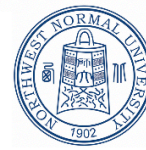
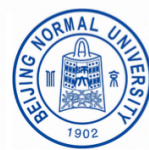




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## ASSESSMENT COMPETENCE

	Expert	Proficient	Basic	In development
Use of assessment with a certifying purpose, including normative requirements, but also with a <b>formative</b> purpose that allows the teacher to make decisions that promote and favour the learning process.	<p>The teacher applies a mainly formative assessment.</p> <p>The teacher provides individualized feedback that includes the establishment of personal goals.</p> <p>The teacher involves the students in the establishment of assessment criteria. Rubrics or orientation bases are created and shared with the students.</p>	<p>The teacher applies a mainly formative assessment.</p> <p>The teacher provides feedback that includes qualitative comments to highlight strengths or needs.</p> <p>The teacher explicitly shares the assessment criteria with the students in advance (rubrics, orientation bases, etc.).</p>	<p>The teacher applies a mainly summative assessment.</p> <p>The teacher provides feedback, but in the form of a mark and in a very limited way.</p> <p>The teacher establishes assessment criteria.</p>	<p>The teacher is aware of the formative function of assessment, the role of feedback and the importance of assessment criteria as the task regulators.</p>
Use of <b>different assessment methods</b> and strategies, as well as of reports and effective feedback on the learning outcomes.	<p>The teacher gathers data about the students' progress in multiple ways.</p> <p>The teacher involves the learners in self-assessment and peer-assessment activities to raise awareness about their own strengths and needs, as well as to establish personal learning goals.</p>	<p>The teacher gathers data on student progress in multiple ways, such as observations, portfolios, teacher-made tests, performance tasks, students' self - assessment, etc.</p> <p>The teacher guarantees that the use of each and every one of these strategies and instruments provides relevant data related to the</p>	<p>The teacher uses a limited amount of assessment strategies and instruments or commercial tests.</p> <p>The teacher assesses some instruction objectives.</p> <p>The assessment strategies are diversified but they are not always aligned with the teaching objectives.</p>	<p>The teacher is aware of the importance of diversifying assessment instruments according to which learning the teacher aims to promote.</p>





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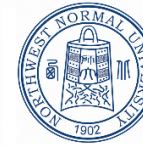


	The teacher uses diverse strategies and instruments to gather information, in the most efficient way, about the degree of attainment of every students' learning outcomes, in order to make decisions on individualized support.	learning outcomes and their achievement.		
Assessment of the <b>process</b> and of the learning outcomes, including the means and resources that have been used.	The teacher assesses the products that ensure the attainment of the learning outcomes, but also considers the steps made by the students to get to these products.  The teacher assesses whether the students can autonomously transfer the processes followed to other contexts.	The teacher assesses the products that ensure the attainment of the learning outcomes, but also considers the process done by the students to get to these products, their previous knowledge and resources.	The teacher assesses some products but is not able to guarantee the learning outcomes attainment because the results are not clearly linked to the learning outcomes.  The teacher assesses processes to a lesser extent.	The teacher knows that it is important to assess the learning process in the frame of lifelong learning.
Establishment of a <b>system to keep families informed</b> about the progress and assessment results, as well as about their children's difficulties in the learning process.	The teacher systematically involves both families and students in the learning process. The assessment reports are created with the families and even with the students. In addition, the	The teacher keeps families informed and makes some collaboration proposals.	The teacher keeps families informed in non-planned periods of time.	The teacher is aware of the importance of keeping families informed.





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	main decisions on the students' progress are the result of an agreement between teachers, families and students.			
<b>Reflection</b> on the own assessment practice, based on a good understanding of the role of assessment.	<p>The teacher is able to critically analyze the assessment practice, determining its strengths and weaknesses.</p> <p>The teacher is able to create new assessment alternatives based on the reflection on the own practice.</p> <p>The teacher has a proactive role in the search of data and opinions so as to have constructive critiques to improve continuously.</p>	<p>The teacher proposes assessment practices whose effectiveness s/he is aware of.</p> <p>The teacher can determine whether an assessment practice has clearly and precisely attained the established objectives and systematically registers how it can be improved.</p> <p>The teacher is committed to reflection, self-assessment and learning understood as a continuous process.</p> <p>The teacher accepts constructive criticism.</p>	<p>The teacher develops assessment practices s/he knows and, based on these, the teacher has certain perception of their efficiency.</p> <p>The teacher generates vague and general improvement suggestions, or depends on their supervisions to obtain ideas.</p> <p>The teacher is open to suggestions or constructive criticism.</p>	The teacher considers how assessment processes should be and that s/he has to improve them constantly.

