failed.

Another method of assessment in upper secondary education is final exams:

- on knowledge or talent
- on specific subjects
- supplementary exams, and
- remedial exams.

Upper secondary students may decide to take:

- **exams on specific knowledge or talent** to fulfil specific entry requirements (talent or abilities)
- **subject exams** to want to (exceptionally) faster, improve a final grade in the subject or enrol in another education programme
- **supplementary exams** to receive a grade or sufficient grades in a specific subject, or
- **retake** to correct a negative grade in a subject at the end of the programme.

## **FINAL EXAMS**

### *Upper secondary technical education*

At the end of the upper secondary technical education, students take the vocational *matura* and if they pass, they receive the certificate of vocational *matura*. The completion of the education programme is governed by the Matura Examination Act and the Minister's Vocational *matura* Rules. The educational documents are governed by two Minister's instruments: rules on school documentation in upper secondary education and rules on official document forms in upper secondary education.

Students take the vocational *matura* before the school examination committee. The committee includes teachers and it may include external professionals on the recommendation of the competent chambers or representation trade union.

The vocational *matura* is a two-part final examination:

- mandatory written and oral exam in core subject Slovenian (or Italian or Hungarian in ethnically mixed areas of Slovenian Istria and Prekmurje respectively), and written and oral exam in a core technical subject, and
- optional written and oral exam in core subject foreign language or mathematics and seminar paper or product or service with defense (proof of vocational competence).

The grading scale for how well students do in vocational *matura*:

- grade 1 (insufficient)
- 2 (sufficient)
- 3 (good)
- 4 (very good), and
- 5 (excellent).

Grade 1 is failure; others are pass grades.

The grading scale for exams at higher level of difficulty is converted to point grades from 1 to 8.

The Minister of education nominates the [National vocational matura committee](#) to coordinate the vocational *matura*. At all schools, *matura* is administered by the [School vocational matura committee](#) with the head teacher as a president. The [National Examinations Centre](#) provides the technical and professional support in the development of the examination material.

Students who receive pass grades in all vocational *matura* exams receive a certificate of vocational *matura*. It gives them the right to apply for higher professional education programmes and short-cycle higher vocational education programmes. Students can apply for certain university programmes, as well but only if they have taken and passed a supplementary exam in one compulsory general *matura* subject.

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### *Upper secondary vocational education*

At the end of the programme, students take final examination and if they pass, they receive a certificate of final examination. The completion of the education programme is governed with the Minister's rules on final examination. Also, all schools have their own rules in place laid down by the head teacher after the school assembly of teachers has given its opinion of it. The educational documents are governed by two Minister's instruments: rules on school documentation in upper secondary education ([sl](#)) and rules on official document forms in upper secondary education ([sl](#)).

Students take final examination before the school examination committee. The committee includes teachers and it may include external professionals on the recommendation of the competent chambers or representation trade union. The Minister of education nominates the National Final Examination Committee to coordinate the organization and implementation of the examination. The technical support and administration is provided by the [National Examinations Center](#).

### **Upper secondary vocational education**

At the end of the programme, students take two-part final examination:

- oral and written exam in Slovenian (or Italian or Hungarian in ethnically mixed areas of Slovenian Istria and Prekmurje), and
- product and oral defense or service and oral defense.

The grading scale for how well students do in the final examination:

- grades 1 (failure), and
- 2 to 5 (pass).

Only students with pass grades in both parts receive a certificate of final examination. It gives them the right to apply for vocational-technical education programmes and after a few years of work experience a right to take the craftsman master exam.

## **WellTo**

For the project Wellto purposes and coordinated approach for the preparation of the Joint curriculum and Assessment standard, a common assessment criteria were selected:

- Satisfactory (needs constant guidance and instruction)

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- Good (able to perform according to instructions)
- Excellent (able to work independently and creatively).

These 3 levels, in Slovenia, will be translated at the national level, using percentage thresholds as follows:

WellTo project assessment scale		Slovenian assessment scale
<b>Excellent</b>	100% - 90%	<b>5 - excellent,</b>
	90% - 75%	<b>4 - very good,</b>
<b>Good</b>	75% - 60%	<b>3 - good,</b>
	60% - 50%	<b>2 - sufficient</b>
<b>Satisfactory/pass</b>	50% - 0%	<b>1 - insufficient (failed)</b>

### Sources

- *Vocational education and training in Slovenia: short description. 2008. Luxembourg, Office for Official Publications of the European Communities, 79 str.*
- *Assessment in Upper Secondary Education, 2019. Eurydice. URL: [https://eacea.ec.europa.eu/national-policies/eurydice/content/assessment-general-upper-secondary-education-56\\_en](https://eacea.ec.europa.eu/national-policies/eurydice/content/assessment-general-upper-secondary-education-56_en) (cited: 13. 2. 2020)*

**Annex 5. Joint AWC Assessment Criteria (5 Modules). See separate document.**