KEYCOLAB PROJECT

Comparative Report of Testing Evaluation

in five european countries

I. INTRODUCTION

The KEYCOLAB Comparative Report of Testing evaluation in five european countries is part of KEYCOLAB PROJECT and it must be understood in the context of the other parts of this Erasmus+project.

a)Summary of actions that has been done

> 1**. January 2016-Antwerpen**: In this meeting we proposed an AGENDA for the realisation of the project, with the following steps. This agenda was approved,
>
> 2.**June 2016-Turku**: In this meeting NAPE presented the draft of the evaluation process
>
> 3.**December 2016-Oxford**: In this meeting NAPE presented the baseline of the evaluation process and AIB presented the Questionnaire of Testing evaluation. It was a strong collaboration between NAPE, AIB and the coordinator of KEYCOLAB project, Irene Lopez Goni in order to realize this questionnaire.
>
> 4.**May 2017-Timisoara**: In this meeting AIB presented the results of the *Initial evaluation of students*
>
> 5. **September 2017-Pamplona** : In this meeting AIB presented *The Final Report Testing evaluation*

b) Context of evaluation

Student assessment forms an integral part of the teaching and learning process and is an essential tool for improving the quality of education. Across Europe, student assessment takes a variety of forms and uses different assessment instruments and methods.

Assessment can play a significant role in improving the quality and relevance of the skills that are acquired at school. A further focus on better integrating the transversal competences in all types of assessment would contribute to strengthening the coherence of the learning process and emphasise the equal importance attributed to all key competences.

***Keycolab Testing Evaluation* has been developed in the context of the baseline of the evaluation process proposed by the Oxford KCL group. This proposal has been received the practical adaptations required in our context.**

England

Each school evaluated the development of children's competencies when engaged in cross curricular educational visits outside the school classroom. This approach was decided on the basis of the commitment by the National Association for Primary Education to learning through direct, fully sensory, experience in the environment. Such experience is closely related to teaching and learning in the classroom both prior and following the visits. There was a specific focus on groups of six children from each of the six laboratory schools. The requirement was that the children, aged from eight to nine years at the commencement of the project, would be selected as representative of the whole age group.

SPAIN

The evaluation has been proposed for the 4 ikastolas who have participated in KCL as a KCL school. The condition for this was that all of the school's teachers of primary had to participate, that is, it is a school project and not an individual one.

• In these four schools the teacher training process has been carried out in Key Competences.

• In one of the ikastolas the entire process for the evaluation of competences in KCL Navarra has been followed.

• The ikastola chosen is the ikastola of Tafalla, that is placed in a semi rural context.

• There have been 2 teachers from this school who have followed the evaluation process in its entirety as stated in KCL.

Finland

Finland has a curriculum in which the key competencies are effectively involved into the subjects. Every teacher has a good knowledge concerning key competencies and their

assessment. Nonetheless the teachers are very interested in developing their lessons and methods of evaluation especially concerning key competencies.

Well known is project-based learning. The new approach is phenomenon based learning in an interdisciplinary context. Furthermore co-teaching and hence making the assessment for the same students together was very interesting for the teachers. There were two steps in the evaluation.

In the first evaluation took part at Hannunniittu school. There were three classes with $20 - 25$ students and two special needs classes with $6 - 10$ students. The school is close to the center of Turku. The second evaluation took part at Moisio school. There were one class with two teachers and 25 students. The two teachers were co-teaching in this project.

Belgium

The evaluation of competences has been done in a Laboratory group of 36 children aged 9-10 years old taking into account a representative spread of ability and learning needs.
The evaluations of children's progress has been carried out by the teacher who has overall responsibility for the laboratory group.

Romania

The evaluation has been proposed for the 6 schools, 3 schools from the city of Timisoara and 3 schools in the villages of Timis county. The teachers have a good knowledge concerning key competencies and their assessment. The requirement was that the children, aged from eight to nine years at the commencement of the project, would be selected as representative of the whole age group. In these six schools the teacher training process has been carried out in Project based learning.

b) Approach of evaluation.

England

   Teachers were asked to plan four educational visits in two tranches of two separated by several weeks. The visits supported the school curriculum and fostered the learning of the four designated competencies. Evaluation of the children's competencies prior to the visits was requested. Following the conclusion of the visits further evaluation assessed signs of progress. Evaluation was largely based upon observation, questioning and monitoring/discussion of children's responses.

Spain and Romania

The baseline of the evaluation process has been the proposal of the Oxford KCL group. This proposal has been recieved the practical adaptations required in our context.

Finland

The key competencies are part of the Finnish curriculum and so part of the evaluation. At Hannunniitu school our approach was learning and reflection logs. Additionally there was the final product.

At Moisio school there was an evaluation rubric.

Furthermore a pre-test and post-test and students' questionnaire   were conducted

d) Adaptation: Materials Developed and Implemented

England

Evaluation was based upon existing best practice and no adaptations were made to the original outline set out in the paper agreed following consultation with the schools. In order that the project should sit comfortably within current practice flexibility in methods of recording was permitted.

Spain

The NIE adaptation document can be found on the website of Keycolab Sites / Work space / Students evaluation / proposal and adaptation.

(http://keycolab.nieikastolak.com/work-space/activities/student-evaluation/1---proposals).

- In addition to this document you can find the complementary materials used in schools in the Drive called: KEYCOLAB Private Space / SE Adaptations and materials NIE

Finland

A pre-test and post-test and students' questionnaire were created.

For Hannunniittu school a template for learning and reflection log was created.
For Moisio a rubric measurement template was created.

Romania

The AIB adaptation document can be found on the website of Keycolab.

https://drive.google.com/drive/folders/0BzVf2Ug6VbWLeVNfNmQxZUJIOFE

II.   PROCESS OF EVALUATION. INTERVENTION, DEVELOPMENT AND IMPLEMENTATION

1. INITIAL EVALUATION OF STUDENTS

a)Period

England

 Completed through perusal of records and discussion at a meeting of involved staff prior to the first educational visit. Children participated through discussion and brainstorming activities (e.g. What do we already understand? What can we already do?), Questionnaires followed by discussion were used.

Spain

Starts: 20th January

Finland

Hannunniittu:

Starts: 30th November

Ends: 7th February

During the first two weeks (48 – 49) the pre-test was conducted.

Moisio

Starts: 20th March

Ends: 3rd April

20.3.2017 the pre-test was conducted.

Belgium

March/April 2017

Romania

Starts on 10 of February 2017

b) Instruments of evaluation.

England

 Prior knowledge of the children by staff. This included reference to internal records and earlier assessments. No formal testing was carried out.

Spain

-Template 1.-for the first observation of the teacher. Every teacher writes a report about each student evaluation.

-Template 2.-for the second observation of the teacher during the development of the implementation of the second project. Every teacher writes a report about each student evaluation.

(All the templates are in Drive: KEYCOLAB Private Space / SE Adaptations and materials NIE)

Finland

Questionnaire with 18 dichotomous questions.

Hannunniittu:

- Learning and reflection logs. Every student writes his/her own log.

-Final product. Every group of students presents a final product.

Moisio:

Rubric; Final product|Students' questionnaire

Belgium

Used instruments are rubrics, SeeSaw platform e-portfolio, Google-slides, peer evaluation, self evaluation, teacher observation

During the initial evaluation activities, pupils were immersed in the different key competences. The use of an e-portfolio was very usefull to get a view on their performances and development, and to priotitorize the learning needs. Especially regarding the learn to learn competence pupils need time and guidance to reflect and in self management in learning.

Romania

Questionnaire for initial evaluation of students.This document can be found on the website of keycolab .

https://drive.google.com/drive/folders/0BzVf2Ug6VbWLeVNfNmQxZUJIOFE

c) Results.

England

There was wide variation among the children assessed. However there was a general indication that a number of children lacked confidence to direct their own learning. The competences are not taught in a specific manner but are subsumed within the conventional school curriculum

and assessment confirmed that children's individual learning needs are identified. In the light of the pressure stemming from the UK Government's insistence on the statutory testing of English and mathematics as the prime measure of primary education, teachers reported that there was a likelihood of insufficient emphasis on wider learning. It was considered that there should be greater opportunities for full personal development.

Spain

All students who received feedback on their competency performance in the first project have improved their competencies in the second project.

(All the materials that have being used directly with students: project/ tasks/ spreadsheet, etc can be found in the school's website for the project:

https://sites.google.com/site/eguzkierlojuai/home

Romania

There was wide variation among the children assessed. However there was a general indication that a number of children lacked confidence to direct their own learning. All students who received feedback on their competency performance.

2. **Evaluation During the Project**

a) Instruments of evaluation.

England/Romania

Best practice was employed in the course of evaluation. This included: observation, discussion and questioning, review of children's responses both in writing and visual representation, video and still photography, children's and teacher's learning logs and success criteria checklists.

Spain

Template 3.-Pre or post evaluation of the students Key Competences (every teacher writes the observations of the students during the project).

Finland

Formative assessments and self-assessments took place.

Hannunniittu:

- Learning and reflection logs. Every student writes his/her own log.

- Observation by teacher concerning the key competencies.

- Evaluation of the product presentation.

Moisio:
- Students' questionnaire

- Observation by teacher concerning the key competencies.

- Evaluation of the product presentation.

3. Final Evaluation of Students

a) Period.

Typically the evaluation period spanned three months.All partners :june 2017.

b) Instruments of evaluation.

England

See above under 2a. On a majority of visits the children and teachers were accompanied by teaching assistants and discussion with the assistants proved most valuable in making the final assessments. In many cases children undertook and presented an account of the visits and an analysis of personal reactions to it.

Spain

Template 4.- Self evaluation of the students.

Template 5.- Report for families (every teacher writes a report about each student evaluation)

Template: Prepared ex-proceso for the first project realized in the ikastola of Tafalla

The digital portfolio as the main instrument for the evaluation

Two worksheets (one for each project) with all the objectives that are pursued through the project and the evaluation criteria for each objective.

"Project Fair": presentation by the children of the projects carried out to the families. (Evidences in Drive: KEYCOLAB Private Space / SE Adaptations and materials NIE).

Finland

Post-test questionnaire.

Students' questionnaire

Belgium

Used instruments are SeeSaw platform e-portfolio, peer evaluation, self evaluation, teacher observation. Parents have acces to the online platform.

Romania

Best practice was employed in the course of evaluation. This included: observation, discussion and questioning, review of children's responses both in writing and visual representation, video and still photography, children's and teacher's learning logs and success criteria checklists

c) Results.

England

Together with the growth of understanding and the acquisition of knowledge related to the particular character and circumstances of each visit it was reported by the teachers involved in the project that, overall ,children made sizeable gains in the affective domain. Freed from the conventional constraints of the classroom many made significant progress in personal confidence and self awareness as learners. Furthermore, skills of cooperation improved . Mathematics was more difficult to assess and it is felt that visits required a specific focus if this competency is to be tackled.

Spain

About Enrichment in Key Competences: One of the most powerful tools for improving individual competencies has been the feedback that was given to each student at the end of the first project. In that conversation they were made aware of their strengths and weaknesses and a written commitment of improvement was made for each student.

Finland

Hannunniittu

From Students' view:- Formative feedback during the entire project is a well-known method for improving students' learning in Finland. - The log files are a very good tool for self-assessment. - The project was for the special needs classes very challenging due to the complex approach.

From teachers' view:

- Especially the ICT- and the social competencies (e.g. How to find and evaluate knowledge in the Internet; how to work efficient in groups) were highlighted as very worth full. - The pre- and post-test had to be more in line with the project. - To assess a group work for an individual level is still difficult.

- The log and portfolio approach for teacher assessment is very time-consuming

- The evaluation results are uncomplete due to effectiveness and meaningfulness.

- Very positive feedback concerning the phenomenon approach plus key competencies.

- For special needs classes / students the approach has to be more elaborated. The special need classes tailored the tasks and goals to their needs (e.g. multiliteracy was in the main focus; ICT-competence was not so important).
- The evaluation of key competencies for special need students should be elaborated.

- The pre-knowledge, already available skills and attitudes (e.g. ICT) have impact into the learning performance of the classes. Especially ICT-competence seems to be critical concerning the distinction between the students.

Moisio

From students' view:- The project was interesting during the entire time.- The students improved their competencies (multiliteracy (especially pictures) and general idea about competencies seems to be not improved).

From teachers' view:- Co-teaching including co-assessment was a very helpful experience and the quality of assessment is improving.
- The rubric concretize, is a good base for co-assessment and efficient due to time, effort and meaningfulness.- Rubric assessment focusses the learning process into key competencies:- Pre- and Post-test is a good method to measure how children learnt the content areas: The project was successful concerning the content-areas photosynthesis and bio-energy – general idea of energy was not learnt).

Belgium

Using the SeeSaw platform and google slides is usefull for the assessment of key competences. The teachers need some time to explore all the possibilities of the ICT tools, this takes more time, but they already made a start with it during the project. It is clear that PBL and working with online portfolios is an advantage in the learning of key competences and evaluate the progress the pupils make.

Romania

Very positive feedback concerning the phenomenon approach plus key competencies. PBL and portfolios is an advantage in the learning of key competences and evaluate the progress the pupils make.

III.   ANALYSIS OF THE QUESTIONNAIRE TESTING EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we were interested to know the experience of each partner.. That is why we proposed a questionnaire with the purpose of expressing opinions on this practice of evaluating the competences of students

This survey instrument, proposed by AIB, seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions were designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

A. General informations

a)Number of schools   15

Spain 1 (Tafalla Ikastola)

England 5 (Chalgrove community School,Crowmarsh Gifford CE Primary School, Fir Tree Junior School,St Andrew's CofE Primary School, Saint Nicholas Primary School

Belgium 1(GO!BS3 Hoek)

Finland 2 (Hannunniittu, Moisio)

Romania   6(Scoala Gimnaziala 6 Timisoara, Scoala Gimnaziala 24 Timisoara, Scoala gimnaziala 27 Timisoara, Scoala Gimnaziala Sînandrei, Scoala Gimnaziala Voiteg, Liceul Teoretic Peciu Nou)

b)Number of teachers 21

Spain 2(Rexu Urrutia Juanenea, Ainhoa Erdozia Goñi)

England 6(Jason Clarke, Julie Quarrell, Karen Corrigan, Johanna McNulty, Nilofer Khan,Flora Barton)

Belgium 2 (Kelly Joonsen, Dave Goris)

Romania 6(Octavian Horia Minda, Cornelia Albulescu, Sorina Groza, Claudia Galea, Codruta Brancu, Ovidiu Sergiu Dorobantu)

Finland 5 (Marika Rae, Tuomas Vuoristo, Sari Nyman, Mia Autio, Johanna Lundqvist)

c) Number of students evaluated 181

Spain 15

England 36

Belgium 30

Romania 22

Finland 78

The questionnaire has 4 parts:

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

PART TWO Peer Teaching Evaluation

PART THREE Parents evaluation

PART FOUR Open questions for the teachers

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree)

Accountability and reporting (D=1; N=3;A=16;SA=1)

Improving teaching and learning(N=1; A=10;SA=10)

Fostering lifelong learning(A=9;SA=12)

2.How key competencies refocus assessment outcomes?

Multimodal communication methods (N=7; A=12;SA=2)

Adapting skills into actions matched to each new situation arising from changing patterns of work(N=3;A=14;SA=4)

Ability to respond appropriately in multiple cultural settings and working in diverse groups(N=2;A=13;SA=6)
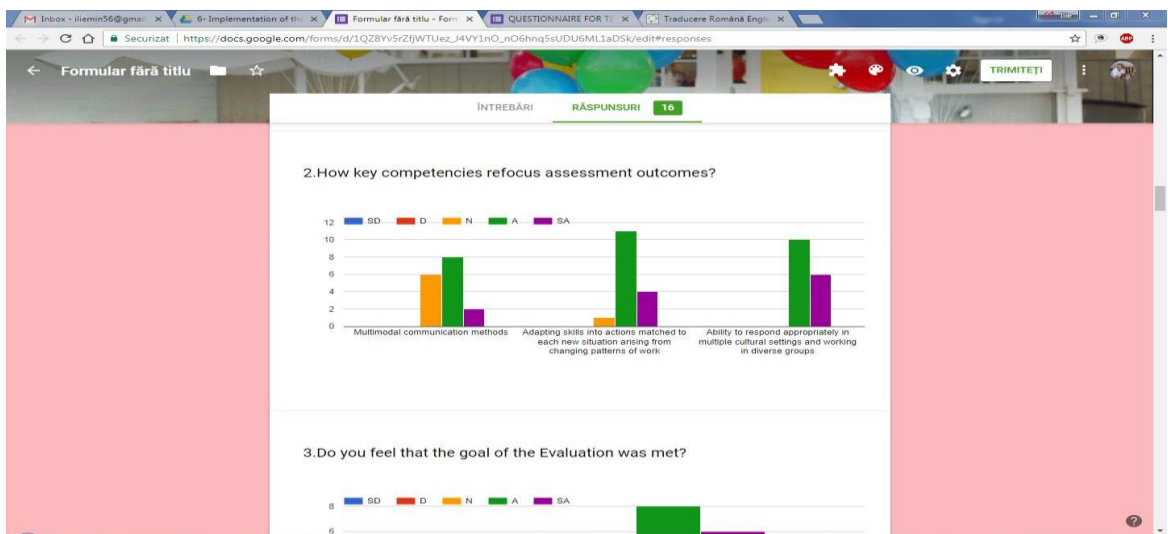
3.Do you feel that the goal of the Evaluation was met?

SD=1;D=1; N=2;A=10;SA=7
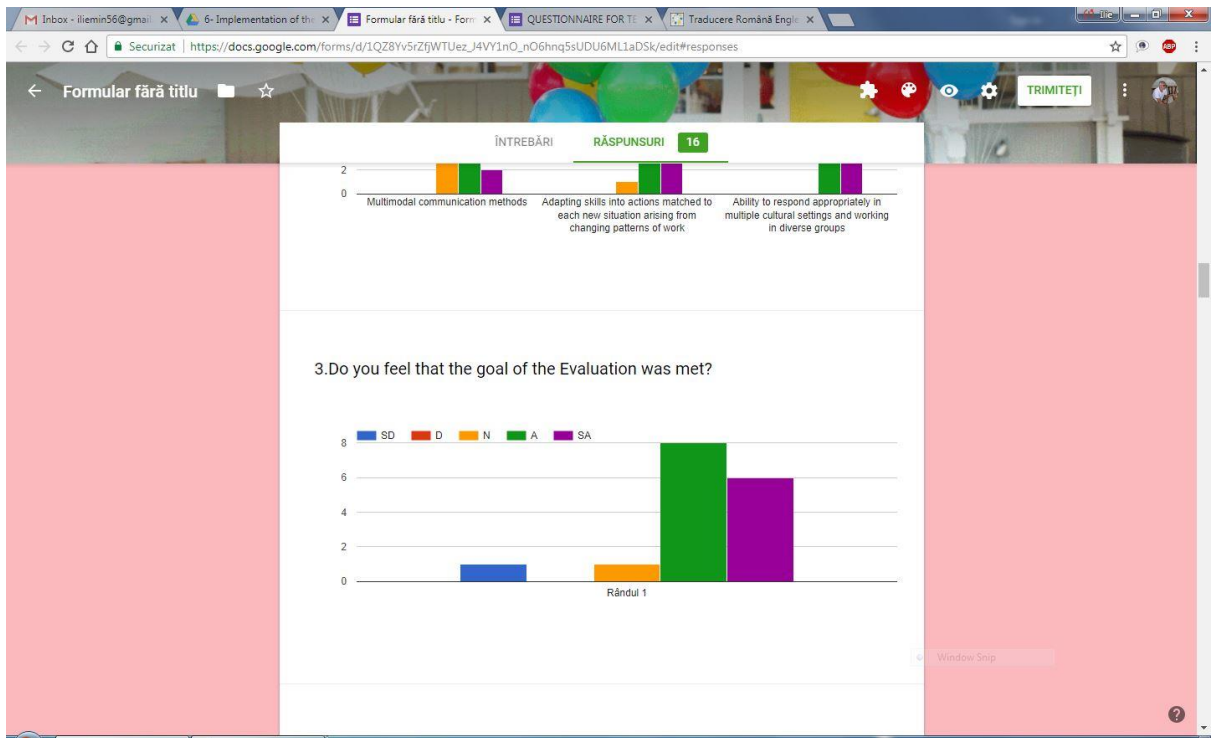
4.Which competence did you find it easiest to evaluate?

Communication 3; Communication in mother tongue 5;Mathematics 1; Mother tongue and mathematics 2, Digital 1;Speaking 1; writing 1; selfreflection 2; critical thinking 1

5.Which competencies did you find most difficult to assess?

Social and civic competencies (2)

Entrepreneurship and sense of initiative (2)

Parents evaluation (2)

SPIRIT of initiative and entrepreneurship

Linguistic Competences

Cultural awareness

I have never encountered such difficulties.

Learning to learning and entrepreneurship and sense of initiative

Social and civic competences

learning to learn

ict/digital

life long learning

6.Content and context (SD   D   N   A   SA)

The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences? D=1; A=11; SA=9

Your teaching support has been equally available to all students and removed when no longer needed.D=1; A=16; SA=4

You do not "feed" students information 0

The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...) N=2; A=6   SA=13
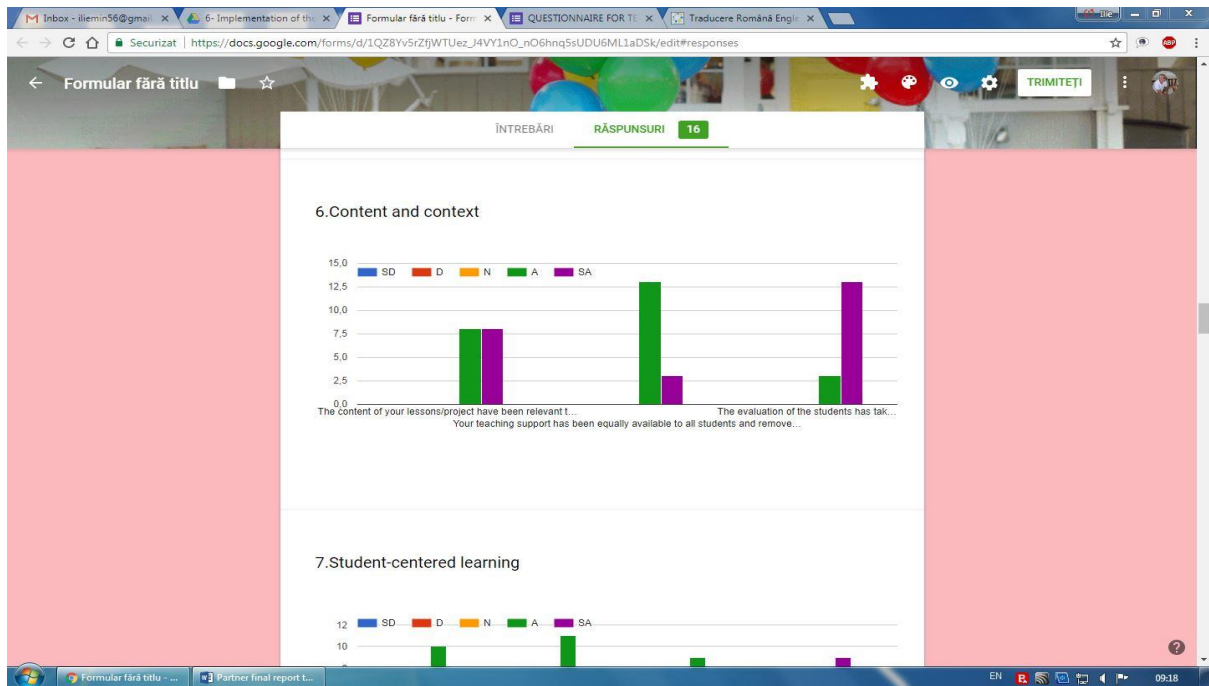
7.Student-centered learning

Students have set their own learning goals and are accountable for achieving them.(D=2; N=4; A=11; SA=4)

Students have had active roles in the classroom A=15; SA=6

The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities   A=14; SA=7

Students have been allowed to make choices about content and classroom activities
(N=2; A=9;SA=10)

Students have been co-authors of the classroom norms and encouraged to self-monitor
(N=2;A=12;SA=7)
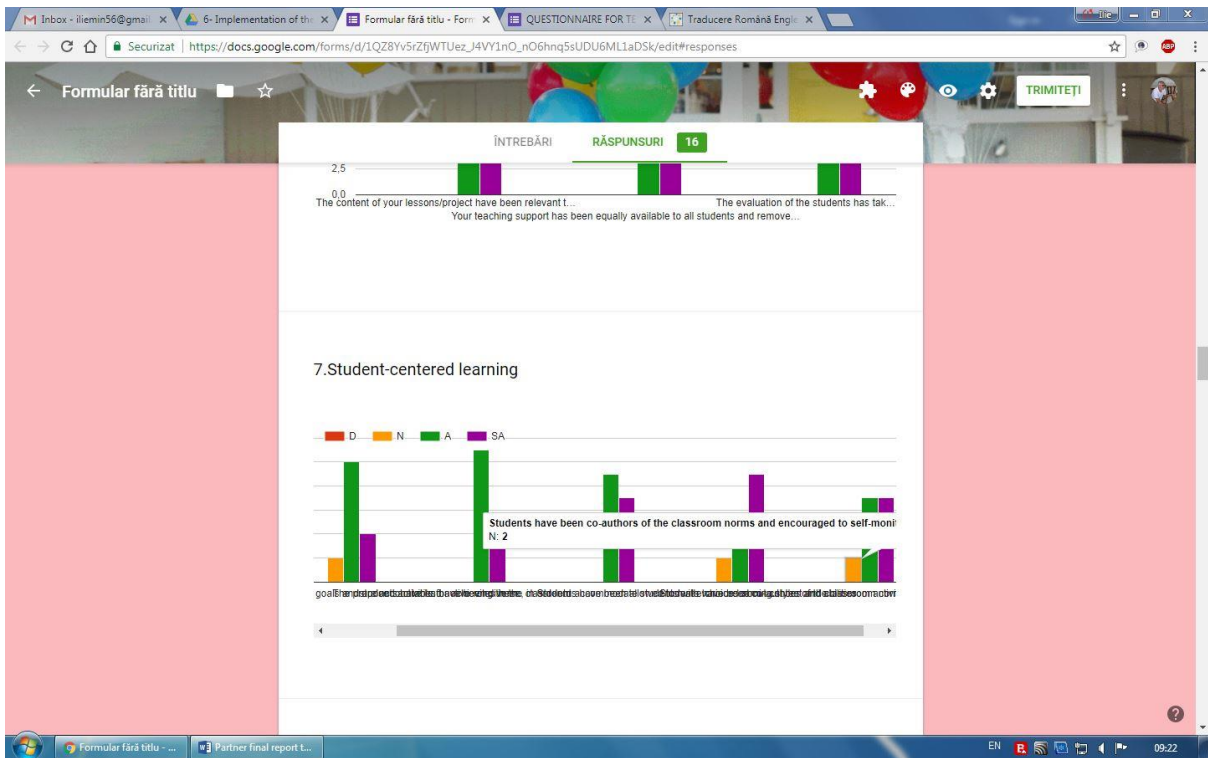
8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)

You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn N=2; G=13;E=6

Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc G=18; E=3

You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures N=4; G=13; E=4
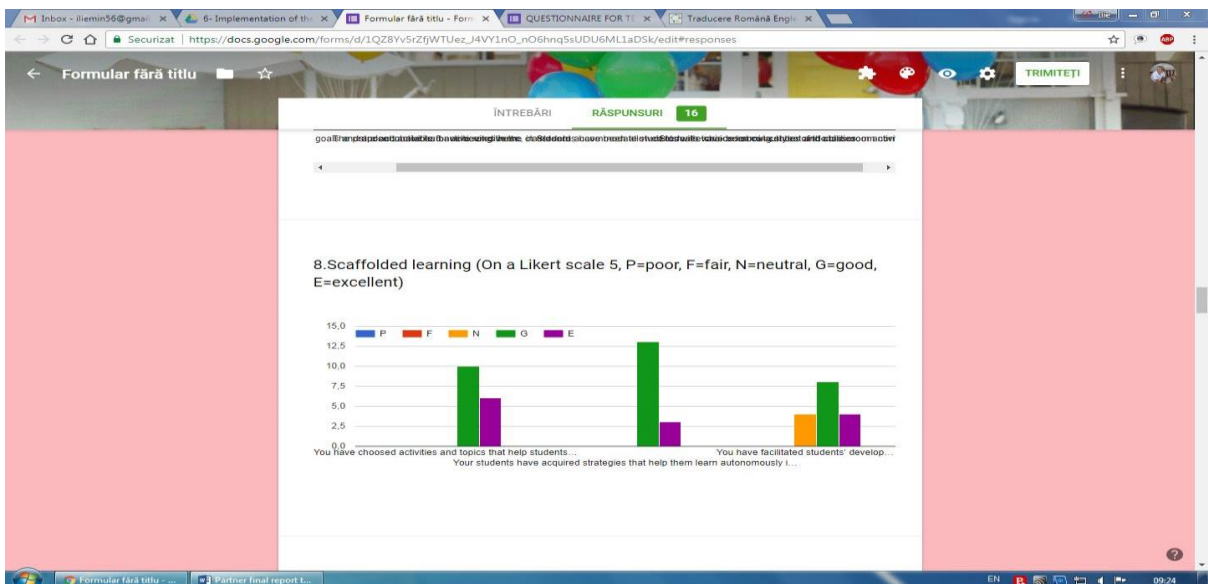
9.Class interaction

You have used small group discussions to promote alternative problem solutions and foster lateral thinking F=3; N=1; G=12; E=5

Students have been offered regular, structured and authentic feedback in order to improve the quality of their work. G=15; E=6

You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries   G=15, E=6

The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.F=1; N=5; G=10; E=5

Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of themF=3;N=1; G=13, E=4

10.Strategies and tools

You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems

N=3; G=14; E=4

Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them. F=1;N=2; G=8; E=10

Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class N=2; G=10; E=9
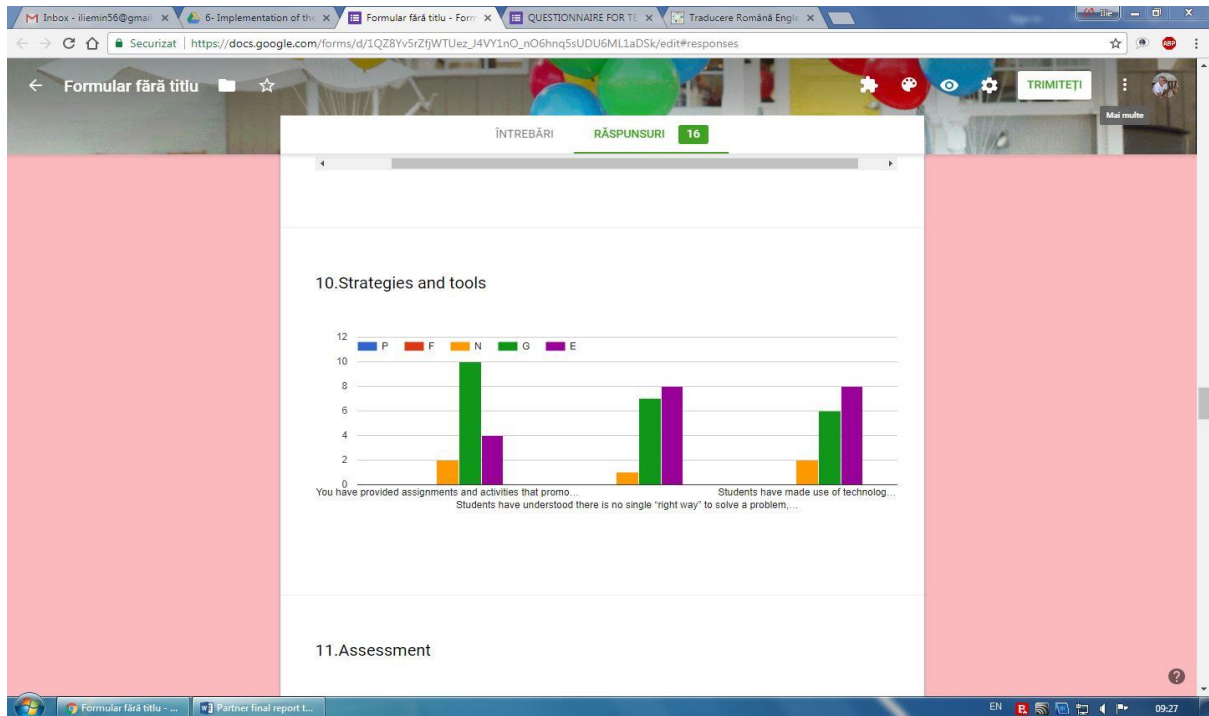
11.Assessment

You have used both formative and summative assessment to evaluate learning   F=2; N=4; G=8; E=7

You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.

N=3; G=14; E=4

Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate F=1; G=13; E=7
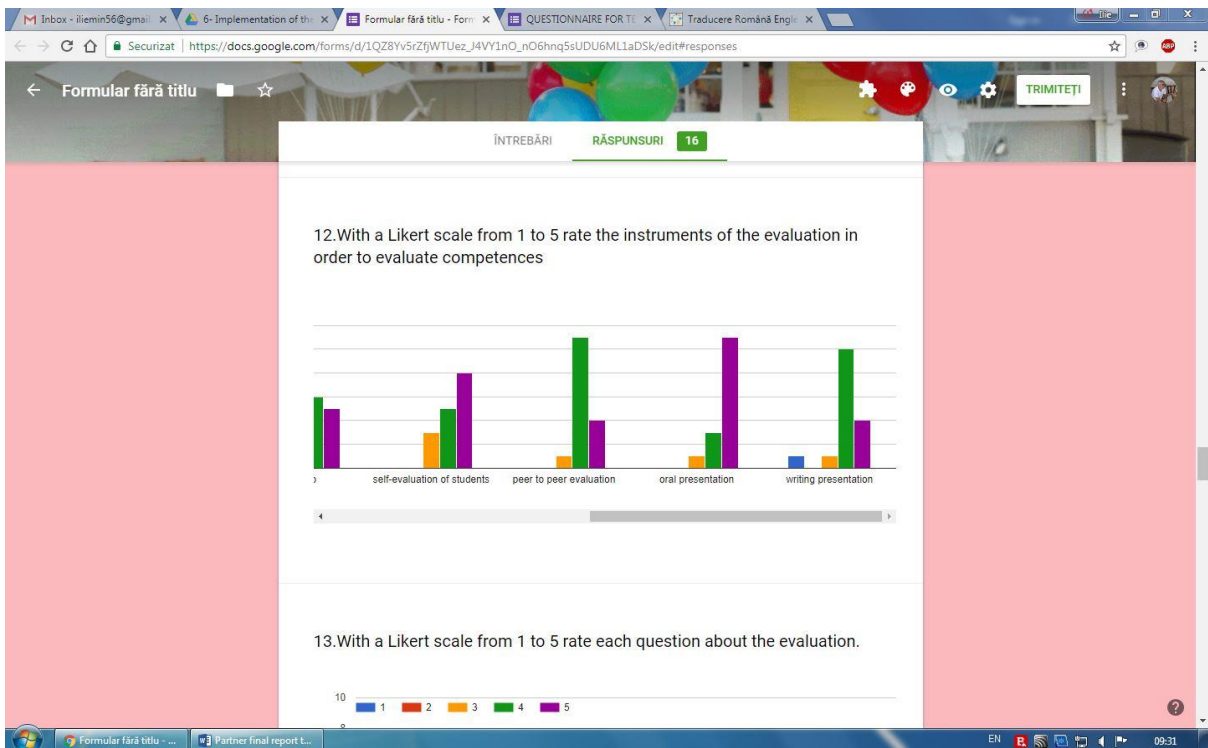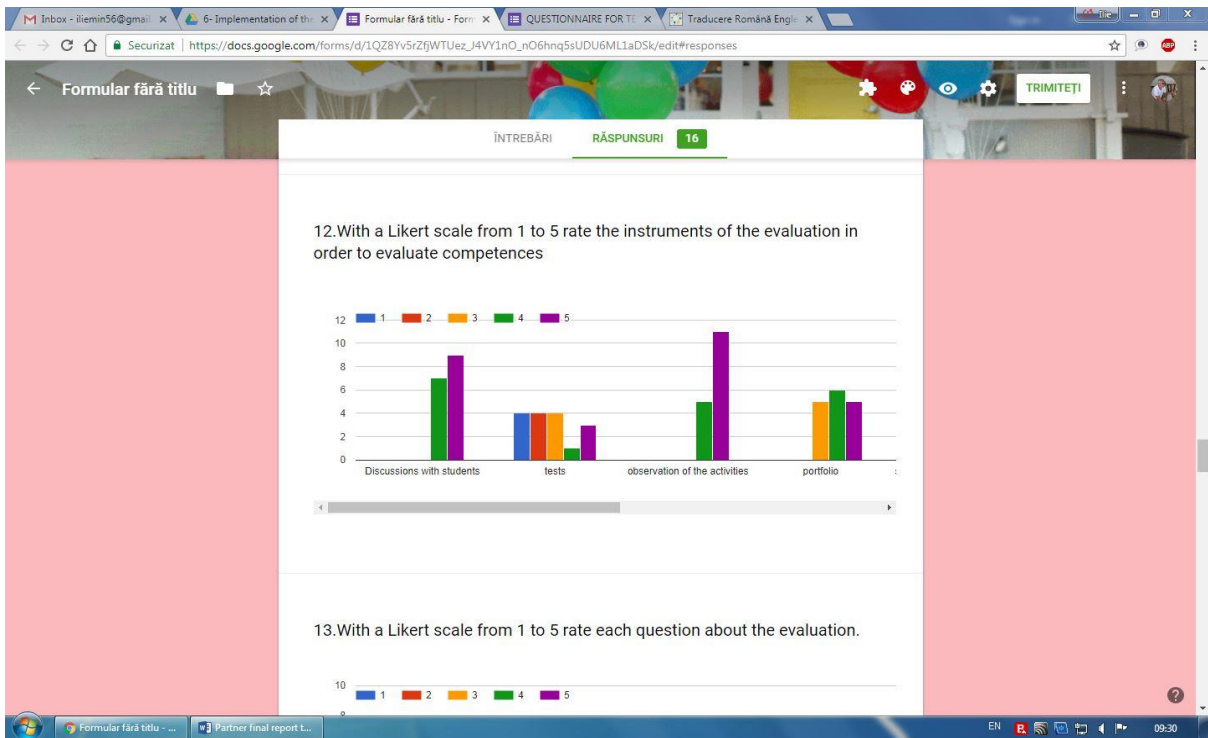
13.With a Likert scale from 1 to 5 rate each question about the evaluation.

The use of the portfolio has been an adequate instrument with which to evaluate competencies

1-1;3=6; 4=10; 5=4

The use of evaluation criteria has been helpful for the evaluation you have done.1=1; 3=6; 4=9; 5=5

The use of evaluation criteria has been a help for students. 1=1;3=7; 4=7; 5=6

Have the students shown autonomy in preparing the portfolio 1=2; 2=1;3=6; 4=8; 5=4

Have the students been offered a procedure when completing the portfolio?1=2; 3=6; 4=7; 5=6

Have they shown originality and creativity when it comes to making the procedure?1=1;2=1; 3=6; 4=6;5=7

Evaluate this way: Do you provide better information about the authentic abilities of your students? 2=1;3=5; 4=11; 5=4

Do you think that this way of evaluating produces changes in the way of learning of your students? 1=1; 2=3; 3=3; 4=7; 5=7

The use of this type of evaluation: Has it helped you improve your teaching methods 1=1; 2=1; 3=5; 4=10; 5=4
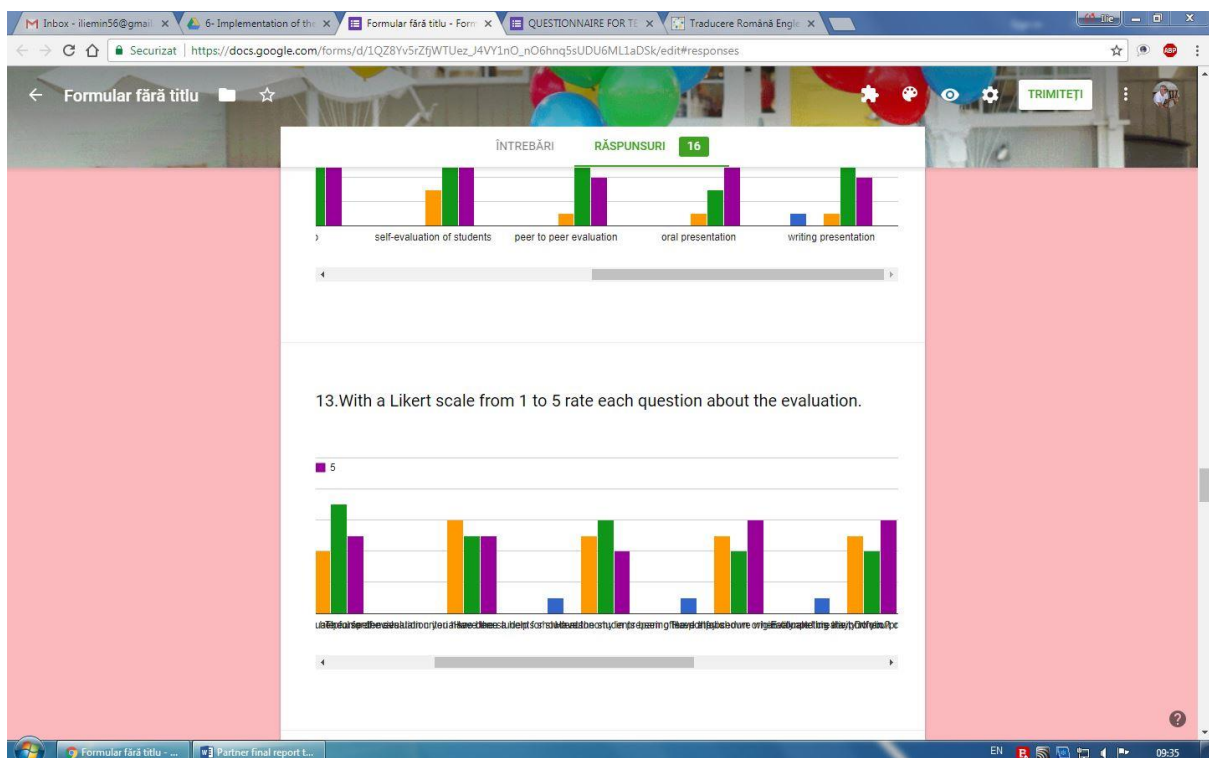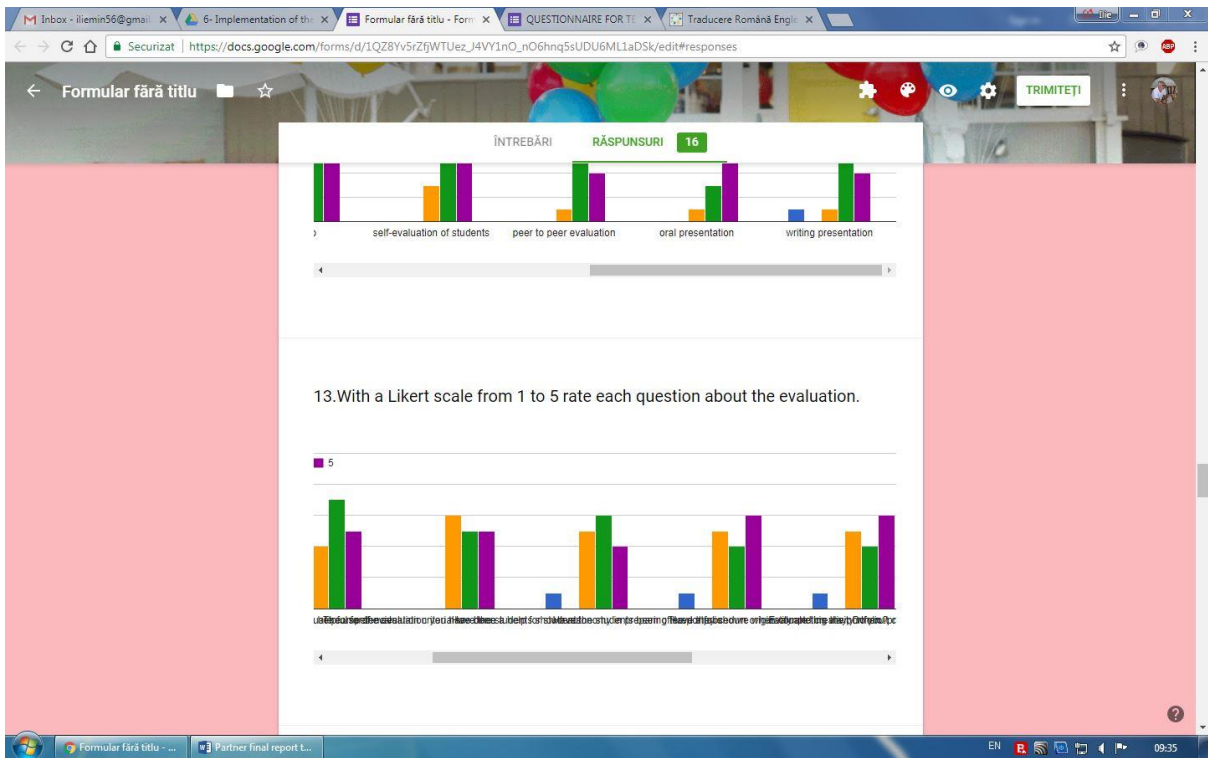
PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)

N=1 G=15; E=5
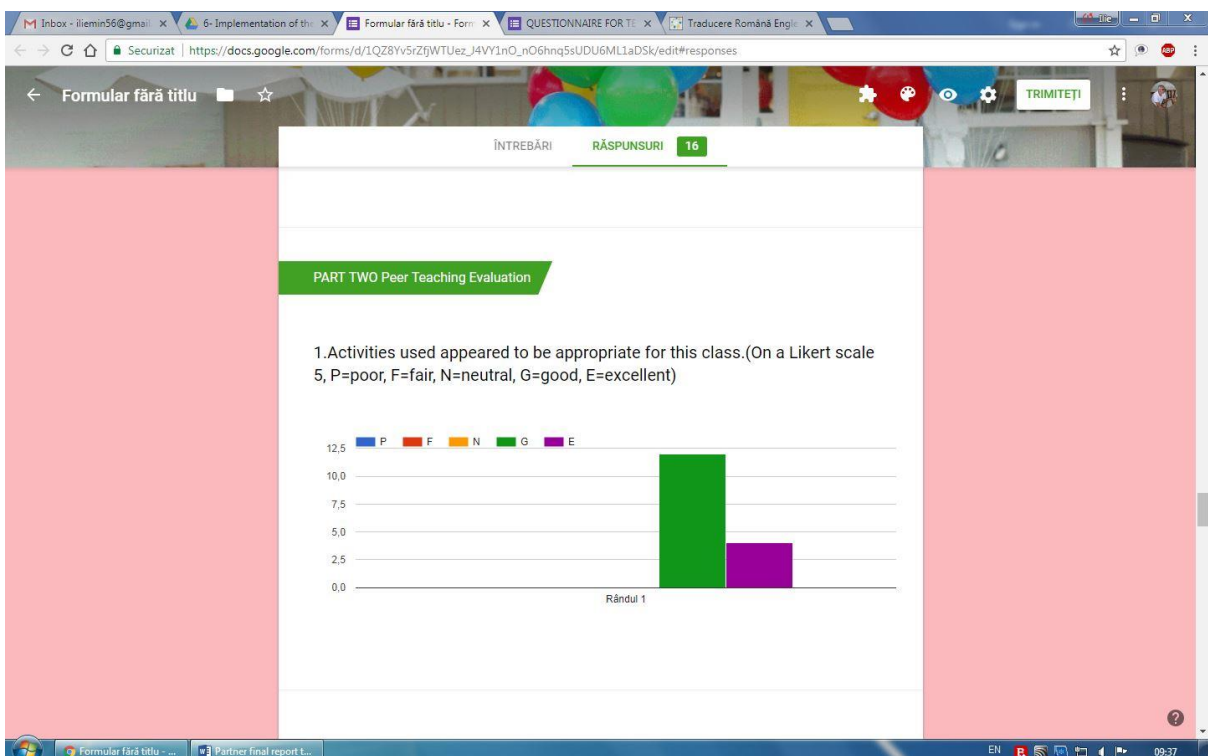
2.Activities involved group work   N=1; G=10; E=10
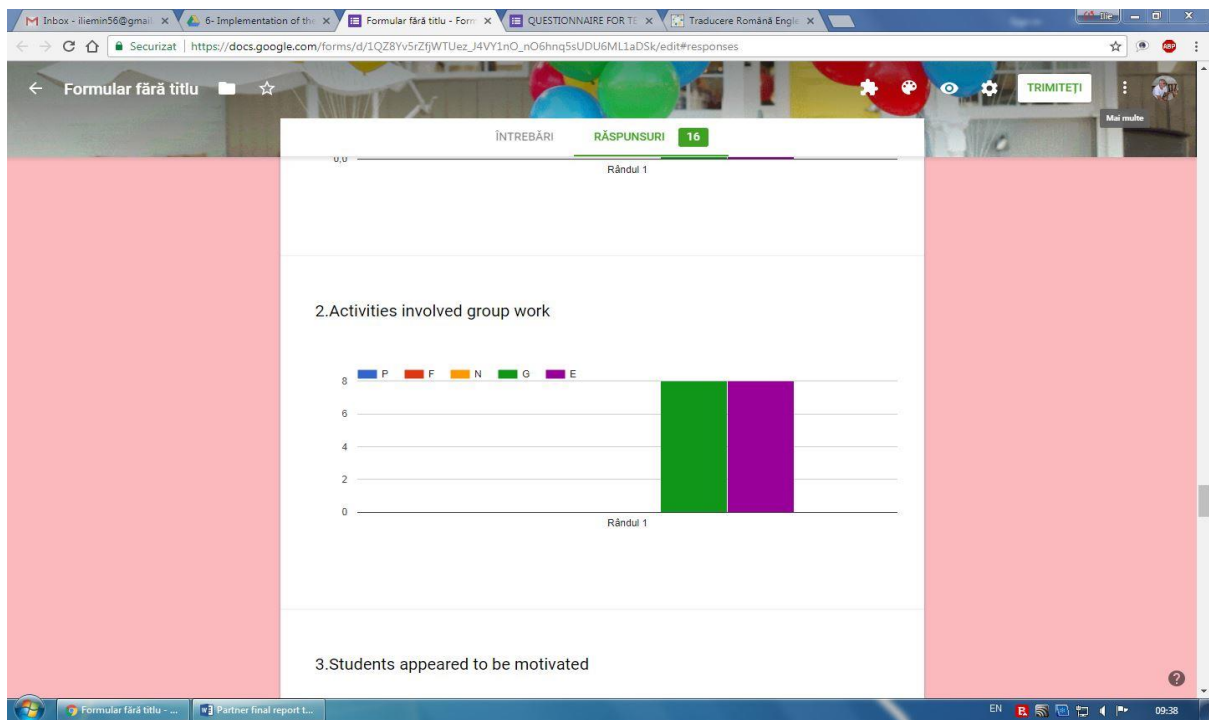
3.Students appeared to be motivated N=1; G=9; E=11
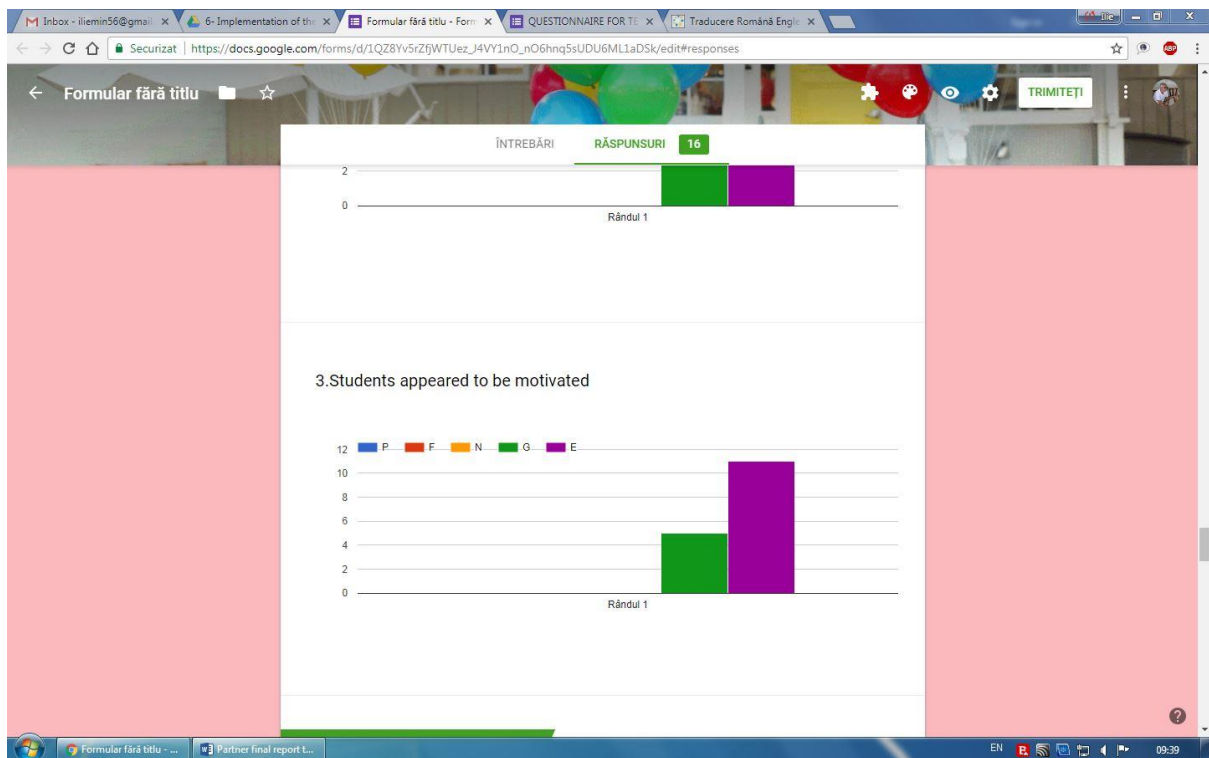
PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project

TA=12; A=3;N=4; TD=2
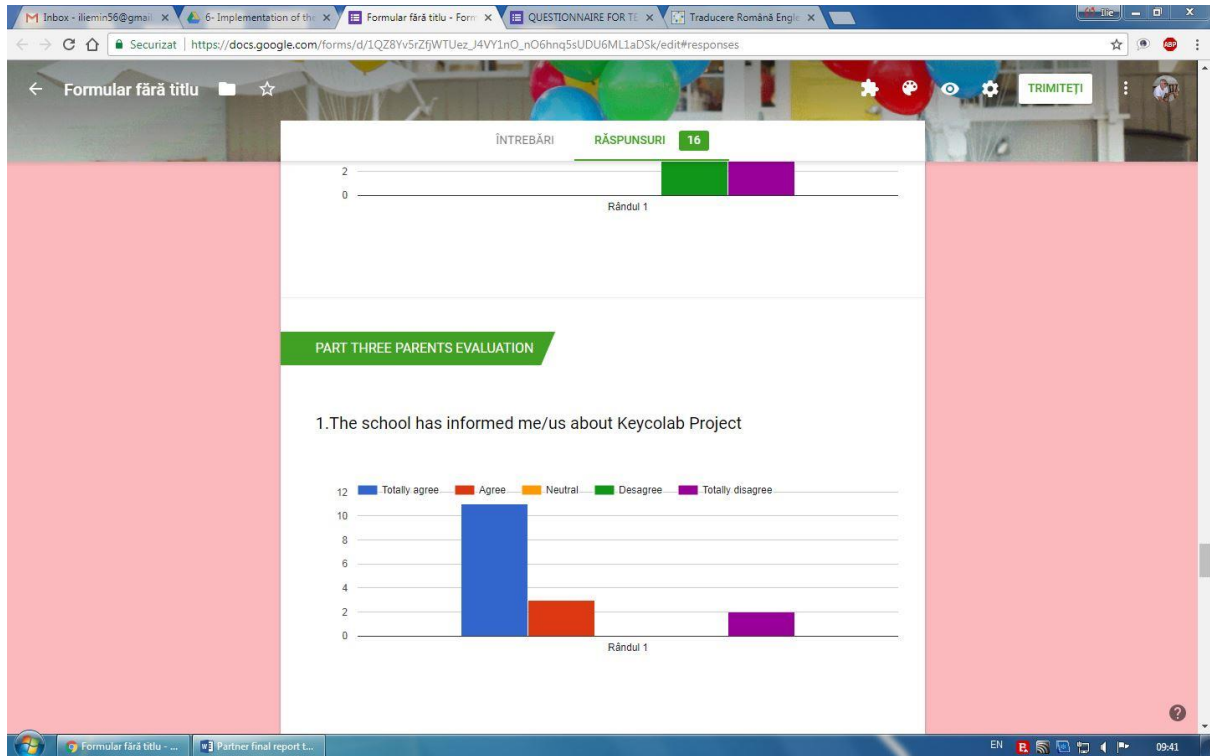
2.My/our child has received good opportunities to learn about various trades and occupations through this project.

TA=6; A=7;N=7; TD=1
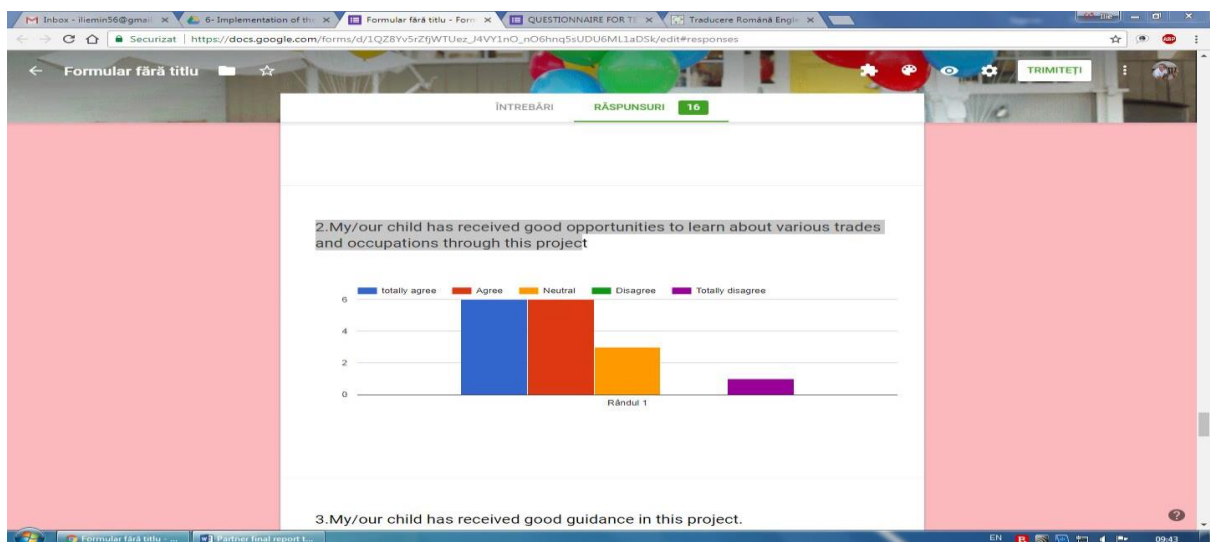
3.My/our child has received good guidance in this project.

TA=7; A=4;N=10
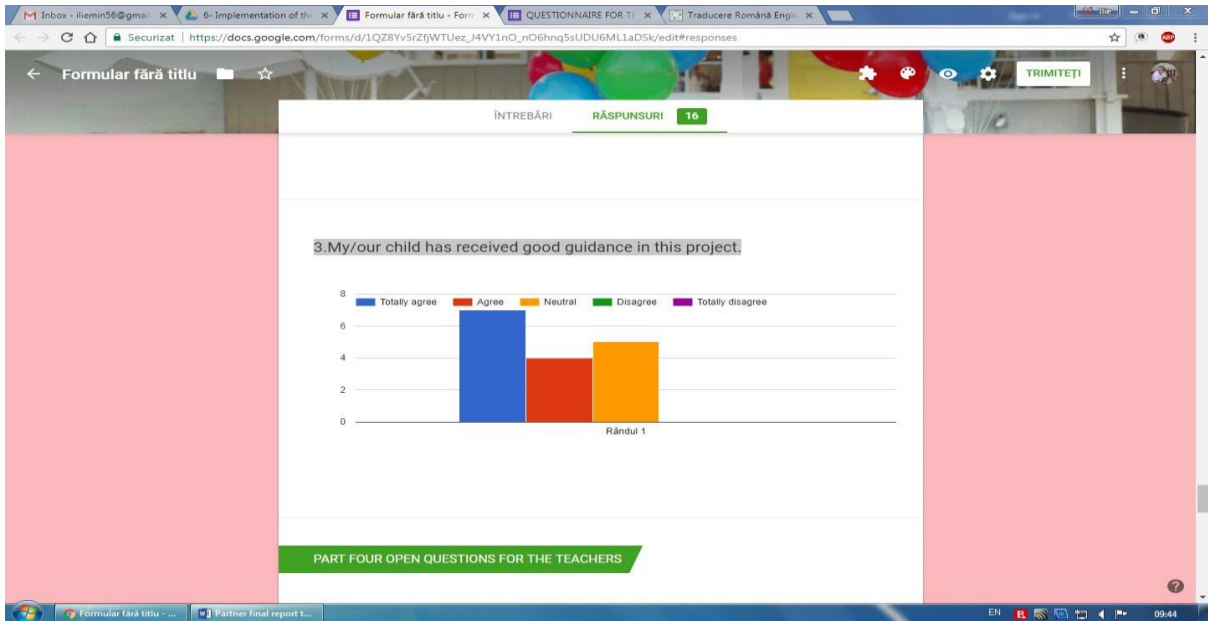
PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate.
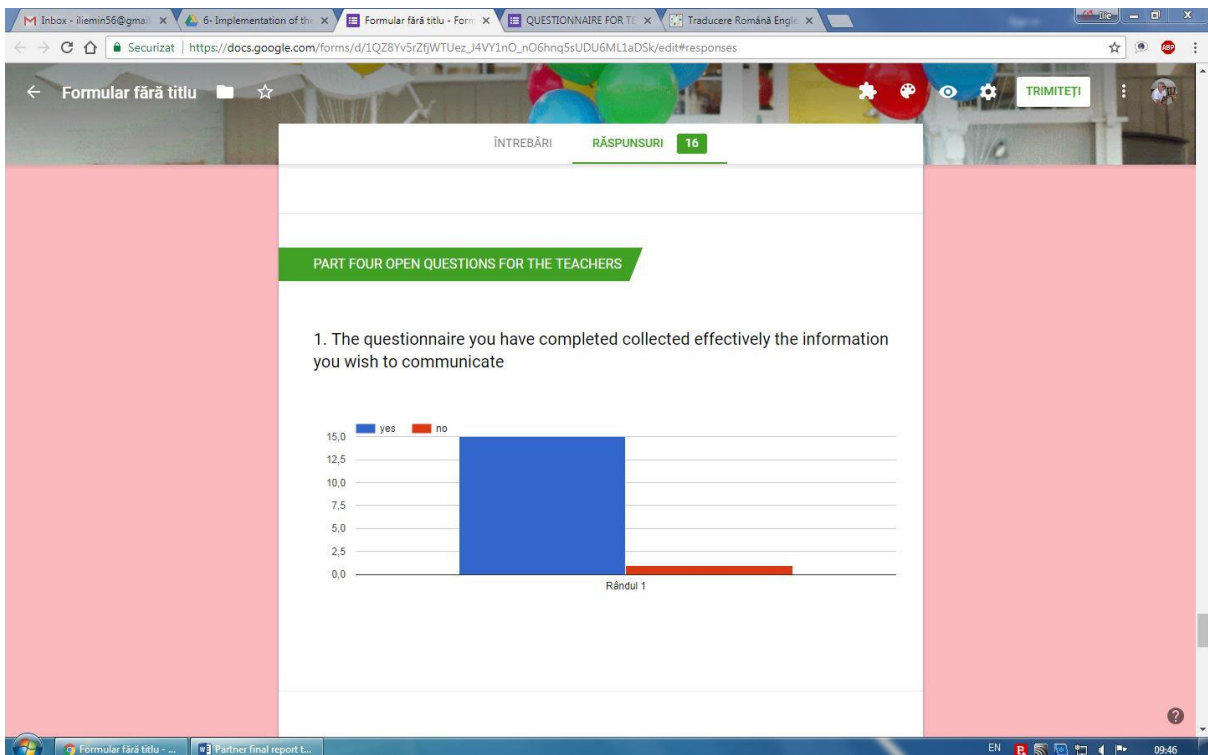
3. If you could change anything about the program what would it be?

I wouldn't change anything. (2)

I would not change anything. (2)

More information on paper.

More time to work things out.

Better guidance in making individual projects.

(2)

I find it great and I would not change anything.

A timeline with the key dates and expectations

Time scale; clarity of time commitment and the range of evidence required

Understanding the portfolio more before completing the project.

Nothing.

I would evaluate less children

Shorter period, more time.

Timetable should have been more focused

Subject, more concrete subjects

3. Please share any comments that would help us improve future initiatives such as this:

Perhaps a common theme for projects would have allowed direct comparisons between different schools indifferent countries and teaching methods/pedagogy used to achieve desired outcomes.

Having a full understanding of the evaluation procedures before commencing the activities.

Initiatives of this sort would continue what it started.

Student meetings and exchange of experience regarding different learning styles would help them in their school and social life.

This program should be intense and integrated in the lesson.

Entreprenorial skills are the least developed in Romania so I would consider them in future projects.

A one year project would be better than a two year project.

Having a full understanding of the evaluation procedures before commencing the activities.

To take better notice on pupils age and ability > too difficult and long questionnaire in the begining.

4.What are the one or two most important things that you will be taking with you from this project?

what not to keep. It was excellent.Children liked it enormously. (2)

Evaluation-tools

Online-testingtools

Portfoliotool

Breakout-game (2)

The beautiful way my students colaborated.

That despite European schools becoming very much more skilled as a whole, there are still some varying ideas on what is considered best practice. There is not necessarily a correct way as long as learning objectives/outcomes are achieved.

The importance of ensuring all projects and work is well matched to the pupils needs and interests. The development of real and purposeful learning opportunities and the impact of this on pupil achievement and enjoyment.

Looking more closely at skills children develop when learning outside of the classroom.

The range of different learning styles from the different countries

How effective educational visits are in improving achievement

From my point of view, lifelong learning and entrepreneurial skills are essential to the development of any individual, whether adult or child.

Collaborating children, parents, teacher

Creating the learning context; Generating ideas; Group discussions; The evaluation criteria; The description steps.

The activities that involved both, students and parents, were distinguished. Cooperation between students and their involvement in open-ended activities.

The importance of trips and the planning of them against wider competencies than the uk school curriculum.

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To teach pupils evaluate data more critically.

B. COMMENTS ON THE QUESTIONNAIRE

The Testing evaluation examined the impact of KCL on schools, teachers, parents and students. Teachers and parents of students (target age of 10 years) were surveyed during january-june 2017. Most items on the questionnaire required responses on a Likert scale from 'strongly disagree' to 'strongly agree' .

The overall purpose of the evaluation was to report on the quality and extent of key competencies implementation in mother tongue, mathematics, learning to learn and sense of initiative and entrepreneurship in primary schools. The evaluation sought to identify strengths and challenges in the implementation process, both for teachers and for school communities, and to make recommendations aimed at supporting future curriculum implementation.

In general, schools adopted KCL and actively worked at its implementation. Schools, teachers and parents increasingly became engaged with KCL. Although there were some difficulties and barriers to the implementation of KCL, such as lack of available time in school timetables. Teachers were generally positive about the professional development delivered in KCL.

Parents revealed that they valued the information provided by their school . Parent support and education, and the strategies this information gave them for handling issues related to their children's competencies. Parents who strongly agreed that:

• they had become more involved with the school

• they had increased their capacity to help their children with social and emotional issues

KCL appears to have impacted upon schools in multiple ways, being associated with a systematic pattern of changes to schools, teachers, parents and students. These included changes associated with school culture and approaches to key competencies, as well changes that served to strengthen protective factors within the school, family and child.

An analysis of the responses of teachers involved in the evaluation reveals:

1. "Meta" knowing is evident or "knowing about knowing", is an important new focus when key competencies are added to the curriculum. Students need to develop the knowledge, skills, and disposition to question information, ideas, and experiences so that they learn about these competencies as tools that they can appropriate for their further learning and for their understanding of how they learn best. For example, in metacognition (knowing about cognition), students learn about their thinking so that they can adapt the thinking tools they currently possess when they encounter a new learning challenge.

2. New learning challenges call for creative problem-solving. Students have to be willing to use what they know and to recognise opportunities for doing so. Teachers help by scaffolding learning and modelling the use of knowledge and skills in relevant ways. They orchestrate opportunities for learning from and with others. In this way, the dispositional and identity components of key competencies are seen as important for ongoing development as a lifelong learner.

3. Another new dimension relates to the recognition that learning occurs in many places, not just at school. Contexts outside school may afford rich opportunities for students to demonstrate their developing competencies. People other than teachers may provide valuable expertise and learning support. Links between schools and families are important here. Traditionally, parents and caregivers, like the students themselves, have been on the receiving end of assessment information but have seldom helped shape it.

4. There is an important new focus on the contexts in which assessment occurs, including designing meaningful tasks that invite and enable students to act on the basis of what they have learned. Over time, students develop personal stories about themselves as learners. Assessment needs to help them build coherent narratives about their identities as people who can practise, persist, and overcome obstacles to immediate learning success. Students need opportunities to apply what they know and can do in more complex and demanding contexts. The assessment focus is on strengthening key competencies (which everyone already has in some measure), not on measuring comparative "abilities" as if these are fixed qualities of individual learners.

5. Multimodal communication methods combining written text, pictures, moving images, music, etc., which can be free of time, place, or the need for participants to be physically present Multimodal communication adds "new basics". Students need to learn how to use the various tools and representations of each learning area and to become more skilled at combining them. Traditional print-based pencil and paper tests do not provide a sufficient range of evidence to demonstrate these additional more complex outcomes. Knowledge is typically assessed by pencil and paper tests, essays, examinations, project reports, etc. A shift to using knowledge to carry out meaningful tasks (learning to be a person who can apply the knowledge he or she has learned) Students need to develop multiple "literacies" as they make broader and deeper connections between various disciplines and learn about the nature of subjects. There is a new focus on:

• creating and critiquing knowledge, not just "having" it;

• making links (seeing connections) to the whole learning context;

 • meta-level learning – learning about knowledge, thinking, disciplines, etc.

6. Skills are integrated with knowledge, attitudes, and values in ways that direct attention to dispositions. The focus is on students being ready, willing, and able to use skills and knowledge in appropriate ways at relevant and appropriate times. As with knowledge, we become better at adapting and using skills in new and flexible ways when our identities are engaged and the task has real meaning. Discussing learning – the meta level – helps students recognise new opportunities to adapt and use their skills. Dispositions can only be demonstrated in action – assessment is of the moment and needs to be set in a meaningful context.

7. Newer assessment strategies to consider:

- Learning logs or journals are already being used by many teachers in ways that are compatible with assessing key competencies. Students could add a key competency dimension when they use their journal to set clear competency learning goals, record evidence of their success in meeting these, and reflect on their ongoing learning needs. This dimension could sit alongside any journal entries related to other learning goals. A learning story is a short narrative that documents an instance when a learner shows the disposition to use some aspect of competency, adapting what they can already do to meet the challenges of the task at hand. An accumulation of learning stories over time provides a picture of the learner's developing and strengthening competency. The stories may be instigated and written by the teacher, the student, a parent, and/or some other adult. They will typically be developed collaboratively and may include

photos or other evidence. While this assessment method was initially developed in early childhood settings, it has recently been used at all levels including secondary school

-Portfolios collect annotated evidence of learning. These can be a lot of work for teachers. However, the process will be better aligned with lifelong learning intentions if students compile their own portfolios, selecting items for inclusion and writing descriptive reflections on what the evidence shows about their learning. This variation on the creation of a learning story extends across a period of time rather than being a single snapshot. It's important that teachers provide models for students to follow and that each student feels safe to comment honestly on what they perceive to be their learning strengths and ongoing needs. Portfolios can contribute to reporting purposes when they are used as a basis of three-way teacher, student, and parent conferences.

The evaluation suggested a number of ways for improving the efficacy of KCL. As a consequence, it is recommended that, inter alia, future development of KCL:

1. Provide guidelines to schools that will enable them to enhance the quality of the KCL implementation in a structured and sustained way. These might include procedures for sharing best practice about the ways exemplary schools have implemented KCL and how common problems, such as changes in key staff can be addressed.

2. Examine the conceptual model and the interactions of the elements upon which KCL is based. There is a need to specify further the nature of the risk and protective factors under the headings of School, Family and Child. In particular, the positioning of the broad concept of 'School', and within 'School', teachers' knowledge, competence and confidence, as risk or protective factors for student key competencies, needs further clarification and elaboration.

3. Give further consideration to ways in which schools can increase the effectiveness of Component Parenting support and education. This could include further research into effective models of delivery for parenting support and education.

4. Consider ways to further support the commitment to and active involvement of school leaders in developing and maintaining KCL in their school setting.

6. Consider how the professional development can be enhanced to better prepare schools and teachers to implement and engage with KCL.

IV. EVALUATION FINDINGS

a)Perceptions About School Experiences

England

 Teachers in the selected laboratory schools work to a greater or lesser degree in a cross curricular way and this is related to the age group being taught. Constraints due to statutory assessment tend to have an impact upon children aged nine to eleven years. It is for this reason that the project focused initially on a younger age group in the selected schools. However, the duration of the project extended into the subsequent year and the extent to which the project was overshadowed by statutory assessment and preparation for national testing should not be underestimated. The laboratory group of schools faced an undoubted challenge. All the schools support and acknowledge the central importance of the competencies and the undoubted value of educational visits but extending the provision so that it is central to children's learning and the school curriculum rather than a pleasant extra was one of the main messages conveyed by the project.

Spain

The students are happy with their attendance at the ikastola. The educational community of the ikastola has a strong group feeling that makes them consider that the good functioning of the group depends on the good performance of the whole group.

The group in which the evaluation was focused is well cohesive and has a sense of belonging to it.

They have previously experienced working in groups and know how to work cooperatively.

Finland

The teachers are used to teach project-based and students are used to learn project-based. There is still a lack of learning material for phenomenon based teaching. ICT-competence seems to be very challenging due to the various preconditions. Furthermore group work is widely known but group work as an efficient learning group which is not only focused on the final product but on the individual learning improvements is challenging.

Romania

All the schools support and acknowledge the central importance of the competencies and the undoubted value of educational visits but extending the provision so that it is central to children's learning and the school curriculum rather than a pleasant extra was one of the main messages conveyed by the project.

Belgium

Pupils are keen to work in a project based way, as they were already used to. The digital platform and way of self assesment, peer evaluation and portfolio was rather new to them.

Pupils are interesting in using them and are easily taking initiative exploring the possibilities.

Also parents are invited to follow their child's work. In this way they not only get the results of their knowledge, pupils, parents and teachers get a view on their knowledge, skills and attitudes and the progress they make. The pupil himself becomes the owner of his learning process and he receives feedback from reviewers (teacher, other pupils, parents) to help him improve his process.

The piloting teachers together with the headmaster decide to proceed with this way of teaching and learning in the school and they have planned to disseminate it to the entire school team and to inform all the parents.

They are open to receive other teachers from other primary schools to share their experieces.

b) Experiences in the Project

All partners

All teachers reported that their school's involvement in the project had been of undoubted benefit both to the children and to their teaching competency. The sharing of experience outside the classroom enhanced knowledge of the children and their learning needs. Teachers reported that without exception the educational visits and related work in the classroom had been a positive experience. Teaching assistants were able to report that children became more animated about their learning, and through the visits they became more engaged resulting in an improvement in spoken skills.

Spain

With regard to students:

-The students, as reflected in their self-evaluation, prefer to work on projects. Enjoy this methodology as a different way to work.

-The students have experimented with the digital portfolio and have worked well.

-Digital competence is one of the most advantageous with our students.

-The students have been very involved in explaining to families during the "Project Fair**".**

With respect to families:

-"Project Fair": The projects carried out all over the school were exposed to the families by the students themselves with a great success of participation. The families valued these presentations writing their impressions.

Regarding materials:

-Projects need to be reviewed in some ways (greater balance between competencies).

-The projects have lasted an average of 20 hours and have occupied the whole morning of a school week.

-The development of the portfolio is the main element for the evaluation.

Finland

With regard to students:

-The students are used to work in projects. They enjoyed it, especially the decision making freedom.

- The special need students need a tailored project, e.g. they have to supported individually due to their needs. - They like to present their final products and they are proud of it.

 -The students have experimented with the learning log and have worked well.

-Digital competence is one of the most advantageous.

Regarding materials:

-Projects need to be reviewed in some ways (e.g. rubric is a good idea but has to be improved).

-There is still additional workload for the teacher to perform such a project. Furthermore the learning content has to be elaborated.

c) Outcomes in the Project.

All partners

The most significant outcome is that the schools involved intend, despite current constraints, to explore ways to develop their approach to learning through direct experience in the outside environment as an integral element of the school curriculum. Such development would help to foster the professional skills of assessment through the sharing of experience rather than reliance upon the results of testing. Teaching and learning outside the classroom gives rise to different perceptions of children's growth and pro-Self-evaluation of the students

Spain/Romania

-1st and 2nd observation of the teachers

-Informs for the families and for the students

-Digital portfolio of each student

-Project fair for the families.

-Spreadsheet for each project gress in the acquisition of competencies.

Finland

Teacher-evaluation of the students at Moisio school (24)

-Self-Evaluation of the students at Moisio school (24)

-Pre- and post-test of the students at Moisio school (24)

- Presentation "fair" (Hannunniittu (no pictures)and Moisio school(pictures))

-Learning logs of the students at Hannunniittu school (some)

d) Relevance.

The project was totally relevant . Both the design and the outcomes will help to hasten a move away from a test driven curriculum required by successive governments. Only now is there a developing awareness of the adverse effects on the curriculum resulting from the demand for

measurable outcomes achieved through direct instruction. Increasingly it is acknowledged that the reliance upon testing distorts the quality and the level of children's learning and, in the process, deskills the teachers and their assistants. The project provided an opportunity for the laboratory schools to refocus their evaluations of children's progress. Such was the pressure of the test driven evaluation system that there was a tendency for teachers to find this difficult without 'results' in front of them. Systematic evaluation is the best way to ensure an accurate perception of students' competences. Thus, this evaluation and its return becomes a powerful instrument for improvement. The Finish assessment system at schools is working well. Self-assessment for key competencies has to be improved. Although all the key competencies have the same importance, there are at schools various demands, e.g. ICT-competency is very challenging, other competencies are more related to a subject and therefore better supported than the ICT-competence.

e) Efficiency.

One of the main contributions made by the project to the professional development of the teachers involved was the refocusing of assessment on the observation of children and the recording of their growth. The instruments of evaluation are many and varied being very rich the experience but very difficult to generalize to other contexts.

The experience is very demanding for teachers and is not seen as a priority compared to "academic" work. Assessing key competencies seems to be challenging, especially to assess them in an efficient way. New methods, e.g. co-assessment could support a high quality and a high efficiency.

f) Impacts.

The laboratory schools are more focused upon the children's competencies. Discussion with the teachers reveals that they are convinced of the benefits to their pupils. Educational visits are more embedded in the school curriculum and greater confidence is shown in assessment through observation without undue reliance upon testing. The professional development of teaching assistants is enhanced by their involvement in the visits and related work in the classroom and they are empowered by participation in the assessment of progress.

These are initial impact assessments which will be refined through longer term appraisals (e.g. after one year) undertaken in cooperation with the schools.

Very high in the students who have followed the whole process.

Less impact on those who have not been provided with an individual return of the results.

The "fair of the projects" to families has had a strong impact on the educational community.

High impact on the teacher professional development.

Assessing key competencies seems to be challenging, especially to assess them in an efficient way. New methods, e.g. co-assessment could support a high quality and a high efficiency.

g) Sustainability.

 It is judged that the impact of the project on the schools will be sustained due to the motivation of the school staffs which is high. However sustainability is most difficult to assess in relation to record keeping since current national and local requirements, external to the teachers, shape the practice of the schools to a substantial extent. The teachers agreed on the value of the long term profiling of children but considered that this presented considerable difficulty in the light of existing pressures, not least in terms of time expended. Dissemination of the project's outcomes nationally by the National Association for Primary Education will tackle this unhelpful situation. The process needs to be facilitated in order to implement a sustainable assessment. It is not sustainable as it is designed.

IV. CONCLUSIONS AND RECOMMENDATIONS

a) What We Learned.

The pressures bearing upon the schools through the application of government requirements leading to a test driven school life are considerable and the Keycolab action research project was undertaken with the aim of providing evidence which would hasten reform of current practice. The laboratory schools were selected because it was known that the head teachers and staffs agreed with the principles of the UK project and, despite difficulties, had achieved much success in creating child-centred schools while simultaneously accommodating external demands. The decision to focus on the learning of the competences outside the schools was taken in order to distance teaching from the classroom. Overall the KEYCOLAB project was

an interesting experience regarding the teaching and learning of key competencies as well as to a better awareness of the possibilities of the use of ICT in evaluation of the development and progress made by the pupils. The teachers are motivated to change their classroom practices.

PBL and especially the use of online tools to evaluate the competences and the progress made by the pupils, were used. It promotes self and peer evaluation, giving and receiving feedback and managing the self learning.

In primary education in Flanders since September 1998 attainment targets have been applicable, those are minimum objectives which the government considers necessary and attainable for primary school children. At the end of the primary education, pupils who have achieved the curriculum targets receive a certificate of primary education, normally at the age of 12 years old. Attention is also focused on cross curricular themes such as learning to learn, social skills and the use of ICT. Development goals are set by the government.

Competence based approaches are promoted by the inspectorate in Romania. The Keycolab project fits well into that.

Teacher workload was a problem and they need more time and guidance in the use of new (digital) tools and the use of e portfolios.

With regard to teachers:

Greater awareness of the importance of evaluation as a key process for improvement.

Approach to a more systematic evaluation.

Practice in an evaluation by criteria.

Assess and promote self-assessment within the learning process.

The use of the spreadsheet helps to objectify the results. The number of evaluation criteria for each competency must be reduced to facilitate the process for teachers.

Assess and promote self-assessment concerning key competencies within the learning process.

Rubric seems to be a good easy and efficient approach.

Regarding the educational community:

Students are motivated to work and improve when feedback on their performance is individualized.

Families are interested in the development of skills and in knowing what their sons and daughters work in.

b) Lessons for Policy, Partnerships and Practice.

The European competencies are currently subsumed within the national curriculum. It would be advantageous if the competencies could become a more explicit element of that curriculum.

Direct, fully sensory, experience both within and outside the classroom is at the heart of children's learning, particularly deeper learning which becomes part of growth towards adulthood.

Instruction by the adult is best offered alongside the child and as an outcome of direct and shared experience.

Teaching methods, assessment of progress and record keeping should be related to the individual child.

Observation of the children undertaken by teachers in cooperation with parents is the fundamental basis of sound and helpful assessment of progress.

The involvement of parents in their children's learning is an important key to progress.

As children grow into maturity their insights into their own progress are helpful to assessment.

Teachers and their schools should be allowed a considerable measure of freedom to exercise their professional skill and judgement. The work of teachers and other adults who are close to the children should not be directed by external agencies and there should be an appropriate balance between local and national accountability.

The potential of the outside environment as a spur to learning should be further explored by the schools. Educational visits should be an integral element of the children's experience of learning.

Testing should be seen as an occasional snapshot of progress and of doubtful validity as a measure of assessment, The results of testing should be considered only as an adjunct to assessment through observation.

The portfolio is a very powerful instrument of evaluation.

The digital portfolio facilitates the evaluation and observation process.

The digital portfolio makes the work of the students transparent for the entire educational community.

The spreadsheet helps to objectify the evaluation process and makes it more professional.

The evaluation criteria used for the evaluation of each competence should be reduced (no more than two) to facilitate the handling of information.

Learning key competencies is a long-term goal. Only some aspects of a key competence can be improved by learning within some weeks

c) Improvement. Recommendations

Any such administrative requirements should be kept as short and simple as possible in order to facilitate applicability to local circumstances and different settings.

The evaluation process should be facilitated in general to be sustainable.

The evaluation criteria used for the evaluation of each competence should be reduced (no more than two) to facilitate the handling of information.

Further research is needed with digital materials to facilitate the process of prior observation, during and after the process.

In addition, these digital materials must be related among different projects that will be developed. It is necessary to combine the previous -and subsequent observations of all the projects that will be developed.

The teacher must be provided with tablets to follow up the students and evaluation during the process.

V.   APPENDICES

1.The Evaluation of the European Competencies for Learning.Final proposal (NAPE)

2. Questionnaire Testing Evaluation Keycolab

3. Materials/Results

Spain

https://drive.google.com/drive/folders/0ByQ5FvOOyPpFaDdQdEpjYXg0Z0k

https://drive.google.com/drive/folders/0ByQ5FvOOyPpFdkNMeElxMU94Tzg

Romania

https://drive.google.com/drive/folders/0BzVf2Ug6VbWLdF9aTDl3Tm5DeDQ

adaptation and initial evaluation AIB

https://drive.google.com/drive/folders/0BzVf2Ug6VbWLeVNfNmQxZUJIOFE

Finland

https://drive.google.com/drive/folders/0B9jEYl-fscZ5QUpJdk9lTVVRaWc

Belgium

https://drive.google.com/drive/folders/0By7Q7M24NekPd0l2Wmsxc09rQU0

England

https://drive.google.com/drive/folders/0B18-OADwUIpxVDNJU280RndGUVk

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

*Obligatoriu

1. **Adresă de e-mail** *

2. **Name**

3. **School**

4. **Country**

5. **Number of students evaluated**

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

6. **1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree)** *

Marcați un singur oval pentru fiecare rând.

	SD	D	N	A	SA
Accountability and reporting	⬭	⬭	⬭	⬭	⬭
Improving teaching and learning	⬭	⬭	⬭	⬭	⬭
Fostering lifelong learning	⬭	⬭	⬭	⬭	⬭

7. **2.How key competencies refocus assessment outcomes?** *

Marcați un singur oval pentru fiecare rând.

	SD	D	N	A	SA
Multimodal communication methods	⬭	⬭	⬭	⬭	⬭
Adapting skills into actions matched to each new situation arising from changing patterns of work	⬭	⬭	⬭	⬭	⬭
Ability to respond appropriately in multiple cultural settings and working in diverse groups	⬭	⬭	⬭	⬭	⬭

8. **3.Do you feel that the goal of the Evaluation was met?** *

Marcați un singur oval pentru fiecare rând.

	SD	D	N	A	SA
Rândul 1	⬭	⬭	⬭	⬭	⬭

9. **4.Which competence did you find it easiest to evaluate?**

_____

10. **5.Which competencies did you find most difficult to assess?**

_____

_____

_____

_____

_____

11. **6.Content and context** *

Marcați un singur oval pentru fiecare rând.

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	◯	◯	◯	◯	◯
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	◯	◯	◯	◯	◯
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	◯	◯	◯	◯	◯

12. **7.Student-centered learning** *

Marcați un singur oval pentru fiecare rând.

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	◯	◯	◯	◯	◯
students have had active roles in the classroom	◯	◯	◯	◯	◯
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	◯	◯	◯	◯	◯
Students have been allowed to make choices about content and classroom activities	◯	◯	◯	◯	◯
Students have been co-authors of the classroom norms and encouraged to self-monitor	◯	◯	◯	◯	◯

13. **8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)** *

Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
You have chosen activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	◯	◯	◯	◯	◯
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	◯	◯	◯	◯	◯
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	◯	◯	◯	◯	◯

14. **9.Class interaction** *

Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	◯	◯	◯	◯	◯
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	◯	◯	◯	◯	◯
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	◯	◯	◯	◯	◯
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	◯	◯	◯	◯	◯
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	◯	◯	◯	◯	◯

15. **10.Strategies and tools** *

Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	◯	◯	◯	◯	◯
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	◯	◯	◯	◯	◯
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	◯	◯	◯	◯	◯

16. **11.Assessment** *

Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	○	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	○

17. **12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences**

Marcați un singur oval pentru fiecare rând.

	1	2	3	4	5
Discussions with students	○	○	○	○	○
tests	○	○	○	○	○
observation of the activities	○	○	○	○	○
portfolio	○	○	○	○	○
self-evaluation of students	○	○	○	○	○
peer to peer evaluation	○	○	○	○	○
oral presentation	○	○	○	○	○
writing presentation	○	○	○	○	○

18. **13.With a Likert scale from 1 to 5 rate each question about the evaluation.**
Marcați un singur oval pentru fiecare rând.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	◯	◯	◯	◯	◯
The use of evaluation criteria has been helpful for the evaluation you have done.	◯	◯	◯	◯	◯
The use of evaluation criteria has been a help for students.	◯	◯	◯	◯	◯
Have the students shown autonomy in preparing the portfolio	◯	◯	◯	◯	◯
Have the students been offered a procedure when completing the portfolio?	◯	◯	◯	◯	◯
Have they shown originality and creativity when it comes to making the procedure?	◯	◯	◯	◯	◯
Evaluate this way: Do you provide better information about the authentic abilities of your students?	◯	◯	◯	◯	◯
Do you think that this way of evaluating produces changes in the way of learning of your students?	◯	◯	◯	◯	◯
The use of this type of evaluation: Has it helped you improve your teaching methods	◯	◯	◯	◯	◯

PART TWO Peer Teaching Evaluation

19. **1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)** *
Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◯

20. **2.Activities involved group work** *
Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◯

21. **3.Students appeared to be motivated** *
Marcați un singur oval pentru fiecare rând.

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◯

PART THREE PARENTS EVALUATION

22. **1.The school has informed me/us about Keycolab Project** *

Marcați un singur oval pentru fiecare rând.

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	○	○	○

23. **2.My/our child has received good opportunities to learn about various trades and occupations through this project** *

Marcați un singur oval pentru fiecare rând.

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	○	○	○

24. **3.My/our child has received good guidance in this project.** *

Marcați un singur oval pentru fiecare rând.

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

25. **1. The questionnaire you have completed collected effectively the information you wish to communicate**

Marcați un singur oval pentru fiecare rând.

	yes	no
Rândul 1	○	○

26. **2. If you could change anything about the program what would it be?**

_____

_____

_____

_____

_____

27. **3. Please share any comments that would help us improve future initiatives such as this:**

_____

_____

_____

_____

_____

28. **4. What are the one or two most important things that you will be taking with you from this project?**

_____

_____

_____

_____

_____

Un produs

Google Forms

QUESTIONNAIRE FOR TESTING THE EVALUATION

21 de răspunsuri

Name

21 de răspunsuri

Ovidiu-Sergiu Dorobanțu

Jason Clarke

Julie Quarrell

Karen Corrigan

Nilofer Khan

Flora

Albulescu Cornelia

GALEA NICOLETA CLAUDIA

Groza Sorina

Brancu Codruta-Georgeta

Kelly, Dave

Dave

Ainhoa Erdozia Goñi

Rexu Urrutia Juanenea

Johanna McNulty

Octavian Horia Minda

Marika Rae

Tuomas Vuoristo

Sari Nyman

Mia Autio

Johanna Lundqvist

School

21 de răspunsuri
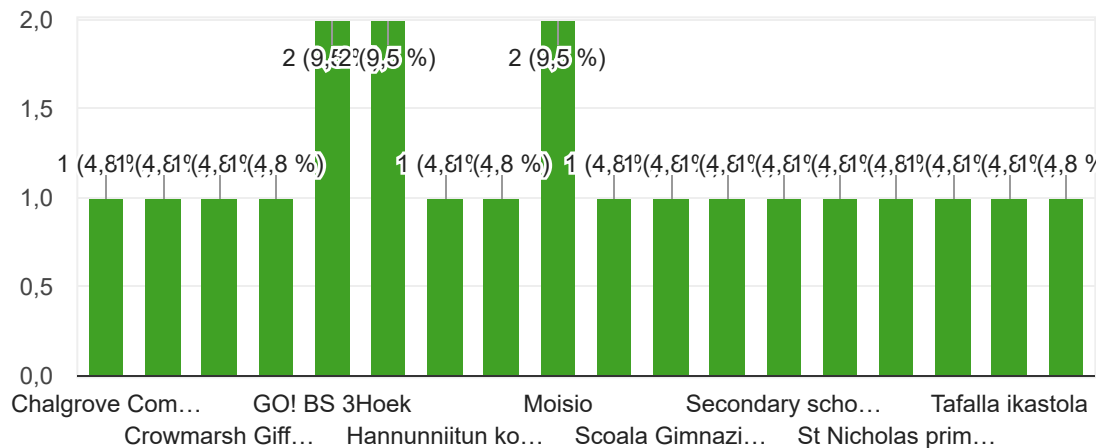
Country

21 de răspunsuri

Number of students evaluated

20 de răspunsuri
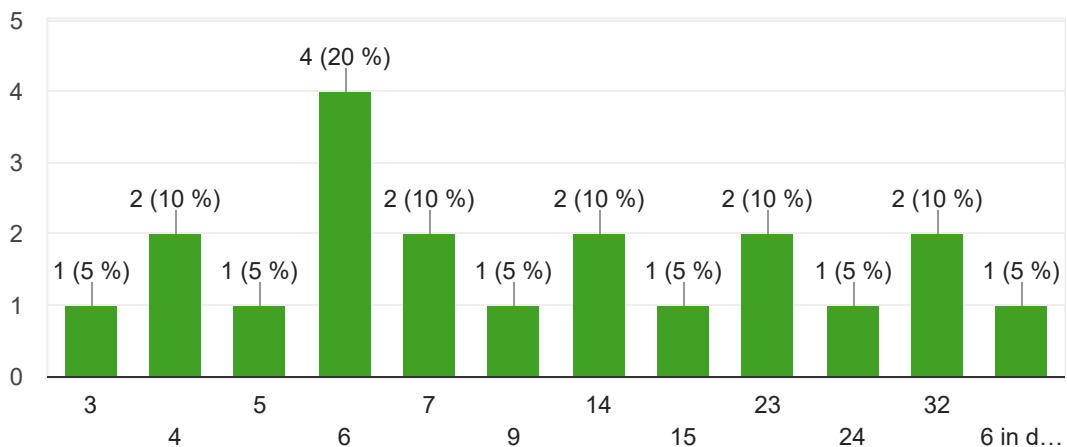
Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree)

2.How key competencies refocus assessment outcomes?
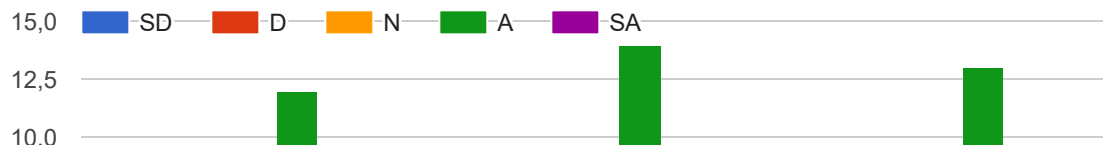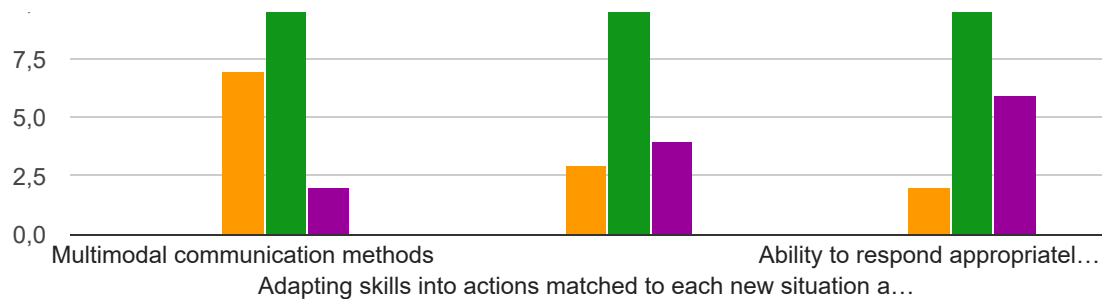
Bar chart with categories: Multimodal communication methods, Adapting skills into actions matched to each new situation a…, Ability to respond appropriatel…

3.Do you feel that the goal of the Evaluation was met?

Legend: SD, D, N, A, SA — Rândul 1
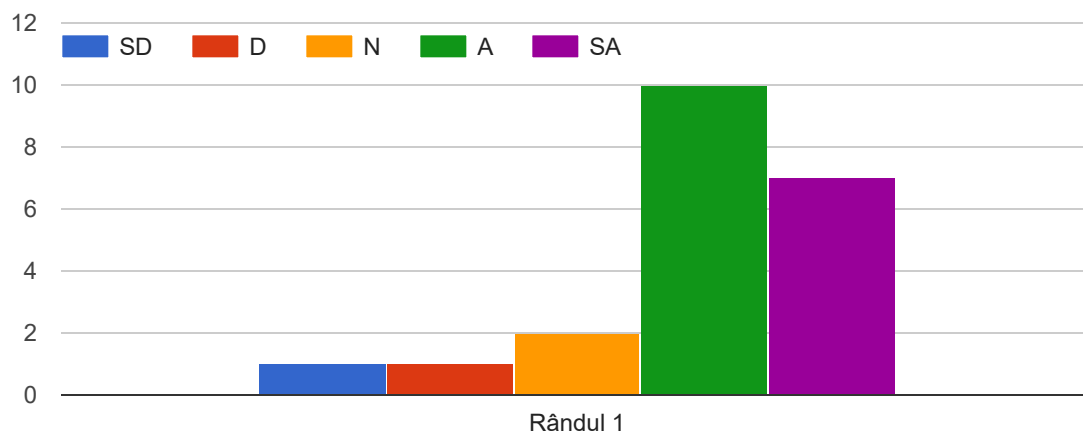
4.Which competence did you find it easiest to evaluate?

17 răspunsuri

2 (11,8 %)   2 (11,8 %) 2 (11,8 %)

1 (5,9 %) 1 (5,9 %) 1 (5,9 %) 1 (5,9 %) 1 (5,9 %) 1 (5,9 %)   1 (5,9 %) 1 (5,9 %) 1 (5,9 %) 1 (5,9 %) 1 (5,9 %)
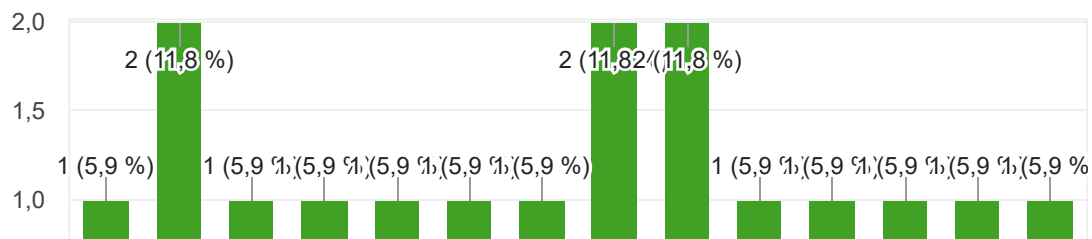
5.Which competencies did you find most difficult to assess?

18 răspunsuri

Social and civic competencies (2)

Entrepreneurship and sense of initiative (2)

Parents evaluation (2)

SPIRIT of initiative and entrepreneurship

Linguistic Competences

Cultural awareness

I have never encountered such difficulties.

Learning to learning and entrepreneurship and sense of initiative

Social and civic competences

learning to learn

ict/digital

life long learning

Adapting skills into actions matched to each new situation arising from changing patterns of work

Groupwork abilities

technology

6.Content and context
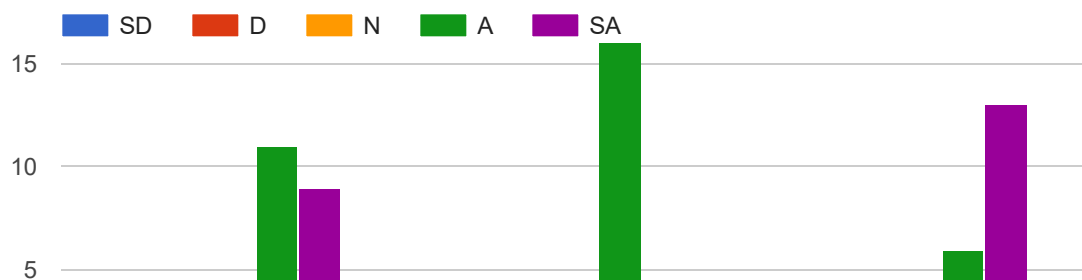
7.Student-centered learning
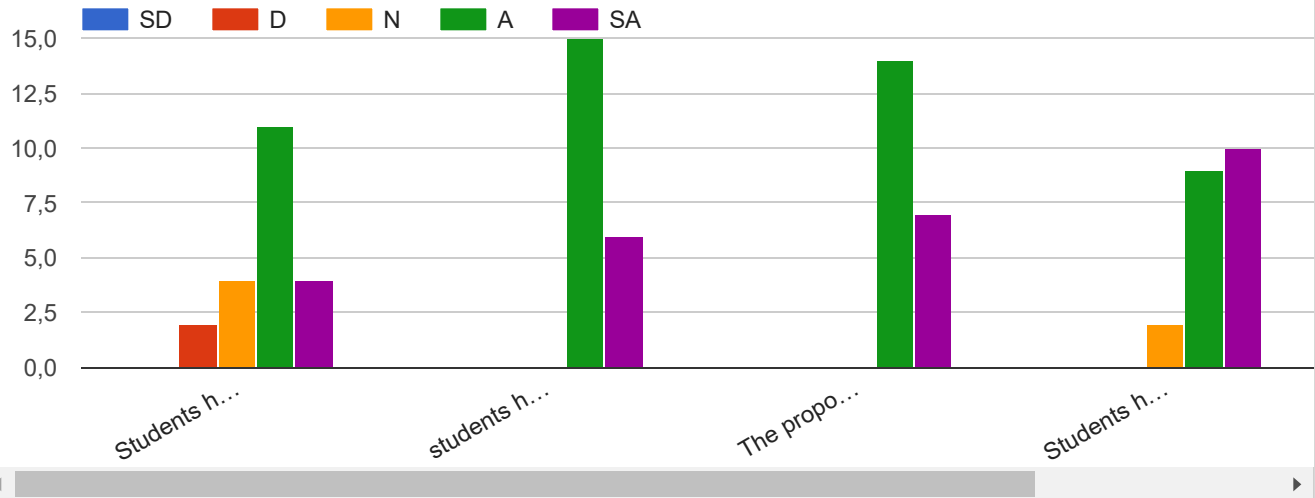
8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)

20

9.Class interaction
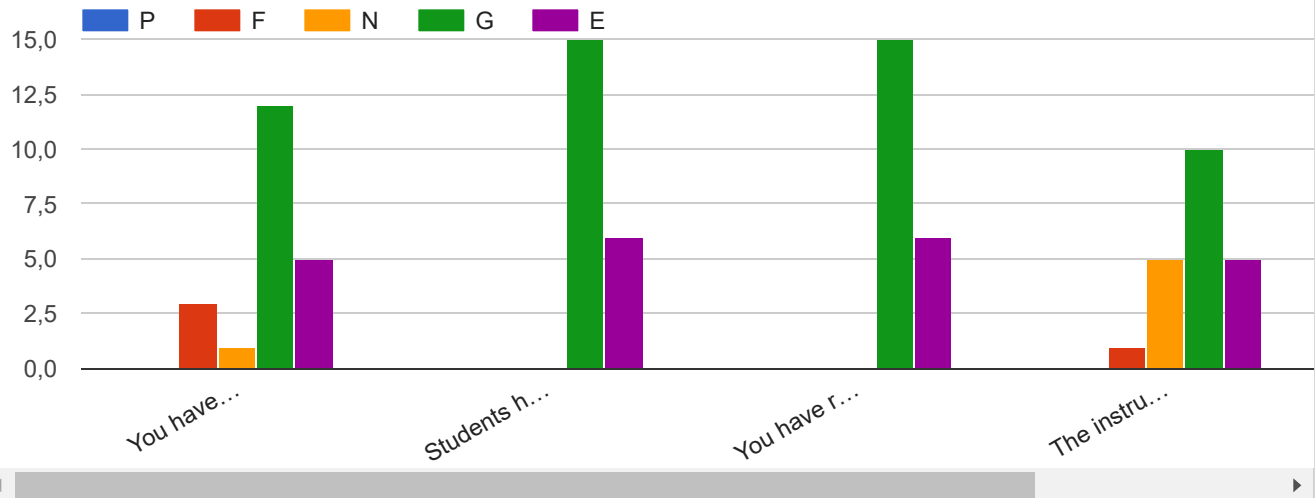
10.Strategies and tools
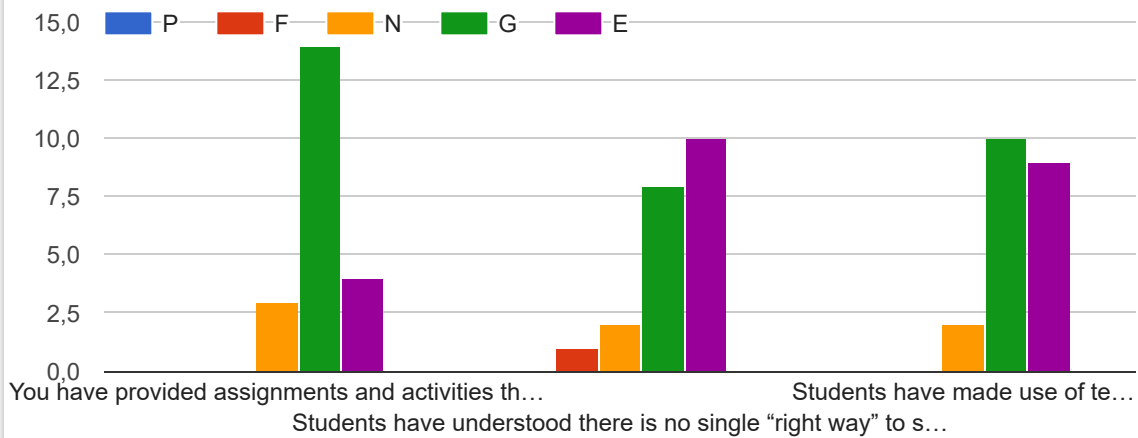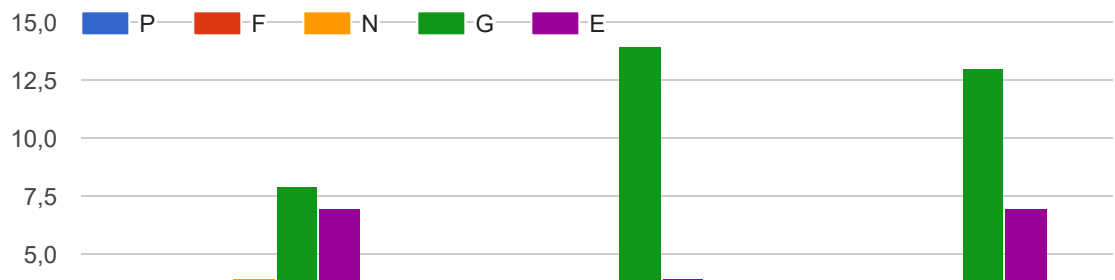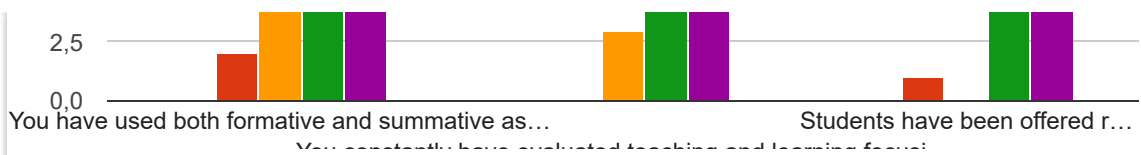
You have provided assignments and activities th…

Students have understood there is no single "right way" to s…

Students have made use of te…

11.Assessment

You have used both formative and summative as…   Students have been offered r…

You constantly have evaluated teaching and learning focusi…

12. With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences
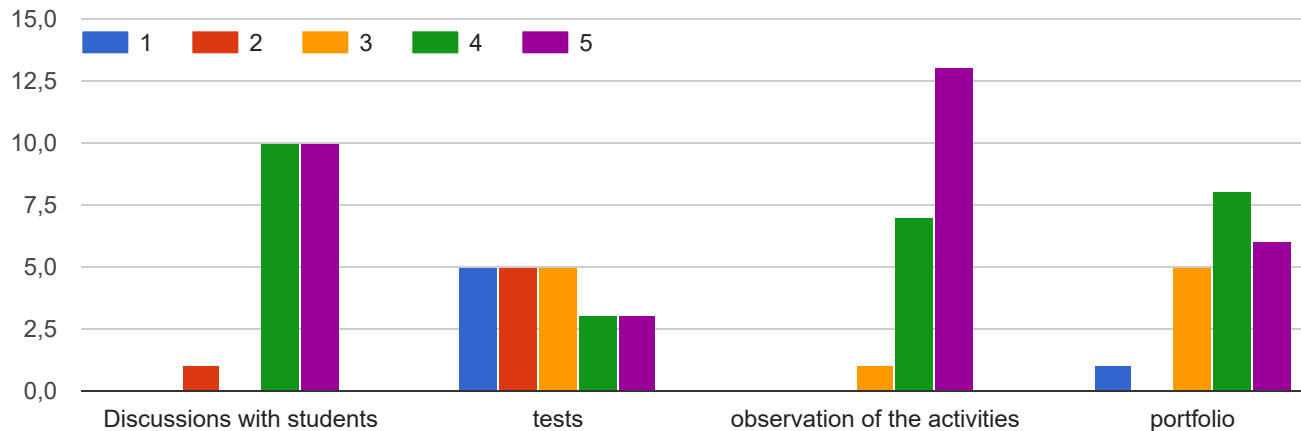
13. With a Likert scale from 1 to 5 rate each question about the evaluation.
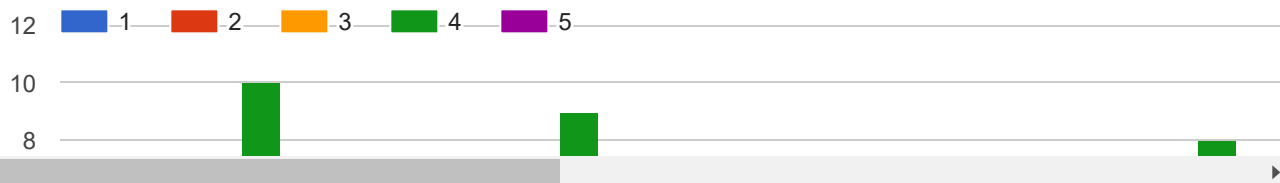
PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent)
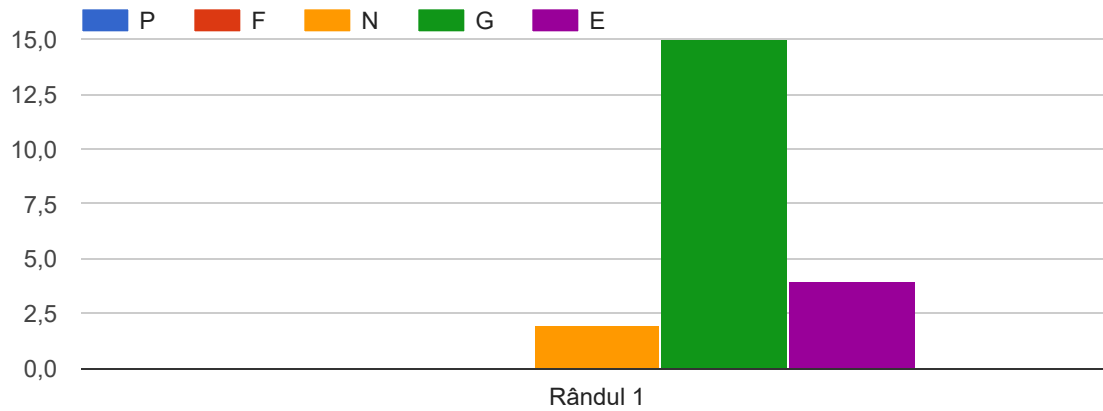
2.Activities involved group work
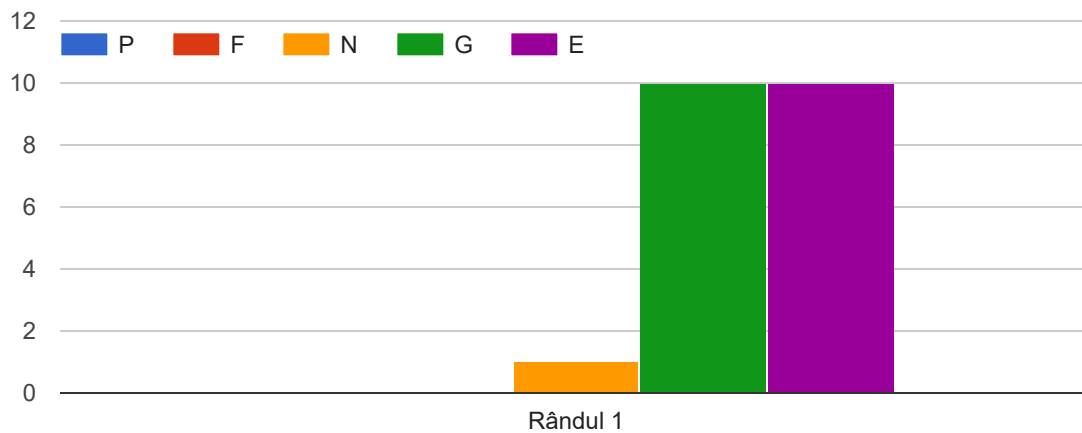
3.Students appeared to be motivated
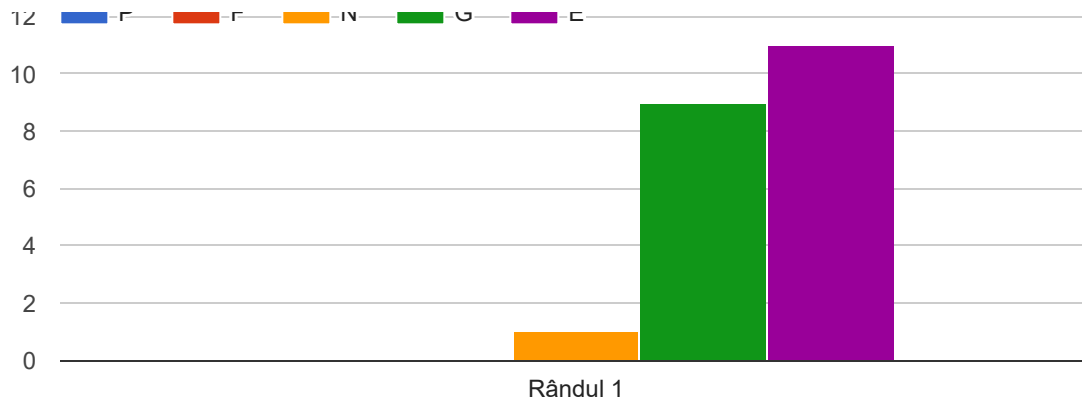
PART THREE PARENTS EVALUATION
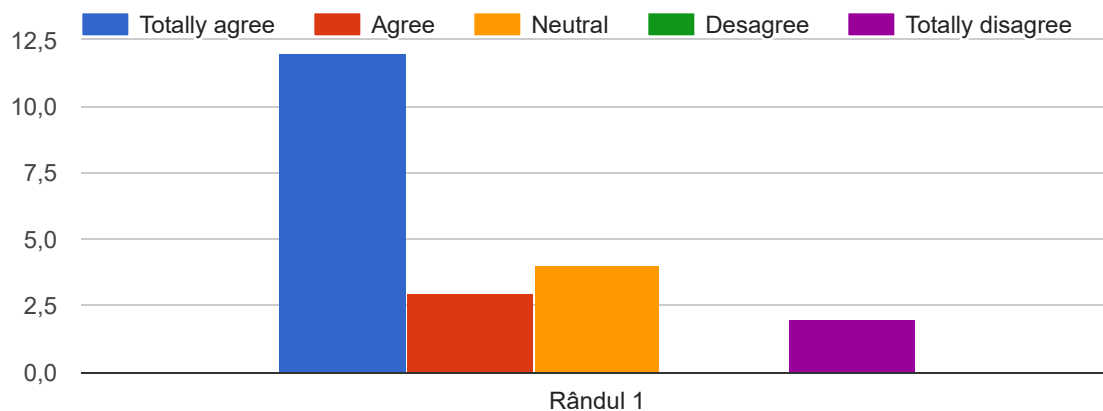
1.The school has informed me/us about Keycolab Project

2.My/our child has received good opportunities to learn about various trades and occupations through this project
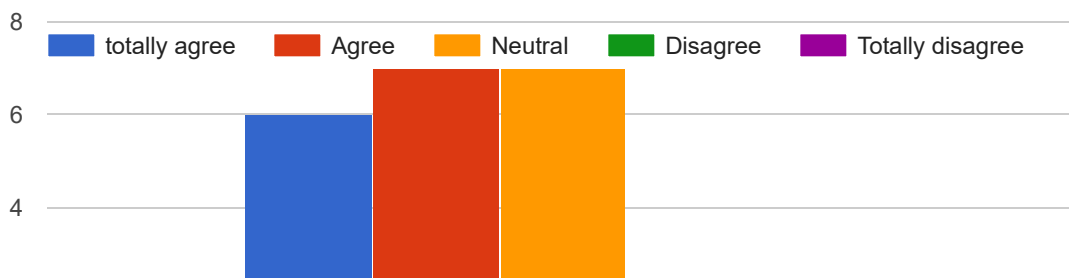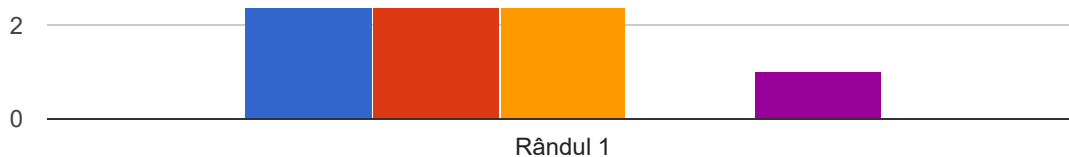
3.My/our child has received good guidance in this project.
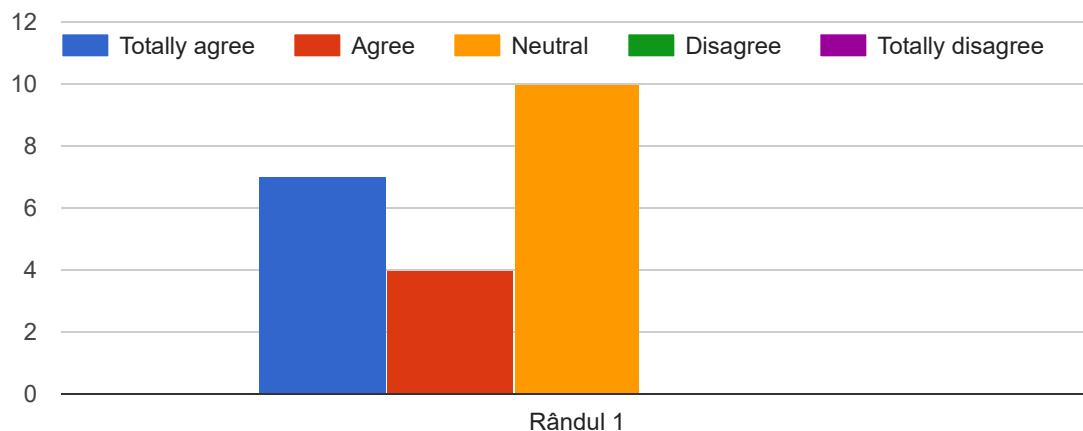
PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate
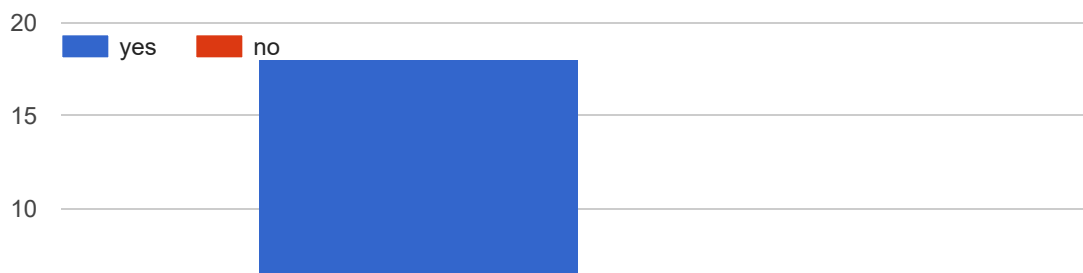
2. If you could change anything about the program what would it be?

15 răspunsuri

I wouldn't change anything. (2)

I would not change anything. (2)

More information on paper.
More time to work things out.
Better guidance in making individual projects.
(2)

I find it great and I would not change anything.

A timeline with the key dates and expectations

Time scale; clarity of time commitment and the range of evidence required

Understanding the portfolio more before completing the project.

Nothing.

I would evaluate less children

Shorter period, more time.

Timetable should have been more focused

Subject, more concrete subject

3. Please share any comments that would help us improve future initiatives such as this:

12 răspunsuri

/ (2)

-

Perhaps a common theme for projects would have allowed direct comparisons between different schools indifferent countries and teaching methods/pedagogy used to achieve desired outcomes.

Having a full understanding of the evaluation procedures before commencing the activities.

Initiatives of this sort would continue what it started.

Student meetings and exchange of experience regarding different learning styles would help them in their school and social life.

This program should be intense and integrated in the lesson.

Entreprenorial skills are the least developed in Romania so I would consider them in future projects.

A one year project would be better than a two year project.

Having a full understanding of the evaluation procedures before commencing the activities.

To take better notice on pupils age and ability > too difficult and long questionnaire in the begining.

4. What are the one or two most important things that you will be taking with you from this project?

15 răspunsuri

what not to keep. It was excellent.Children liked it enormously. (2)

Evaluation-tools
Online-testingtools
Portfoliotool
Breakout-game (2)

The beautiful way my students colaborated.

That despite European schools becoming very much more skilled as a whole, there are still some varying ideas on what is considered best practice. There is not necessarily a correct way as long as learning objectives/outcomes are achieved.

The importance of ensuring all projects and work is well matched to the pupils needs and interests. The development of real and purposeful learning opportunities and the impact of this on pupil achievement and enjoyment.

Looking more closely at skills children develop when learning outside of the classroom.

The range of different learning styles from the different countries

How effective educational visits are in improving achievement

1. From my point of view, lifelong learning and entrepreneurial skills are essential to the development of any individual, whether adult or child.

2. Collaborating children, parents, teacher

Creating the learning context;
Generating ideas;
Group discussions;
The evaluation criteria;
The description steps.

The activities that involved both, students and parents, were distinguished.

Cooperation between students and their involvement in open-ended activities.

The importance of trips and the planning of them against wider competencies than the uk school curriculum.

To teach pupils evaluate data more critically.

Număr de răspunsuri pe zi

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

Adresă de e-mail *

ovi.sergiu@gmail.com

Name

Ovidiu-Sergiu Dorobanțu

School

Liceul Teoretic Comuna Peciu Nou

Country

România

Number of students evaluated

7

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting			●		
Improving teaching and learning					●
Fostering lifelong learning					●

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	○	◉
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	◉

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

Writing in mother tongue

5.Which competencies did you find most difficult to assess?

SPIRIT of initiative and entrepreneurship

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	○	◉
students have had active roles in the classroom	○	○	○	○	◉
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	◯	◯	◯	◉	◯
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	◯	◯	◯	◉	◯
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	◯	◯	◯	◉	◯

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	◯	◯	◯	◉	◯
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	◯	◯	◯	◉	◯
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	◯	◯	◯	◉	◯

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	○	○	○	○	◉
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	◉	○
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	○	◉
writing presentation	○	○	◉	○	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	○	◉
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	○	◉
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	◉
Have they shown originality and creativity when it comes to making the procedure?	○	○	◉	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	○	◉

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

I find it great and I would not change anything.

3. Please share any comments that would help us improve future initiatives such as this:

-

4. What are the one or two most important things that you will be taking with you from this project?

The beautiful way my students colaborated.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

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This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

Adresă de e-mail *

jcla3485@st-andrews-pri.oxon.sch.uk

Name

Jason Clarke

School

St Andreew's CofE Primary School

Country

Oxfordshire

Number of students evaluated

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

Digital Competence

5.Which competencies did you find most difficult to assess?

Linguistic Competences

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	○	◉
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	○	◉
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	○	◉
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	○	◉

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	○	◉
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	○	◉
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	○	◉	○	○	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	◉	○
self-evaluation of students	○	○	○	◉	○
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	◉	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	●	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	●	○

2. If you could change anything about the program what would it be?

3. Please share any comments that would help us improve future initiatives such as this:

Perhaps a common theme for projects would have allowed direct comparisons between different schools indifferent countries and teaching methods/pedagogy used to achieve desired outcomes.

4. What are the one or two most important things that you will be taking with you from this project?

That despite European schools becoming very much more skilled as a whole, there are still some varying ideas on what is considered best practice. There is not necessarily a correct way as long as learning objectives/outcomes are achieved.

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Julie Quarrell

School

Chalgrove Community School

Country

UK

Number of students evaluated

6 in depth total 20

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

5.Which competencies did you find most difficult to assess?

Social and civic competencies

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	●
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	●	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	●

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	●	○
students have had active roles in the classroom	○	○	○	●	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	●	○
Students have been allowed to make choices about content and classroom activities	○	○	○	○	●
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	●	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	●	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	●	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	●	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	●	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	●
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	●	○	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	●	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	●	○	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	●

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	◯	◯	◯	◉	◯
tests	◯	◉	◯	◯	◯
observation of the activities	◯	◯	◯	◉	◯
portfolio	◯	◯	◉	◯	◯
self-evaluation of students	◯	◯	◯	◉	◯
peer to peer evaluation	◯	◯	◯	◉	◯
oral presentation	◯	◯	◯	◉	◯
writing presentation	◯	◯	◯	◉	◯

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	◉	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	◉	○
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	◉	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	◉	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	◉	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	◉	○	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	⦿	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	⦿	○

2. If you could change anything about the program what would it be?

A timeline with the key dates and expectations

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

The importance of ensuring all projects and work is well matched to the pupils needs and interests. The development of real and purposeful learning opportunities and the impact of this on pupil achievement and enjoyment.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Karen Corrigan

School

Crowmarsh Gifford CE Primary

Country

UK

Number of students evaluated

6

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

Communication

5.Which competencies did you find most difficult to assess?

Cultural awareness

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	◉	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	◉	○	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	◉	○	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	◉	○	○	○	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	◉	○
self-evaluation of students	○	○	○	◉	○
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	◉	○
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	◉	○
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	◉	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	◉	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	◉	○	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	◉	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

Looking more closely at skills children develop when learning outside of the classroom.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Nilofer Khan

School

Fir Tree Junior School

Country

UK

Number of students evaluated

6

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

5.Which competencies did you find most difficult to assess?

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	◉	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	○	○	◉	○	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	○	◉
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	○	◉
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	○	◉

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	◉	○
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	◉	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	◉	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	◉	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	◉	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

Time scale; clarity of time commitment and the range of evidence required

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

The range of different learning styles from the different countries

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Flora

School

Crowmarsh Gifford CE Primary School

Country

United Kingdom

Number of students evaluated

6

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	◯	◯	◉	◯	◯
Adapting skills into actions matched to each new situation arising from changing patterns of work	◯	◯	◯	◉	◯
Ability to respond appropriately in multiple cultural settings and working in diverse groups	◯	◯	◯	◉	◯

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	◯	◯	◉	◯	◯

4.Which competence did you find it easiest to evaluate?

Communication in Mother Tongue

5.Which competencies did you find most difficult to assess?

Social and civic competencies

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	◉	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	◯	◯	◯	◉	◯
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	◯	◯	◯	◉	◯
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	◯	◯	◯	◉	◯
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	◯	◯	◯	◉	◯
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	◯	◯	◯	◉	◯

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	◉	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	●	○
tests	●	○	○	○	○
observation of the activities	○	○	○	●	○
portfolio	○	○	●	○	○
self-evaluation of students	○	○	○	●	○
peer to peer evaluation	○	○	○	●	○
oral presentation	○	○	●	○	○
writing presentation	○	○	○	●	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	◉	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	◉	○	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	◉	○	○	○	○
Have the students been offered a procedure when completing the portfolio?	◉	○	○	○	○
Have they shown originality and creativity when it comes to making the procedure?	◉	○	○	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	◉	○	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	◉	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	◉	○	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	◉	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

Understanding the portfolio more before completing the project.

3. Please share any comments that would help us improve future initiatives such as this:

Having a full understanding of the evaluation procedures before commencing the activities.

4. What are the one or two most important things that you will be taking with you from this project?

How effective educational visits are in improving achievement

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Albulescu Cornelia

School

Secondary school no.24

Country

Romania

Number of students evaluated

3

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB
Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	○	◉
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	○	⦿
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	○	⦿
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	⦿

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	⦿

4.Which competence did you find it easiest to evaluate?

All competencies were rated slightly.

5.Which competencies did you find most difficult to assess?

I have never encountered such difficulties.

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	○	◉
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	○	◉
students have had active roles in the classroom	○	○	○	○	◉
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	○	◉
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	○	◉

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	○	◉
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	○	◉
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	○	◉

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	○	◉
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	○	◉
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	⬤
tests	⬤	○	○	○	○
observation of the activities	○	○	○	○	⬤
portfolio	○	○	○	○	⬤
self-evaluation of students	○	○	○	○	⬤
peer to peer evaluation	○	○	○	⬤	○
oral presentation	○	○	○	○	⬤
writing presentation	⬤	○	○	○	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	○	◉
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	○	◉
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	○	○	◉
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	◉
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	○	◉
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	○	◉

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	●	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	●	○

2. If you could change anything about the program what would it be?

I wouldn't change anything.

3. Please share any comments that would help us improve future initiatives such as this:

Initiatives of this sort would continue what it started.

4. What are the one or two most important things that you will be taking with you from this project?

what not to keep. It was excellent.Children liked it enormously.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

GALEA NICOLETA CLAUDIA

School

SCOALA GIMNAZIALA NR. 6 TIMISOARA

Country

ROMANAI

Number of students evaluated

4

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	◉	○	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	◉

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

Mother tongue and mathematics

5.Which competencies did you find most difficult to assess?

Learning to learning and entrepreneurship and sense of initiative

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	○	◉
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	◉	○	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	◉	○	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	◉	○	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	◉	○	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	◉	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	●
tests	○	○	●	○	○
observation of the activities	○	○	○	●	○
portfolio	○	○	○	●	○
self-evaluation of students	○	○	●	○	○
peer to peer evaluation	○	○	●	○	○
oral presentation	○	○	○	○	●
writing presentation	○	○	○	○	●

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	◉	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	◉	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	◉	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	●	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	●	○

2. If you could change anything about the program what would it be?

I would not change anything.

3. Please share any comments that would help us improve future initiatives such as this:

Student meetings and exchange of experience regarding different learning styles would help them in their school and social life.

4. What are the one or two most important things that you will be taking with you from this project?

1. From my point of view, lifelong learning and entrepreneurial skills are essential to the development of any individual, whether adult or child.
2. Collaborating children, parents, teacher

Formulare Google

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Groza Sorina

School

Școala gimnazială Voiteg

Country

România

Number of students evaluated

4

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	○	◉
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	◉

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

Mathematics

5.Which competencies did you find most difficult to assess?

Entrepreneurship and sense of initiative

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	○	◉
students have had active roles in the classroom	○	○	○	○	◉
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	○	◉

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	○	◉
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	○	◉
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	○	◉

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	○	◉
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	○	◉
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	◉	○	○	○	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	○	◉
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	○	◉
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	○	◉

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	○	◉
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	○	◉
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	○	○	◉
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	◉
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	○	◉
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◉

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◯	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	◯	◯	◯	◯

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	◯	◯	◯	◯

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	●	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS ◤

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	●	○

2. If you could change anything about the program what would it be?

Nothing.

3. Please share any comments that would help us improve future initiatives such as this:

This program should be intense and integrated in the lesson.

4. What are the one or two most important things that you will be taking with you from this project?

Creating the learning context;
Generating ideas;
Group discussions;
The evaluation criteria;
The description steps.

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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School

Scoala Gimnaziala Nr. 27 Timisoara

Country

Romania

Number of students evaluated

5

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	⦿	○
Improving teaching and learning	○	○	○	○	⦿
Fostering lifelong learning	○	○	○	○	⦿

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	○	◉
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	○	◉
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	◉

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

Mother tongue and mathematics

5.Which competencies did you find most difficult to assess?

Entrepreneurship and sense of initiative

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	◯	◯	◯	◯	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	◯	◯	◯	◯	◉
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	◯	◯	◯	◯	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	◯	◯	◯	◯	◉
students have had active roles in the classroom	◯	◯	◯	◯	◉
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	◯	◯	◯	◯	◉
Students have been allowed to make choices about content and classroom activities	◯	◯	◯	◯	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	◯	◯	◯	◯	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	○	◉
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	○	◉

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	○	◉
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	○	◉

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	○	◉
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	●
tests	○	○	○	●	○
observation of the activities	○	○	○	○	●
portfolio	○	○	○	●	○
self-evaluation of students	○	○	○	○	●
peer to peer evaluation	○	○	○	○	●
oral presentation	○	○	○	○	●
writing presentation	○	○	○	●	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	○	◉
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	○	○	◉
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	◉
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	○	◉
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	○	◉

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

I would not change anything.

3. Please share any comments that would help us improve future initiatives such as this:

Entreprenorial skills are the least developed in Romania so I would consider them in future projects.

4. What are the one or two most important things that you will be taking with you from this project?

The activities that involved both, students and parents, were distinguished.
Cooperation between students and their involvement in open-ended activities.

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QUESTIONNAIRE FOR TESTING THE EVALUATION

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This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

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School

GO! BS 3Hoek

Country

Belgium

Number of students evaluated

32

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB
Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	●	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	●	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	●	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	●	○

4.Which competence did you find it easiest to evaluate?

Selfreflection

5.Which competencies did you find most difficult to assess?

Parents evaluation

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	◉	○	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	◉	○	○	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	◉	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	●	○	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	●
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	●

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	●	○	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	●	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	●	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	◉	○
tests	○	○	○	○	◉
observation of the activities	○	○	○	○	◉
portfolio	○	○	◉	○	○
self-evaluation of students	○	○	◉	○	○
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	◉	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	◉	○	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	◉	○	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	◉	○	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	◉	○	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	○	○	◉

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS ◢

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

More information on paper.
More time to work things out.
Better guidance in making individual projects.

3. Please share any comments that would help us improve future initiatives such as this:

/

4. What are the one or two most important things that you will be taking with you from this project?

Evaluation-tools
Online-testingtools
Portfoliotool
Breakout-game

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

Adresă de e-mail *

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Name

Dave

School

GO! BS 3Hoek

Country

Belgium

Number of students evaluated

32

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	◯	◯	◯	◉	◯
Adapting skills into actions matched to each new situation arising from changing patterns of work	◯	◯	◯	◉	◯
Ability to respond appropriately in multiple cultural settings and working in diverse groups	◯	◯	◯	◉	◯

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	◯	◯	◯	◉	◯

4.Which competence did you find it easiest to evaluate?

Selfreflection

5.Which competencies did you find most difficult to assess?

Parents evaluation

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	○	◉

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	○	◉
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	◉	○	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	◉	○	○	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	◉	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	◉	○	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	◉	○	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	●	○
tests	○	○	○	○	●
observation of the activities	○	○	○	○	●
portfolio	○	○	●	○	○
self-evaluation of students	○	○	●	○	○
peer to peer evaluation	○	○	○	●	○
oral presentation	○	○	○	○	●
writing presentation	○	○	○	●	○

13. With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	◉	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	◉	○	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	◉	○	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	◉	○	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	◉	○	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	○	○	◉

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

More information on paper.
More time to work things out.
Better guidance in making individual projects.

3. Please share any comments that would help us improve future initiatives such as this:

/

4. What are the one or two most important things that you will be taking with you from this project?

Evaluation-tools
Online-testingtools
Portfoliotool
Breakout-game

Acest conținut nu este nici creat, nici aprobat de Google.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Ainhoa Erdozia Goñi

School

Tafalla ikastola

Country

Navarra (Spain)

Number of students evaluated

15

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting			◉		
Improving teaching and learning					◉
Fostering lifelong learning				◉	

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

Communication

5.Which competencies did you find most difficult to assess?

Social and civic competences

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	◉	○	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	◉	○
tests	○	◉	○	○	○
observation of the activities	○	○	○	◉	○
portfolio	○	○	○	◉	○
self-evaluation of students	○	○	○	◉	○
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	○	◉
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	○	◉
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	◉	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	◉	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	⦿	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	⦿	○

2. If you could change anything about the program what would it be?

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Rexu Urrutia Juanenea

School

Tafalla Ikastola

Country

Spain

Number of students evaluated

14

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	◉	○	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

communication

5.Which competencies did you find most difficult to assess?

learning to learn

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	◉	○	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	◉	○	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	◉	○	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	◉	○
tests	○	○	◉	○	○
observation of the activities	○	○	○	◉	○
portfolio	○	○	○	○	◉
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	○	◉
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	●	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	●	○
The use of evaluation criteria has been a help for students.	○	○	○	●	○
Have the students shown autonomy in preparing the portfolio	○	○	○	●	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	●
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	●	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	●	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	●	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	●	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Johanna McNulty

School

St Nicholas primary school

Country

uk

Number of students evaluated

6

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB
Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	●	○	○	○
Improving teaching and learning	○	○	●	○	○
Fostering lifelong learning	○	○	○	●	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	◉	○	○	○	○

4.Which competence did you find it easiest to evaluate?

Speaking in mother tongue

5.Which competencies did you find most difficult to assess?

ict/digital

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	◉	○	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	●
tests	○	●	○	○	○
observation of the activities	○	○	○	○	●
portfolio	○	○	●	○	○
self-evaluation of students	○	○	○	○	●
peer to peer evaluation	○	○	○	●	○
oral presentation	○	○	○	●	○
writing presentation	○	○	○	●	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	◉	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	◉	○	○
The use of evaluation criteria has been a help for students.	○	○	◉	○	○
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	◉	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	◉	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	◉	○	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	◉	○	○	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	◉	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	○	○	◉

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◯	◯	⦿	◯	◯

PART FOUR OPEN QUESTIONS FOR THE TEACHERS ◢

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◯	⦿

2. If you could change anything about the program what would it be?

I would evaluate less children

3. Please share any comments that would help us improve future initiatives such as this:

A one year project would be better than a two year project.

4. What are the one or two most important things that you will be taking with you from this project?

The importance of trips and the planning of them against wider competencies than the uk school curriculum.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Scoala Gimnaziala Sinandrei

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Number of students evaluated

7

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	○	◉

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

mother tongue

5.Which competencies did you find most difficult to assess?

life long learning

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	○	◉

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	○	◉
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	○	◉
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	●	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	●	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	○	●

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	◉	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	○	◉
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	◉	○
tests	○	○	◉	○	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	○	◉
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	○	◉
oral presentation	○	○	○	○	○
writing presentation	○	○	○	○	◉

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	◉	○
Have the students shown autonomy in preparing the portfolio	○	○	○	○	◉
Have the students been offered a procedure when completing the portfolio?	○	○	○	○	◉
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	◉
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	○	◉

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◉	○	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	⦿	◯	◯	◯	◯

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	⦿	◯

2. If you could change anything about the program what would it be?

I wouldn't change anything.

3. Please share any comments that would help us improve future initiatives such as this:

Having a full understanding of the evaluation procedures before commencing the activities.

4. What are the one or two most important things that you will be taking with you from this project?

what not to keep. It was excellent.Children liked it enormously.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Country

Finland

Number of students evaluated

23

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	◉	○	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	◉	○	○

4.Which competence did you find it easiest to evaluate?

Improving teaching and learning

5.Which competencies did you find most difficult to assess?

Adapting skills into actions matched to each new situation arising from changing patterns of work

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	●	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	○	●
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	●	○	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	●	○	○
students have had active roles in the classroom	○	○	○	○	●
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	●	○
Students have been allowed to make choices about content and classroom activities	○	○	○	●	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	●	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	◯	◯	◯	◉	◯
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	◯	◯	◯	◉	◯
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	◯	◯	◯	◉	◯

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	○	⦿
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	⦿	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	⦿	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	⦿	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	⦿	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	◉	○	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	○	◉

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	◉	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	◉	○	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	○	◉
tests	○	○	◉	○	○
observation of the activities	○	○	○	◉	○
portfolio	○	○	○	○	◉
self-evaluation of students	○	○	○	○	◉
peer to peer evaluation	○	○	○	◉	○
oral presentation	○	○	○	◉	○
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	●	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	●	○	○
The use of evaluation criteria has been a help for students.	○	○	○	●	○
Have the students shown autonomy in preparing the portfolio	○	○	○	●	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	●	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	○	●
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	●	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	●	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	●	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◉	◯

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◉	◯

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	◯	◯	◯	◉	◯

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◯	◯	◉	◯	◯

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◯	◯	◉	◯	◯

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	◯	◯	⦿	◯	◯

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◯	⦿

2. If you could change anything about the program what would it be?

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Hannunniitun koulu

Country

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Number of students evaluated

23

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	◉	○	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	○	◉

4.Which competence did you find it easiest to evaluate?

5.Which competencies did you find most difficult to assess?

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	○	◉
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	◉	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	◉	○	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	○	◉
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	⦿	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	⦿	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	⦿	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	○	◉
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	○	◉
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	○	○	◉
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	○	◉	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	◉	○	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	◉	○
tests	○	○	○	◉	○
observation of the activities	○	○	○	○	◉
portfolio	○	○	○	◉	○
self-evaluation of students	○	○	○	◉	○
peer to peer evaluation	○	○	○	○	◉
oral presentation	○	○	◉	○	○
writing presentation	○	○	○	◉	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	○	◉
Have the students shown autonomy in preparing the portfolio	○	○	○	◉	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	◉	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	○	◉
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	○	◉
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	◉	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

Shorter period, more time.

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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School

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Country

Suomi

Number of students evaluated

9

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	○	◉

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

Knowledge improvement

5.Which competencies did you find most difficult to assess?

Groupwork abilities

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	●	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	●	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	●	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	●	○	○	○
students have had active roles in the classroom	○	○	○	●	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	●	○
Students have been allowed to make choices about content and classroom activities	○	○	○	●	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	●	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	◉	○	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	◉	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	◉	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	◉	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	○	◉	○	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	◉	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	◉	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	◉	○	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	○	◉

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	◯	◯	◯	◉	◯
tests	◯	◉	◯	◯	◯
observation of the activities	◯	◯	◯	◯	◉
portfolio	◉	◯	◯	◯	◯
self-evaluation of students	◯	◯	◯	◯	◉
peer to peer evaluation	◯	◯	◯	◉	◯
oral presentation	◯	◯	◯	◯	◉
writing presentation	◯	◯	◯	◯	◉

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	●	○	○	○	○
The use of evaluation criteria has been helpful for the evaluation you have done.	●	○	○	○	○
The use of evaluation criteria has been a help for students.	●	○	○	○	○
Have the students shown autonomy in preparing the portfolio	●	○	○	○	○
Have the students been offered a procedure when completing the portfolio?	●	○	○	○	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	●	○	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	●	○	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	●	○	○	○	○
The use of this type of evaluation: Has it helped you improve your teaching methods	●	○	○	○	○

PART TWO Peer Teaching Evaluation ◢

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	◉	○	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	○	◉

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	◉	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

Timetable should have been more focused

3. Please share any comments that would help us improve future initiatives such as this:

To take better notice on pupils age and ability > too difficult and long questionnaire in the begining.

4. What are the one or two most important things that you will be taking with you from this project?

To teach pupils evaluate data more critically.

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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Name

Mia Autio

School

Moisio

Country

Finland

Number of students evaluated

24

Part ONE Teacher self-assessment of current evaluation of KEYCOLAB Project

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	○	◉
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	○	◉	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	○	◉	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	○	◉	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	○	○	◉	○

4.Which competence did you find it easiest to evaluate?

critical thinking

5.Which competencies did you find most difficult to assess?

technology

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	○	○	◉	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	○	○	◉	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	◉	○	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	○	○	◉	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	○	◉	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	◉	○	○	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	◉	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	○	◉
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	○	◉	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	◉	○	○	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	○	○	○	◉
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	○	○	◉
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	◉	○	○	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	○	○	○	●	○
tests	○	○	○	●	○
observation of the activities	○	○	○	●	○
portfolio	○	○	○	●	○
self-evaluation of students	○	○	●	○	○
peer to peer evaluation	○	○	●	○	○
oral presentation	○	○	○	●	○
writing presentation	○	○	○	●	○

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	○	○	○	◉	○
The use of evaluation criteria has been helpful for the evaluation you have done.	○	○	○	◉	○
The use of evaluation criteria has been a help for students.	○	○	○	◉	○
Have the students shown autonomy in preparing the portfolio	○	○	◉	○	○
Have the students been offered a procedure when completing the portfolio?	○	○	○	◉	○
Have they shown originality and creativity when it comes to making the procedure?	○	○	○	◉	○
Evaluate this way: Do you provide better information about the authentic abilities of your students?	○	○	○	◉	○
Do you think that this way of evaluating produces changes in the way of learning of your students?	○	○	○	◉	○
The use of this type of evaluation: Has it helped you improve your teaching methods	○	○	○	◉	○

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	○	◉	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	◉	○	○	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	◉	○	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	◉	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	◉	○

2. If you could change anything about the program what would it be?

_____

3. Please share any comments that would help us improve future initiatives such as this:

_____

4. What are the one or two most important things that you will be taking with you from this project?

_____

Formulare Google

QUESTIONNAIRE FOR TESTING THE EVALUATION

Once the evaluation of the competences of the students has been carried out following the guidelines given by Keycolab, we are interested to know your experience. That is why we propose a questionnaire with the purpose of expressing your opinion on this practice of evaluating the competences of students
This survey instrument seeks to analyse and evaluate the KEYCOLAB Evaluation on key competences in primary schools. The questions are designed to determine teachers' perceived gained expertise (theoretical, practical, regulative and socio-cultural) after the implementation of the evaluation in schools.

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School

Hannunniitun koulu

Country

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Number of students evaluated

14

1. Why assess key competencies?(On a Likert scale 5, SD=strongly disagree, D=disagree, N=no opinion, A=agree, SA=strongly agree) *

	SD	D	N	A	SA
Accountability and reporting	○	○	○	◉	○
Improving teaching and learning	○	○	○	◉	○
Fostering lifelong learning	○	○	○	◉	○

2.How key competencies refocus assessment outcomes? *

	SD	D	N	A	SA
Multimodal communication methods	○	○	◉	○	○
Adapting skills into actions matched to each new situation arising from changing patterns of work	○	○	◉	○	○
Ability to respond appropriately in multiple cultural settings and working in diverse groups	○	○	◉	○	○

3.Do you feel that the goal of the Evaluation was met? *

	SD	D	N	A	SA
Rândul 1	○	◉	○	○	○

4.Which competence did you find it easiest to evaluate?

5.Which competencies did you find most difficult to assess?

6.Content and context *

	SD	D	N	A	SA
The content of your lessons/project have been relevant to the students' needs and and have built on their previous experiences?	○	◉	○	○	○
Your teaching support has been equally available to all students and removed when no longer needed. You do not "feed" students information	○	◉	○	○	○
The evaluation of the students has taken into account not only the academic context but also other contexts (family, personal, social ...)	○	○	○	◉	○

7.Student-centered learning *

	SD	D	N	A	SA
Students have set their own learning goals and are accountable for achieving them.	○	◉	○	○	○
students have had active roles in the classroom	○	○	○	◉	○
The proposed activities have been diverse, in order to accommodate students with various learning styles and abilities	○	○	○	◉	○
Students have been allowed to make choices about content and classroom activities	○	○	○	◉	○
Students have been co-authors of the classroom norms and encouraged to self-monitor	○	○	○	◉	○

8.Scaffolded learning (On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
You have choosed activities and topics that help students set their own goals and identify what they already know as well as what they/want need to learn	○	○	◉	○	○
Your students have acquired strategies that help them learn autonomously inside and outside the classroom e.g. making predictions, asking for clarification, group work, etc	○	○	○	◉	○
You have facilitated students' development by allowing them to explore and develop their own hypothesis and conjectures	○	○	○	◉	○

9.Class interaction *

	P	F	N	G	E
You have used small group discussions to promote alternative problem solutions and foster lateral thinking	○	○	○	●	○
Students have been offered regular, structured and authentic feedback in order to improve the quality of their work.	○	○	○	●	○
You have responded actively to students' feedback and support requirements, answered questions, offered encouragement and stimulated their enquiries	○	○	○	●	○
The instruction time was well balanced between whole group and small group instruction, including a good mixture between individual and team work.	○	●	○	○	○
Your expectations regarding students' performance have been realistic at all times and students have been informed and accepting of them	○	●	○	○	○

10.Strategies and tools *

	P	F	N	G	E
You have provided assignments and activities that promote critical thinking skills, including guidance for thinking critically to determine which processes must be used to solve problems	○	○	○	◉	○
Students have understood there is no single "right way" to solve a problem, and that it is OK to make mistakes and learn from them.	○	◉	○	○	○
Students have made use of technology as a tool that can help them achieve a specific goal. They use it inside or outside of class	○	○	○	◉	○

11.Assessment *

	P	F	N	G	E
You have used both formative and summative assessment to evaluate learning	○	○	◉	○	○
You constantly have evaluated teaching and learning focusing on students' understanding and needs e.g. using various methods during class via frequent quizzes, show and tells, etc.	○	○	○	◉	○
Students have been offered regular, structured opportunities to self-assess their progress as well as assess their peers when appropriate	○	○	○	◉	○

12.With a Likert scale from 1 to 5 rate the instruments of the evaluation in order to evaluate competences

	1	2	3	4	5
Discussions with students	◯	◉	◯	◯	◯
tests	◉	◯	◯	◯	◯
observation of the activities	◯	◯	◉	◯	◯
portfolio	◯	◯	◯	◯	◯
self-evaluation of students	◯	◯	◉	◯	◯
peer to peer evaluation	◯	◯	◯	◯	◯
oral presentation	◯	◯	◉	◯	◯
writing presentation	◯	◯	◉	◯	◯

13.With a Likert scale from 1 to 5 rate each question about the evaluation.

	1	2	3	4	5
The use of the portfolio has been an adequate instrument with which to evaluate competencies	◯	◯	◉	◯	◯
The use of evaluation criteria has been helpful for the evaluation you have done.	◯	◯	◉	◯	◯
The use of evaluation criteria has been a help for students.	◯	◯	◉	◯	◯
Have the students shown autonomy in preparing the portfolio	◯	◉	◯	◯	◯
Have the students been offered a procedure when completing the portfolio?	◯	◯	◉	◯	◯
Have they shown originality and creativity when it comes to making the procedure?	◯	◉	◯	◯	◯
Evaluate this way: Do you provide better information about the authentic abilities of your students?	◯	◉	◯	◯	◯
Do you think that this way of evaluating produces changes in the way of learning of your students?	◯	◯	◉	◯	◯
The use of this type of evaluation: Has it helped you improve your teaching methods	◯	◯	◉	◯	◯

PART TWO Peer Teaching Evaluation

1.Activities used appeared to be appropriate for this class.(On a Likert scale 5, P=poor, F=fair, N=neutral, G=good, E=excellent) *

	P	F	N	G	E
Rândul 1	○	○	●	○	○

2.Activities involved group work *

	P	F	N	G	E
Rândul 1	○	○	●	○	○

3.Students appeared to be motivated *

	P	F	N	G	E
Rândul 1	○	○	●	○	○

PART THREE PARENTS EVALUATION

1.The school has informed me/us about Keycolab Project *

	Totally agree	Agree	Neutral	Desagree	Totally disagree
Rândul 1	○	○	●	○	○

2.My/our child has received good opportunities to learn about various trades and occupations through this project *

	totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	●	○	○

3.My/our child has received good guidance in this project. *

	Totally agree	Agree	Neutral	Disagree	Totally disagree
Rândul 1	○	○	⦿	○	○

PART FOUR OPEN QUESTIONS FOR THE TEACHERS

1. The questionnaire you have completed collected effectively the information you wish to communicate

	yes	no
Rândul 1	○	○

2. If you could change anything about the program what would it be?

Subject, more concrete subject

3. Please share any comments that would help us improve future initiatives such as this:

4. What are the one or two most important things that you will be taking with you from this project?

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