



Assessment practices

Workshops: assessing citizenship competences

Planning workshop

Introduction	9h-9u30
Session 1: first cluster of citizenship competences	9h30-10h30
Coffee break	10h30-10h45
Session 2: second cluster of citizenship competences	10u45-11h45
Reflection and looking into other ideas: What makes it formative assessment? How did other groups assess the competence cluster?	11h45-12h30

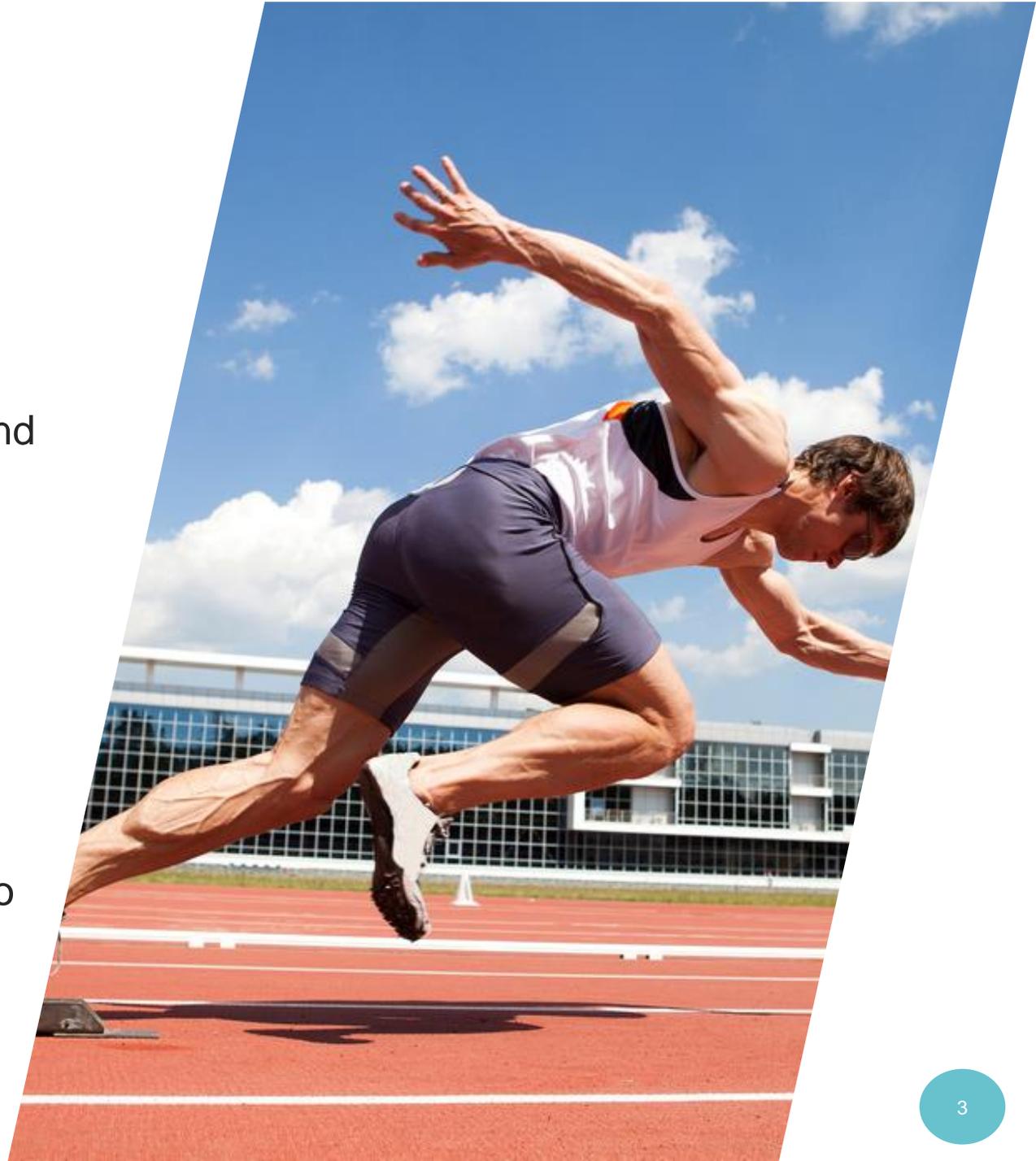
Objective of this morning

Discuss in groups of five:

1. What have you done in your lessons around this cluster?
2. Pick one lesson activity and develop this together.

Answer the following questions:

1. For what competences do you want to make assessment practices?
2. Briefly describe the learning activity.
3. What assessment practices do you want to apply to assess what is learned?





Let's not reduce formative assessment to 'testing'



Setting clear targets, discussing progress, rubrics, alternative instruments

Values

- ❖ Valuing human dignity and human rights
- ❖ Valuing cultural diversity
- ❖ Valuing democracy, justice, fairness, equality and the rule of law

Attitudes

- ❖ Openness to cultural otherness and other beliefs, world views and practices
- ❖ Respect
- ❖ Civic-mindedness
- ❖ Responsibility
- ❖ Self-efficacy
- ❖ Tolerance of ambiguity

Competence

Skills

- ❖ Autonomous learning skills
- ❖ Analytical and critical thinking skills
- ❖ Skills of listening and observing
- ❖ Empathy
- ❖ Flexibility and adaptability
- ❖ Linguistic, communicative and plurilingual skills
- ❖ Cooperation skills
- ❖ Conflict-resolution skills

Knowledge and critical understanding

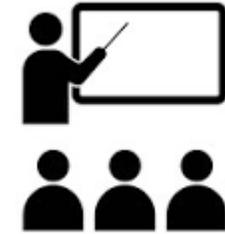
- ❖ Knowledge and critical understanding of the self
- ❖ Knowledge and critical understanding of language and communication
- ❖ Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Setting clear targets, use intermediary tests or questions to check knowledge



Formative assessment: who's doing the work

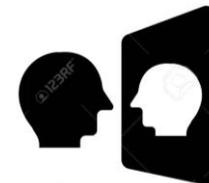
Teacher



Peer assessment



Self-assessment



Example 1: Belgium (BE4)

- Aim: Using drama to develop your students' skills & insights

E.g.: *(layers of) identity, respecting each other, to express opinions...*

- Learning approach: “Mantle of the expert” = students receive a fictitious assignment

E.g.: *a bronze axe was found in Denmark*

- Assessment: circle of courage

Example 1: Belgium (BE4)

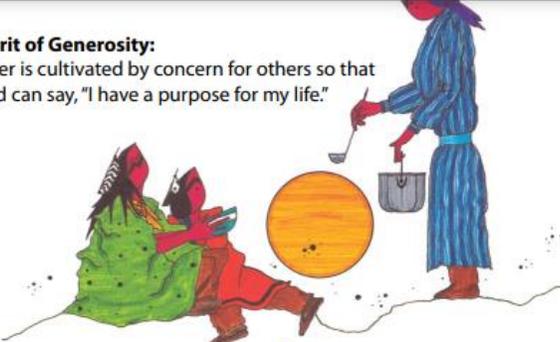
The Spirit of Generosity:
Character is cultivated by concern for others so that the child can say, "I have a purpose for my life."

The Spirit of Independence:
Free will is cultivated by responsibility so that the child can say, "I have the power to make decisions."

The Spirit of Mastery:
The inborn thirst for learning is cultivated; by learning to cope with the world, the child can say, "I can succeed."

The Spirit of Belonging:
The universal longing for human bonds is cultivated by relationships of trust so that the child can say, "I am loved."

Circle of Courage
TM



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Manitoba 

Example 2: Norway (NO1)

- Aim: development of ideas, reflection & critical thinking, planning, challenging yourself, experimenting,...
- Learning approach: to create a meeting place in the school yard (architecture)
- Assessment: rubric 'butterfly model'

- **Cross curricular topics:**
- **Sustainability:** This project works with sustainability and sustainable solutions. The students decide on a placement of the meeting spot based on a sustainable solution, and they have to make sustainable choices in the build when it comes to choosing materials, the actual building process etc.
- **Democracy and citizenship: the project triggers critical reflection. They have to express their own experiences, thoughts and opinions. They have to visualize the by interpreting their surroundings and participate in changes.**
- **Health and life skills:** The students have to develop the ability to creative thoughts processes and practical problem solving. They will encounter challenges, and need to see possibilities and create ideas in different arenas.





	Period 01: Architectur e		Period 02: Art		Periode 03: Fordypningsprosjek t design	
Competances:	Practise more:	Mastering :	Practic e more:	Masterin g	Practice more:	Mastering :
Development of ideas: <ul style="list-style-type: none">• Variation• Experimenting• Innovation• Development• Communicatio n• Visual presentation						
Art and design process: <ul style="list-style-type: none">• Planning• Use of time• Ability to solve challenges arising• Challenging yourself• Ability to develop						

Example 3: Portugal (PT1)

Aim: Students understand principles behind geoengineering (> advantages & disadvantages)

Learning approach:

6 steps engage, explore, explain, elaborate, exchange, evaluate (+ exchange, empower)

Assessment: rubric

Group work

	1	2	3	4	Points
Accountability for assigned roles/tasks (1)	Does not perform any of the roles/tasks assigned to him/her, and his/her colleagues have to do their part	Rarely carries out the roles/tasks assigned to him/her; frequently needs to be reminded of his/her duties	Usually does his/her job; rarely needs to be reminded of his/her duties	Always carries out his/her roles/tasks without needing to be reminded of his/her duties	___/4
Type of personal intervention (1)	Rarely comes up with useful ideas during group work. Does not follow the work progress	Collaborates punctually, although he/she is sometimes distracted from the group's tasks	Collaborates and is responsible for the tasks assigned to him/her	Collaborates in all tasks and encourages the participation of his/her colleagues. Contributes decisively to the success of the work	___/4
Relationship with others (1)	Demonstrates apathy or authoritarian leadership, contributing negatively to the group	Shows some interest, although he/she does not interfere with the group dynamics	Shows interest in the group dynamics, contributing to the work	Interacts with others or leads in a way that values the work of the group	___/4
Decision-making (1)	Does not try to solve problems or to help their colleagues solving them	Does not suggest or improve solutions, but is willing to experiment the solutions proposed by his/her colleagues	Improves the solutions presented by the colleagues	Actively seeks and proposes solutions to the problems at hand	___/4
Time management (1)	Does not complete the requested tasks within the deadline and the group has to postpone the delivery of the work	Tends to put off completing the tasks. The group does not have to postpone the delivery of the work but the quality of the work is affected by his/her behaviour	Tends to put off completing their tasks but manages to meet deadlines. The group does not have to postpone the delivery of the work	Manage time well and ensure your tasks are completed on time	___/4
Oral participation (2)	Does not interact or talks all the time and does not allow anyone else to talk	Is almost always talking and rarely allows anyone else to speak	Listens, but sometimes talks too much	Listens and speaks in a balanced way	___/4

Indicate your level of involvement and that of each peer in work, from 3 (High) to 1 (Low).

	3	2	1
1. Participation			
– interest, initiative (contributes new ideas to the process/solutions, researches and selects information on your own initiative)			
– creativity (brings new ideas)			
– critical thinking (shows that you think about situations and analyse them)			
– organization (shows that you manage work and time well).			
2. Collaboration			
– tolerance (realize that there are differences between people and that none is imposed)			
– acceptance (is able to experience the routines of others)			
– respect for others' ideas/perspectives (aware that people are different socially and culturally)			
– negotiation (able to give in/get others to give in to their opinions)			
– adaptability (can adapt to different rhythms and new situations)			
– assertiveness (can speak his mind, defends his/her ideas politely)			
– civility (behaves well in society)			
– sharing (his/her materials and his/her ideas)			
– solidarity (helps and understands the interests and needs of others)			
– care for the other (concerns about the well-being of the other)			

Criteria	Level 3	Level 2	Level 1	Level 0
Identification of the arguments and counter-arguments presented in the documentaries	Identifies all the arguments and counter-arguments presented in the documentaries	Identifies most of the arguments and counter-arguments presented in the documentaries	Identifies some of the arguments and counter-arguments presented in the documentaries	Does not identify the arguments and counter-arguments presented in the documentaries
Justification of the degree of confidence in the information presented in each documentary	It provides a high-quality, reasoned justification of the reliability of the information presented in each documentary.	Provides some quality justification of the degree of reliability of the information presented in each documentary.	It provides poor quality justification of the degree of reliability of the information presented in each documentary.	It does not provide a justification regarding the quality of the degree of reliability of the information presented in each documentary.
Explanation of the very different opinions on the issue	Mobilises the reading of articles for the elaboration of the explanation, showing an excellent critical capacity.	Mobilises the reading of articles for the elaboration of the explanation, showing a good critical capacity.	Mobilises the reading of articles for the elaboration of the explanation, showing little critical capacity.	Does not mobilise the reading of articles for the elaboration of the explanation. The explanation has little or no quality.
Suggestions on how citizens should act when confronted with such different perspectives	It presents high-quality suggestions of citizens' actions	It presents (with some quality) suggestions of citizens' actions	It presents (with little quality) suggestions of citizens' actions	It does not present suggestions of citizens' actions or the suggestions don't have quality

Example 4: Lithuania (LT1)

Aims: Student learn practical skills; or personalised research project, open assignment

Assessment:

- Framework with 6 roles: researcher, craftsman, artist, teamplayer, performer, unique self

- Use both

formative: continuous feedback & feedforward during the learning proces

summative: grading at the end of the learning proces

Examples of assessment practices

Name assessment practice

BE1 Working together democratically and open to diversity

BE2 Global
Citizenship education course for pre-servicer teachers

BE3 From selfie citizen to world citizen

BE4 Art 4 DEM Research project

BE5 Assignment social domains

NO1 Architecture - to create a meeting place in their school yard

Examples of assessment practices

Name assessment practice

PT1: Geoengineering: Climate Control?

PT2: planning an Interplanetary Voyage

PT3: International collaboration in scientific research: pitfalls and opportunities

PT4: The global warming controversy

LT1: Five Roles and a Unique Me: Evaluating Open End Assignments in a Creative Way

LT2: The Feedback

Session 1

Discuss in your team:

1. For what competences do you want to make assessment practices?
2. Briefly describe the learning activity.
3. What assessment practices do you want to apply to assess what is learned?

Use the examples as inspiration if you want to

Session 1



Go to padled with a neighbour
Look at what other groups have made.
Inspire yourself with each other's work

Coffee break



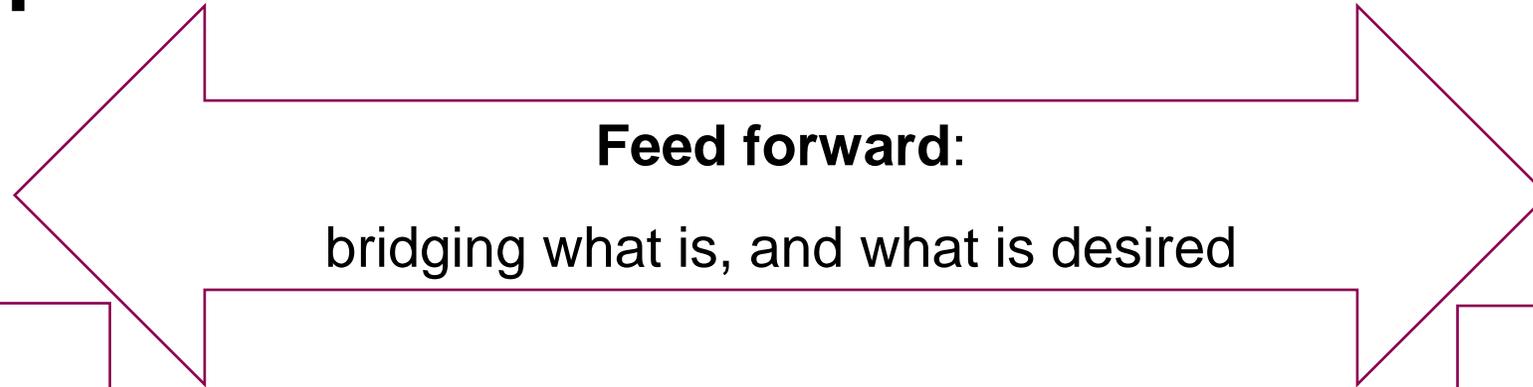
Session 2

Discuss in your team:

1. For what competences do you want to make assessment practices?
2. Briefly describe the learning activity.
3. What assessment practices do you want to apply to assess what's learnt?

Use the examples as inspiration if you want to

The power of feedback



Feedback

Where am I?

Feed up

Where am I going
to?

Session 3

Add & review for both of your examples:

Checklist for your assessment:

- Feedback: where am I now?
- Feedup: where am I going?
- Feedforward: how am I getting there?
- What is the aim of your assessment?
- Opportunities and challenges?

Reflection and exchange of ideas

1. Try to specify for your ideas:
 - How will you ensure that your students receive **Feedback**: where are they now?
 - How will you ensure that your students receive **Feedup**: where do you want them to go to?
 - How will you ensure that your students receive **Feedforward**: what should they do to reach the target?
2. Check the padlet to see what others have discussed + exchange with them what how they approach the cluster of competences

Afternoon program

Country groups	13h30-15h
Closing session	15h-16h

Strategies and assessment methods to develop

1. Name minimum 1 assessment method that will you develop and try out further this school year with your students.
2. For which competence(s) will you use these assessment method(s)? Try to be as specific as possible. Name the cluster and the specific competences.
3. What assessment method for citizenship education would you like to explore further if you had more time?

Strategies and assessment methods to develop

Assign 1 person per country to report on your plans



Strategies and assessment methods to develop



Evaluation of this training

1. Did the training meet your expectations?
2. How useful was the training content?
3. Do you think you can apply learnt material in the workplace?
4. What did you think about the level of the training?
5. What aspects of the training were particularly useful?
6. What parts of the training were lacking? Please provide details.
7. What do you want to do in the training next year in Palermo, Sicily?