# Prístupy a metódy hodnotenia vzdelávacích výstupov v mobilitných projektoch

Tréningový seminár

14. 11. 2016

# Vzdelávacie výstupy - rekapitulácia

- *Racionálny prístup: primeranosť, dosiahnuteľnosť*
- *Jednotka vzdelávacích výstupov: konzistentnosť, zmysluplnosť, štruktúrovanosť*
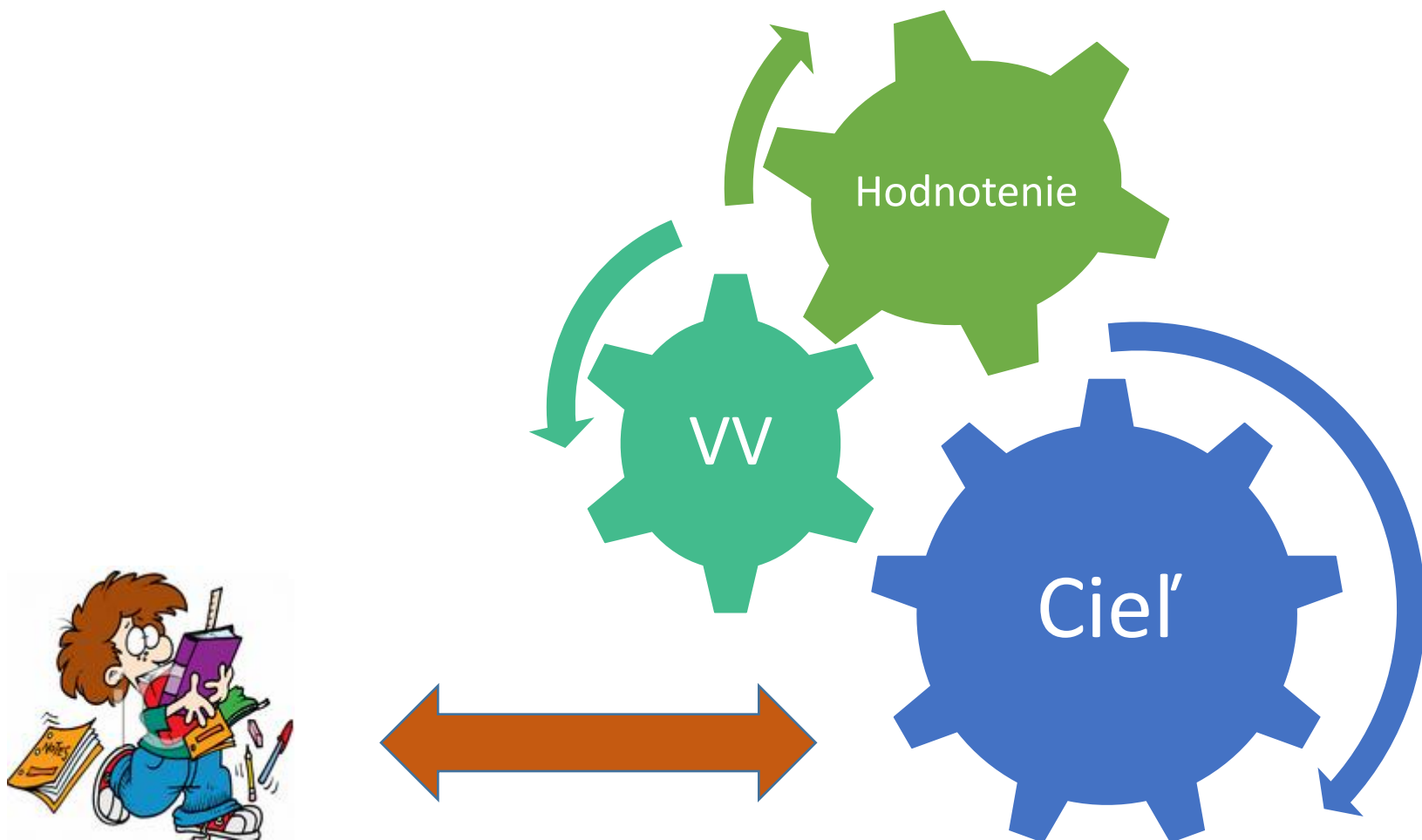- *Vzdelávacie výstupy: zrozumiteľnosť, jednoznačnosť*
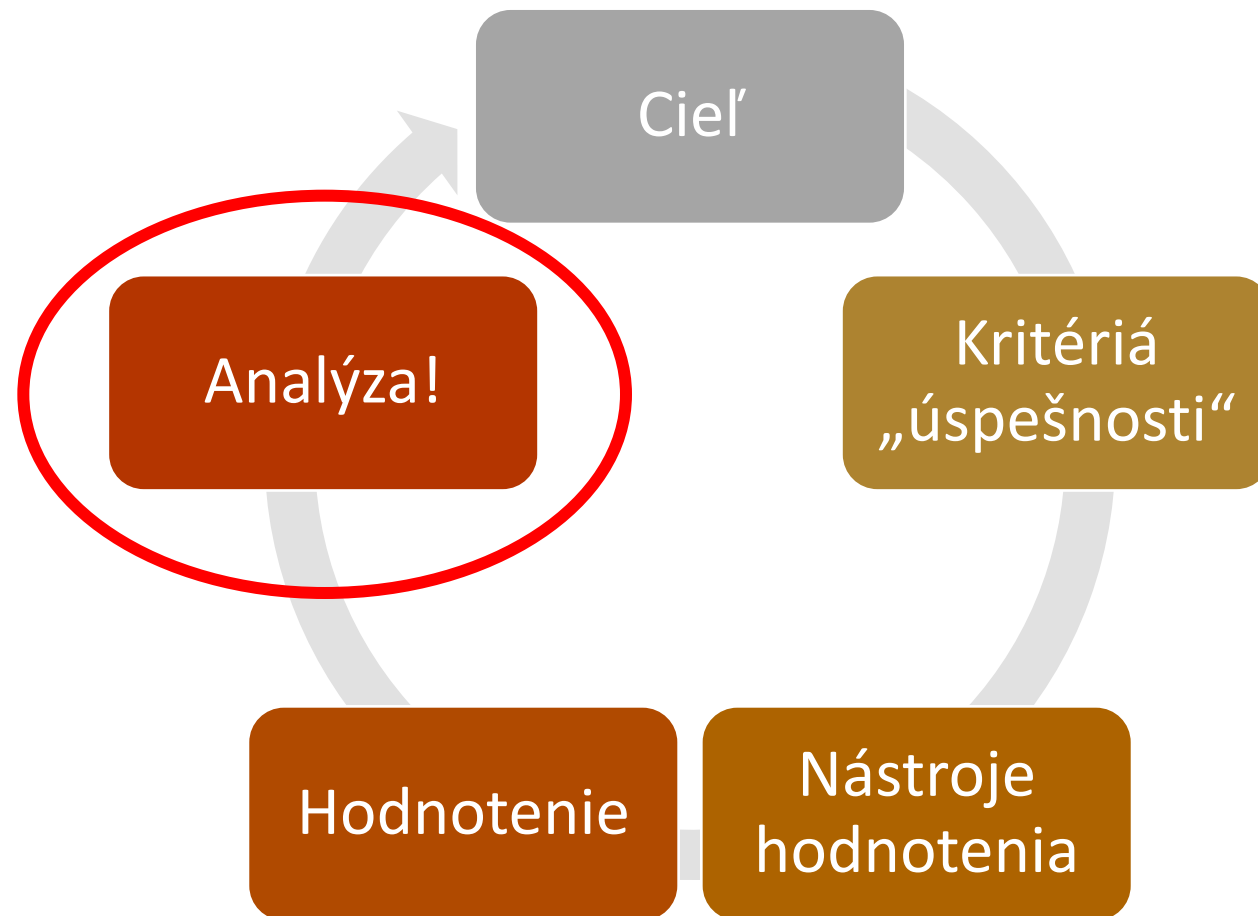
# Dobre nastavené hodnotenie...

- Spätná kontrola: súlad s cieľom
- Vplyv na vzdelávacie aktivity
- Orientácia pre „učiaceho"
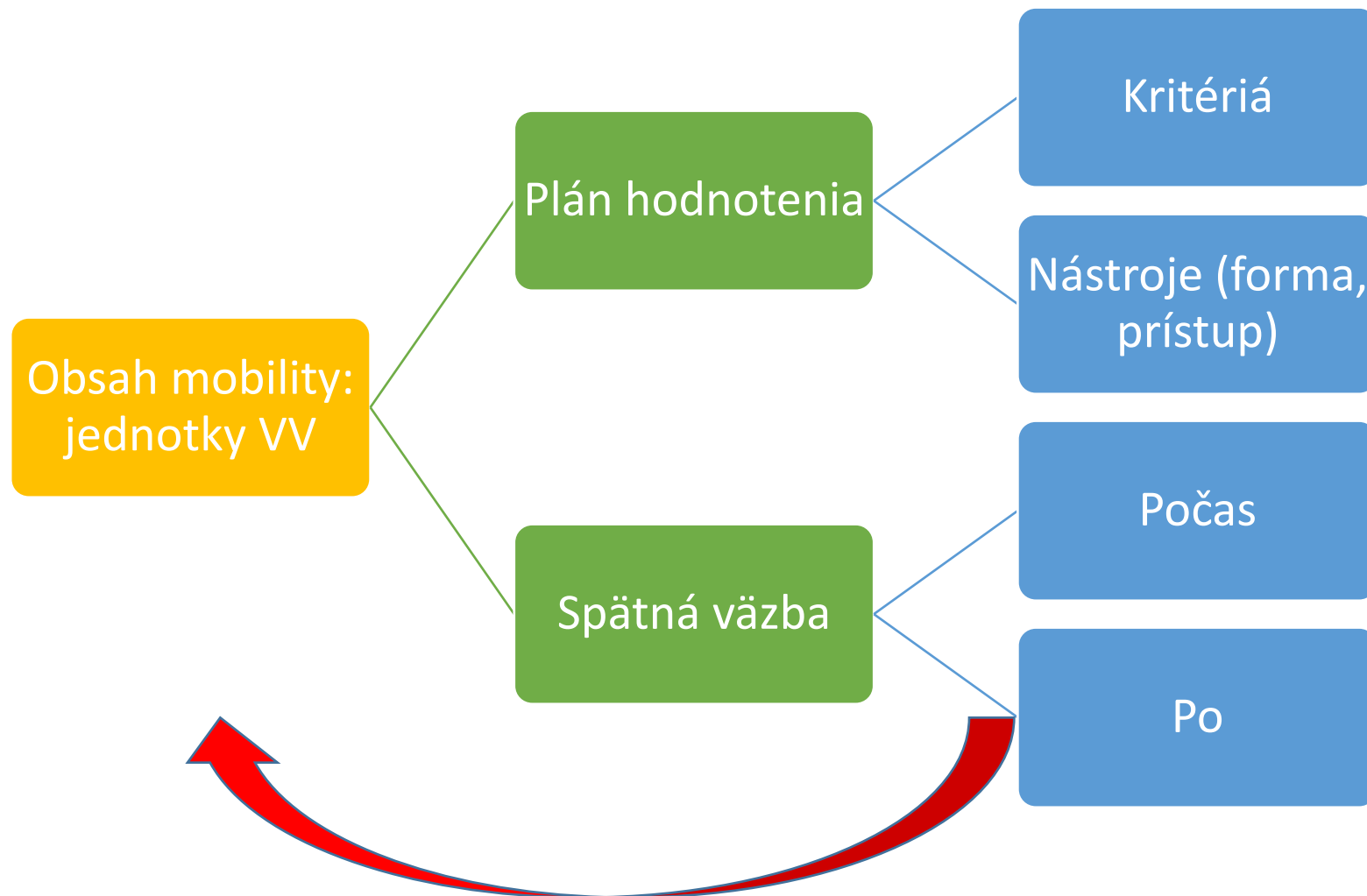- Orientácia pre „učiaceho sa"

- **KVALITA**

# Hodnotenie VV – neoddeliteľná súčasť

# Proces hodnotenia

# Nastavenie hodnotenia

# Poďme na príklady...

*...od jednoduchých k sofistikovaným*

# *AVE EXEMPLO*

**NA PRACOVISKU**

| Checklist 6: Formulár zaznamenania pokroku v rozvoji zručností | 6 |
|---|---|

| Zamestnávateľ:<br><br>*Johnny Walker* | | Pracovná činnosť:<br><br>*Vykladanie ocele* | | Oblasť:<br><br>*Príjem tovaru* | |
|---|---|---|---|---|---|
| | *Zadajte dátum/do príslušného stĺpca* | | | Dokončenie | |
| **Kompetencia**<br><br>**Úloha** | **Podľa pokynov** | **S pomocou** | **Schopný**<br>vykonať úlohu samostatne | Podpis a dátum zamestnanca | Podpis a dátum inštruktora |
| Použitie správneho bezpečnostného odevu | | | | | |
| Správne používanie ovládačov žeriavu | | | | | |
| Vykonanie núdzového zastavenia | | | | | |
| …. | | | | | |

⊕ = cannot do the task well, training necessary / planned

◑ = can do the task with supervision

◔ = can do the task almost completely

● = can do the task completely; can supervise others

# ASSET

| KOMPETENCIA | HODNOTIACE KRITÉRIÁ | ZNÁM... 0, 1, 2, 3 | Koef. | Spolu |
|---|---|---|---|---|
| Presne identifikovať známky poruchy. | Chyba je potvrdená.<br>Dokumentácia a použité informácie sú prispôsobené:<br>- dopravnému prostriedku,<br>- systému, ktorý vykazuje poruchu. | | 1 | |
| Určiť predpoklady poruchy v závislosti od symptómov. | Predpoklady sú:<br>- prijateľné,<br>- úplné,<br>- zoradené (v závislosti od pravdepodobnosti). | | 1 | |
| Testovať systém. | Diagnostický proces je:<br>- koherentný/logický,<br>- prispôsobený charakteru poruchy | | 1 | |
| | Výber referenčných hodnôt je prispôsobený systému s poruchou. Vybratý diagnostický nástroj umožňuje merania. | | 1 | |
| Rešpektovanie metód a stanoveného času | Úloha je splnená v stanovenom termíne (2 h 30 min) | | | |

# M.O.T.O

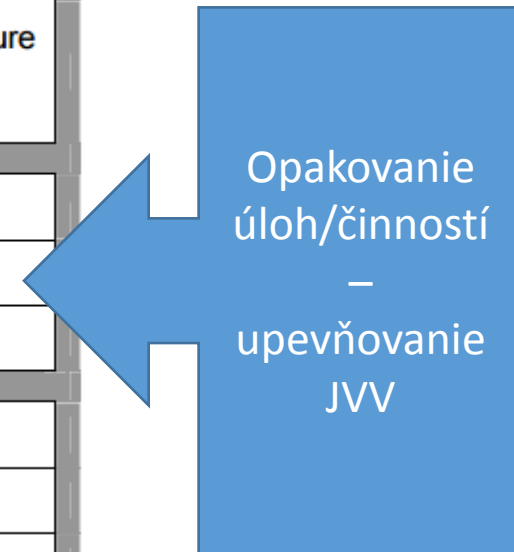| Unit of Learning Outcome *Preparation, cooking and display of dessert* (focus on local dishes) | 1° step | | | | final | | | |
|---|---|---|---|---|---|---|---|---|
| | 0 | 1 | 2 | 3 | 0 | 1 | 2 | 3 |
| • prepare raw materials necessary for cooking autonomously; | | | | | | | | |
| • distribution of raw materials | | | | | | | | |
| • use and maintenance of kitchen equipment and equipment for handling and serving pre-cooked dishes | | | | | | | | |
| • ability to carry on all the cooking techniques, in particular baking, frying, steaming, grilling, roasting, fry, stewing, boiling, simmering | | | | | | | | |
| • cooking autonomously | | | | | | | | |
| • knowledge about modification of food stuff during the preparation | | | | | | | | |
| **Overall Mastery of the cluster of knowledge/skills/competences referred to the Unit** | | | | | | | | |

| Additional information |
|---|
| |
| **Legenda Mastery:**<br>0= not satisfactory<br>1= less than satisfactory<br>2=satisfactory<br>3=more than satisfactory |

# AEROVET (MOBILITY PASS)

| Mobility unit | Assessment | | | | Place | Date | Signature |
|---|---|---|---|---|---|---|---|
| | observed/ supported | under instruction | under surveillance | independen tly | | | |
| **Unit 14:** | | | | | | | |
| **Passing bunched circuits in aircraft systems** | | | | | | | |
| Remarks: | | | | | | | |
| Mounting brackets and splitters | | | | | | | |
| Setting ground points | | | | | | | |
| Mounting raceways | | | | | | | |

Opakovanie úloh/činností – upevňovanie JVV

# ICare

| ECVET body | JEDNOTKA VZDELÁVACÍCH VÝSTUPOV | VZDELÁVACÍ VÝSTUP | ECVET pod-body | | |
|---|---|---|---|---|---|
| 10 | Vykonávanie role operátora v rámci siete sociálnej starostlivosti | Znalosť služieb a ich funkcií v rámci územia | 3 | | Otázka 26 Len pre taliansku časť otázky 52, 53, 55 |
| | | | | Pre získanie VV je nevyhnutné nasledujúce: 1 správne zodpovedaná otázka cudzincami a 2 Talianmi v teoretickom teste | |
| | | Informovanie klienta o službách | 3 | | Otázka 34 |
| | | | | Pre získanie VV je nevyhnutné nasledujúce: 1 správne zodpovedaná otázka v teoretickom teste | |
| | | Popora klienta a rodiny v získaniu prístupu ku službám | 4 | | Len pre taliansku časť otázky 53, 54, 56, 59, 60, 61 |
| | | | | Pre získanie VV je nevyhnutné nasledujúce: 4 správne zodpovedané otázky v teoretickom teste (len pre Talianov) | |

# EASY METAL



DUÁL

Prierezové Jednotky VV

Learning Unit No. 1: Basics of manual metal processing

| Complete Work Task | Learning Outcomes | GTP/GTC |
|---|---|---|
| Overlapping dimensions / Overlapping dimensions | | General training plan (GTP) & General training curriculum (GTC) — The respective job descriptions of the training plan and the learning areas of the training curriculum are itemised in detail in the learning unit |
| 1. Information and Planning | Gathers work sequences from technical drawing and puts them into a reasonable order for later completion. Selects adequate tools, materials and auxiliary material to complete work task. | |
| 2. Execution of Work | Uses appropriate clamping tools, tools, auxiliary material and materials. Completes work piece using manual and simple machine processing techniques. | |
| 3. Control and Evaluation | Evaluates quality of work piece regularly during and after processing; corrects errors, if necessary. | |
| 4. Cleaning and Waste Disposal | Sees to proper state of workshop after finishing work task. | |
| 5. Safety and Health Protection | Observes safety regulations of the company and health protection regulations. In case of hazard potentials remedy through appropriate measures; appropriate reaction in case of emergency. | |
| 6. Work Attitude | Careful and responsible working, appropriate communication, commitment. | |

# EASY METAL

| Weighting of basic performances | | Single results | Weighting | Total result |
|---|---|---|---|---|
| Theory passed with ≥ 50% | Written test | 70% | 35% | 100% |
| | Work schedule | 30% | | |
| Practice passed with ≥ 50% | Surveillance Work sample | 30% | 55% | |
| | Measuring report Work sample | 70% | | |
| Practice | Technical discussion with measuring report | 100% | 10% | |

| Performance Assessment | | |
|---|---|---|
| **EQF** | **Test Criteria** | **Instruments** |
| Knowledge | Names three clamping tools and respective fields of application. | Written test/ technical discussion |
| Skills | Clamps work pieces and tools reasonable and secure according to work sequences. | Surveillance |
| | Completes work sample using at least three manufacturing methods of the major groups of primary shaping, cutting and/or joining. | Surveillance |
| | Completes work sample according to the usual and fixed tolerance values and fits (e.g. filing +/- 0.1 mm, fits etc.). | Measuring report |
| | Observes sequence of processing. | Work schedule/ surveillance |
| Competences | Selects appropriate tools, auxiliary material and clamping tools. | Work schedule/ surveillance |
| | Checks regularly proper state of tools, machines, auxiliary material and materials and autonomously makes corrections, if necessary. | |

# Make It Count (sebahodnotenie)

| Short description of the demonstration and assessment context and environment | | | | | |
|---|---|---|---|---|---|
| ░░ | | | | | |
| ░░ | | | | | |
| Besides the student, the teacher or the work placement tutor or both participate in the assessment of the student. The teacher and/or the workplace instructor determine the grade. The objects which come out naturally in skill demonstration are assessed. The final grade is not the calculator average. The mutual effect of the objects determined the final grade will be determined in relation to work assignment. | | | | | |
| Targets of Assesment | The assessment scale 1 (satisfactory), 2 (good), 3 (excellent) | Student | Workplace representative | Teacher | Summary of evaluation |
| 1. Mastering of work processes | | ░░ | ░░ | ░░ | ░░ |
| 2. Mastering of tasks, working methods, tools and materials | | ░░ | ░░ | ░░ | ░░ |
| 3. Mastering of knowledge that forms foundation for work | | ░░ | ░░ | ░░ | ░░ |
| 4. Management lifelong learning key competencies common to all qualifications | | ░░ | ░░ | ░░ | ░░ |

| Grade | ░░ |
|---|---|

# TRIFT
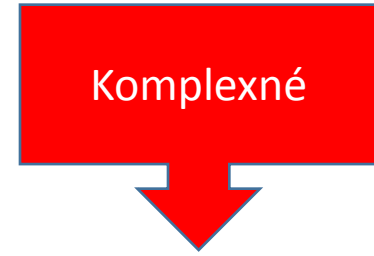
## EV 03 Evaluation of the work based competences by the teacher

Overall weight in Portfolio: 10 %

**Competence area 2: Ensuring the process of purchasing**

He/She
- can order defined lots and products (using known products, supplier and delivery services) with the h...
  such as SAP/
- can process order

He/She
- can observe the pu...
- can analyse the di...
  product areas
- can negotiate price...
  documentatio...
  packing list).

**Descriptions**

**He / She**

can use the company...
find standard informa...
suppliers and orders...

### EV 02 Evaluation of the project by the teacher

Topic / Project theme:_____  Overall weight in Portfolio 50 %

| Dimension | Category I | Category II | Category III | Category IV | result |
|---|---|---|---|---|---|
| **Project task and analysis** | | | | | |
| Complexity, definition, selection, structure, systematic approach | Complete, transparent and adequate description well-defined structure, complete analysis, holistic approach | Almost complete, less transparent, adequate description, structure with minor errors, adequate analysis, structured approach | Minor missing aspects, some mistakes in definition, partly inadequate description, minor goals missing, partly non-transparent analysis. | Missing aspects, mistakes in definition, inadequate description, incomplete goal set, logic mistakes, no transparent analysis. | |
| | + ------------------- – | + ------------------- – | + ------------------- – | + ------------------- – | |
| Comments of assessor 1 | | | | | |
| Comments of assessor 2 | | | | | |

### ...luation of the internship by the company

.................................................................

......................................Position: ...................

......................................Email: ...................

......................................Department: ...................

......................................TO...................

Overall weight in portfolio 20 %

### EV 04 Evaluation of the presentation by the teacher

...le of the presentation:_____  Overall weight in Portfolio: 20 %

| ...mension ...ntent | Category I | Category II | Category III | Category IV | Result |
|---|---|---|---|---|---|
| ...evance, goal ...entation, ...th and depth, ...ucture | Complete, relevant and well structured content, goals explicit mentioned and presentation is oriented towards the goals, rich material | Mostly relevant content, width or depth is sufficient, minor flaws in structure, goals mentioned but not comprehensive, presentation linked to goals | Some relevant information, either width or depth inadequate, major structural errors, goals mentioned do not fit, weak link to the goals | Irrelevant information, Inadequate width and depth of information, no structure visible, no goals mentioned, no orientation towards the goals | |
| | + ------------------- – | + ------------------- – | + ------------------- – | + ------------------- – | |

...mments

| ...scriptions ...y She | Excellent | Good | To be improved | Unsatis-factory | Not applic-able |
|---|---|---|---|---|---|
| ...ows instructions | | | | | |
| ...rks effectively as a team member | | | | | |
| ...mmunicates effectively within the | | | | | |

# TRIFT

**TRIFT**

Portfolio   11 Student's Reflection

## 11 Student's Reflection

1. **Please review the objectives you have set for yourself before the inter**
   **Describe how you have reached them and describe possible difficulties.**

2. **In which area have you performed best and in which did you have the gre**
   **difficulties?**

3. **What aspects in your internship were similar to your prior experiences?**

4. **What aspects in your internship were different to your prior experiences?**

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## 03 Self-evaluation transversal competences

### Job-related abilities and competences

Ability to use knowledge, processes, media, machines and tools in a different cultural surrounding

| Kategorie Level | Mathematical- scientific competence | Media competence | Technical competence |
|---|---|---|---|
| 1 | I can carry out simple calculations to solve tasks. | I can apply common computer programms and the internet for text and table calculations to carry out - under guidance - work tasks and look for information. | I can - under guidance - work with tools and machines. |
| 2 | After introduciton I can carry out simple calculations to independently carry out tasks and solve problems in my own work area. | I can selectively look for information using the internet to carry out tasks in my own work area and to solve routine problems. | After introduction, I can operate tools and machines as well as use work procedures to carry out agreed tasks independently. |
| 3 | I can selectively use procedures for calculations and error diagnoses to independently carry out tasks in my own work area and to solve problems. | I can use the computer and the internet to independently: - carry out tasks and solve problems - look for information, analyse and forward data. | I can select tools, machines and work procedures to independently carry out tasks in my own work area and solve problems. |
| 4 | I can use mathematical procedures and analyse scientific data to find errors or to reach a decision based on facts to find a solution to special problems in my work area. | I can selectively use the computer and the internet to: - analyse and present data, - find creative solutions for special problems. | I can selectively use tools, technical machines and work procedures to solve even unforseeable and special problems in my own work or study area. |

# Záver

- Hodnotenie vzdelávacích výstupov:
  - ➢Úzka previazanosť na jednotky VV
  - ➢Jasne určené kritériá
  - ➢Variabilita metód a nástrojov – orientácia na „dôkaz"

  - ➢Jednoduchosť alebo sofistikovanosť?

# Diskusia

...a ďakujem za pozornosť!

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