Developing competences in Higher Education: the importance of assessment feedback

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Abstract

Since the beginning of the 21st century, the promotion of an education that leads to the development of competences (European Commission, 2007; Perrenoud, 1999) has been a main concern of Portuguese education policies (Ministério da Educação, 2001; Reis, 2009).

Higher Education has also embraced this concern through the implementation of the Bologna propositions. The Department of Education of the University of Aveiro (Portugal) has been working along these lines since 2007.

This paper describes a study which is being conducted within a first cycle degree in a course relating the issues of education in the mother tongue to the training students are concurrently receiving in educational institutions.

Three research questions were defined: i) Is it possible to design teaching strategies in Higher Education leading to the development of competences that allow the students to adapt to a greater variety of educational contexts? ii) Can these strategies promote an awareness of the need to approach education in the mother tongue in a transversal way, taking into account its importance for success at school and socio-professional integration? iii) Which role can feedback assessment play in this process? This paper deals with the third question.

We analysed data concerning i) the performance of the students corresponding to their grades and ii) their conceptions, gathered in the individual essays they wrote, containing their critical views about the work they developed. The results of this analysis (mixing statistics and content analysis) stressed the need to introduce changes in the course programme and in the assessment methods it proposes. Assessment feedback appeared as a key element.

Key words: Competences; Higher Education; Assessment; Conceptions.

Résumé

Au XXIe siècle, la politique éducative portugaise vise un modèle d'éducation centré sur le développement de compétences (Ministério da Educação, 2001; Reis, 2009), à l'instar d'experts et d'associations internationaux (European Commission, 2007; Perrenoud, 1999).

À l'Enseignement Supérieur revient la promotion du Traité de Bologne. Donc, depuis 2007, le Département d'Éducation de l'Université d'Aveiro (Portugal) a élu ces lignes politiques comme centre de son action.

Cet article traite d'une recherche menée dans le cadre d'un premier cycle de Bologne. Le projet est en train d'être développé dans les cours d'un sujet qui fait le rapport entre cette politique et la formation de professionnels de l'éducation pour l'enseignement du Portugais.

Cette étude est basée sur trois questions: i) Est-ce qu'il est possible de construire des stratégies d'enseignement à l'université développant chez les étudiants des compétences qui leur permettent de s'adapter à des contextes éducatifs de plus en plus instables? ii) Est-ce qu'on peut relier ces compétences à l'approche transversale de l'enseignement/apprentissage de la langue portugaise, tenant compte de son importance pour le succès à l'école et en société?; iii) Quel rôle peut l'évaluation jouer dans ce contexte?. Dans cet article, on a privilégié la troisième question.

Faisant appel à la statistique et à l'analyse de contenu, on a analysé des données concernant: i) la performance des étudiants, correspondant aux classifications obtenues en fin de semestre et ii) à leurs conceptions sur l'évaluation, exprimées par écrit dans des textes individuels contenant des réflexions sur leur parcours personnel. Les résultats ont révélé le besoin d'introduire quelques changements dans les méthodes d'enseignement et aussi dans l'évaluation.

Mots-clés: Compétences; Enseignement Supérieur; Évaluation; Conceptions.

Resumo

Desde o início do séc. XXI, a promoção de um modelo de educação que conduza ao desenvolvimento de competências (European Commission, 2007; Perrenoud, 1999) tem sido a principal preocupação da política educativa portuguesa (Ministério da Educação, 2001; Reis, 2009).

O Ensino Superior aderiu a este movimento através da implementação do Processo de Bolonha. O Departamento de Educação da Universidade de Aveiro tem seguido esta orientação desde 2007.

Este artigo trata de um estudo desenvolvido num primeiro ciclo de Bolonha e procura relacionar a formação de profissionais para o ensino da língua portuguesa com esta política educativa.

Assenta em três questões de investigação: i) será possível, no Ensino Superior, definir estratégias didáticas que conduzam ao desenvolvimento de competências promotoras da adaptação dos alunos a uma maior variedade de contextos educativos? ii) será que estas estratégias permitem levá-los a tomar consciência da necessidade de abordar o ensino/aprendizagem da língua portuguesa de uma forma transversal, tendo em conta a sua importância para o sucesso escolar e a integração socioprofissional? iii) que papel cabe à avaliação formativa neste contexto? Este texto foca-se na terceira questão.

Combinando estatística e análise de conteúdo, procedeu-se à análise de dados relativos i) ao desempenho dos alunos, correspondendo às classificações finais obtidas na unidade curricular em cujas aulas o projeto está a ser desenvolvido e ii) às suas representações, apuradas a partir de reflexões críticas individuais relativas ao seu percurso nessa unidade didática. Os resultados revelaram que é necessário introduzir alterações na metodologia de ensino e na avaliação e que a sua vertente formativa é fundamental neste processo.

Palavras-chave: Competências; Ensino Superior; Avaliação formativa; Representações.

Introduction

Since the beginning of the 21st century the promotion of an education that leads to the development of competences has been a major concern of the international policy. International organizations – and specially the ones related to the European Union – have been producing documents giving special attention to an education for all and specifically centred in the development of competences adapted to life in an ever changing modern society (Sá, Cardoso, Alarcão, 2008).

One of these documents (European Commission, 2007) proposes eight key competences dealing with several domains in citizenship. Some of them are related to traditional scientific areas (*Communication in the mother tongue and*

foreign languages, Mathematical literacy and basic competences in science and technology and *ICT skills*). Others are less widely referred to, but equally important (*Learning to learn, Entrepreneurship, Civic competences* and *Cultural awareness*).

The development of such competences through a democratic model of education is also a main concern in Portuguese policy. The *National Curriculum for Basic Education* (Ministério da Educação, 2001), which defined the competences that should be developed in compulsory education, providing the basis for other important documents that set forth the main features of education policy and practices, was a result of this effort.

These essential competences concerned: i) knowledge (scientific, technological and cultural), ii) language (mother tongue and foreign languages), iii) methods and techniques focused on problem solving (looking for information and organizing it, selecting strategies adapted to a specific goal, taking decisions, being autonomous and capable of involving in team work) and iv) the ability to perceive life in an ecological way.

Recent changes in the Portuguese education system

Education needs more than laws to work and other efforts are being developed in order to promote such an education model. The *National Curriculum for Basic Education* gave rise to other documents more specifically related to the educational action (for instance: Reis, 2009; Ministério da Educação, 2012), taking into account studies promoted by specialists in education. Among them, Philippe Perrenoud (1999) proposed essential competences teachers should develop in their pupils, namely promoting: i) the ability to cope with heterogeneity, ii) team work and iii) active citizenship.

Recent analysis of the educational situation in Portugal revealed some important problems (cf. Roldão, 2008): i) the need to pay attention to the pupils' culture and experiences, ii) the importance of getting them used to evaluate and argue based on evidence and iii) the importance of dealing with heterogeneous contexts at school.

Such results point to the need for adequate teacher training, which in Portugal involves both the universities and the polytechnic institutes.

Higher Education has also embraced this concern and the implementation of

the Bologna propositions set forth the creation of new degrees focused on the development of competences, regardless of scientific area. These are supposed to promote lifelong learning and make it possible for graduates to easily adapt to an ever changing society, namely as far as job opportunities are concerned. Therefore, nowadays Higher Education requires a new education model, centered in the students and focused on the development of competences that are essential for individuals to live in modern society. Assessment feedback is a key element in this process.

As education professionals are trained in Higher Education institutions, these play an important role in the preparation for the changes required at every educational level. As a matter of fact, training for jobs in the educational area is especially demanding.

Within the implementation of the Bologna Process at the University of Aveiro (Portugal), the Department of Education has been working along these lines for several years, following the main trends of Portuguese education policies. So new degrees have been created and implemented since 2007. These were designed to develop competences in future and in-service education professionals.

A study in this context

One of these degrees is a first cycle centered in the training of undergraduates who can look for jobs in basic education. A study is being conducted within this degree relating the issues of education in languages – and mainly in the mother tongue – to the training students are concurrently receiving in educational institutions. It is evident for us that assessment feedback plays an important role in this context.

The underlying principles of the study address the need i) to approach education in the mother tongue in a transversal way, taking into account its importance for success at school and socio-professional integration (Sá, 2009; Sá, Martins, 2008) and ii) to develop competences that allow the students to adapt to a greater variety of educational contexts. The teaching and learning of languages – and specially the mother tongue – involve all the teachers in the schools, not just the ones who were specifically formed to perform this job. As a matter of fact, learning languages develops communicative, cognitive and affective competences that are essential for success as an individual and as a citizen and also at school. The teaching and learning of other subjects also contribute to the development of such competences, namely the ones especially important for the mastering of languages.

Three research questions supported the study: i) Is it possible to design teaching strategies in Higher Education leading to the development of competences that allow the students to adapt to a greater variety of educational contexts? ii) Can these strategies promote an awareness of the need to approach education in the mother tongue in a transversal way, taking into account its importance for success at school and socio-professional integration? iii) Which role can feedback assessment play in this process?

This paper concerns the third question[1]. It presents possible answers to more specific interrogations included in it, such as: i) how can assessment contribute to the development of competences in the students? and ii) how do they react to a style of teaching which is not very familiar for them.

This study was conducted with four groups of students in the final year of their graduation in Basic Education who were attending Language Teaching Methodologies classes during the 1st Semester (between September-December 2009 and September-December 2012). The number of students per school year is presented in Table 1:

Table 1: Number of the students per school year

School year	Number of students
2009/2010	75
2010/2011	75
2011/2012	66
2012/2013	78
Total	294

The students were supposed to develop the following competences, among others:

- mobilizing concepts and processes relevant to promote language education;
- analysing strategies related to lifelong linguistic-communicative development in varied contexts;
- working autonomously and in team.
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1 The other research questions are being treated by three PhD students: Maria João Macário, in her project entitled Collaborative work through forums in teacher training: A contribution for the teaching of orthography; Filipe Saraiva, with the project Transversality and training for the teaching of the mother tongue: Developing competences in reading comprehension; Dulce Melão, with the project Conceptions on reading and their influence on explicit teaching of reading comprehension.

The essential concepts and processes were presented in theoretical moments included in the practical activities developed during the classes and elsewhere. They generally correspond more or less to the contents mentioned in the programme of the course (cf. http://www.ua.pt/guiaonline/PageDisc.aspx?id=5129&b=1):

- teaching for the acquisition and the development of competences;
- developing competences through a transversal approach of language teaching (namely the mother tongue, as there is another course in the degree structure concerning the teaching of foreign languages – Early Foreign Language Teaching);
- socio-cognitive processes underlying the acquisition and development of competences in reading comprehension and written expression;
- designing activities to promote a transversal approach of language teaching leading to the acquisition and development of competences.
- The teaching of this course and the case study attached to it involved:
- the design and implementation of a teaching programme centered on the students' activities: i) whose core consisted of the preparation of a portfolio including team and individual work, oral presentations and written texts, and critical thinking focused tasks, ii) based on the selection of a document, related to the planning of activities in a real context, which the team should present and critically analyse with the help of a grid proposed by the teacher (cf. Appendix 1), and iii) requiring tutorial support provided by the teacher;
- a system of continuous assessment, based on the portfolio presented by the students and concerning: i) a collective oral presentation of the document each team selected for analysis (10%), ii) a collective written report focused on the critical analysis of the selected document (50%), iii) an individual oral presentation of one aspect of the critical analysis of that document (20%) and iv) an individual critical written essay on the whole course (20%).

The criteria used in the assessment are presented at the end of this text (cf. Appendices 2, 3 and 4).

Collected data concerned: i) the performance of the students, corresponding to the grades they obtained in the course; ii) their conceptions, corresponding to statements included in their written essays. These data were analyzed by means of descriptive statistics and content analysis.

In order to identify and describe the conceptions of the students, the individual written essays they produced were submitted to a content analysis, centred on information about what they felt concerning the feedback assessment they had received.

Results

On performance

As to the performance of the students, the analysis carried took as data the grades they obtained in the first assessment (in January 2010, 2011, 2012 and 2013). These grades were grouped in three categories, considering they might range between 0 and 20: i) under 10, including the students who did not get approval in the course; ii) 10-14, including those who got medium grades; iii) over 14, corresponding to the best grades. The results are presented in Table 2:

Table 2: Performance of the students in the first assessment

Grades	Number of students	%
Under 10	7	2,6
10-14	194	72,4
Over 14	67	25,0
Total	268	100

The table reveals that only very few students did not succeed and that a quarter of them got very good grades (generally between 15 and 16) during these four school years. This is a standard situation in assessment.

The second analysis was based on data corresponding to the grades the students obtained in the second assessment (in February 2010, 2011, 2012 and 2013). Table 3 presents the results of the second assessment:

Table 3: Performance of the students in the second assessment

Grades	Number of students	%
Under 10	10	10,6
10-14	69	73,4
Over 14	15	16,0
Total	94	100

Once again, this was a standard situation, since most of the students still got medium grades (ranging from 10 to 14). Nevertheless, the number of those who did not get approval tended to increase, because some students who passed this second assessment did not propose for the first one since they knew they were in a bad situation. The number of students in the best position decreased.

So, we can say that there were changes between the first and the second assessment, since some students got approved in the process and others improved their grades.

Unfortunately, the change was not as good as it could be, due to several factors:

- The students do not have much time between the first and the second assessment to improve their portfolio; according to the rules of the university, the first assessment must take place during January and the second by the beginning of February;
- Some of them are not able to apprehend the bases of this system of assessment and just work to improve their grades, so they do not care enough about the comments the teacher writes on the first version of their portfolio.
- In terms of assessment feedback, we can conclude that:
- It is an important part of the teaching/learning process; some students improved in the second assessment, because they cared to discuss the comments on their work with the teacher and they read them carefully while they were reviewing their portfolio;
- Its success depends a lot on the conscience the students themselves have of its importance; some did not care about these comments, so they could not overcome their problems.

On conceptions

There were 283 individual essays, but only 95 (33,6%) contained references to the assessment. Sometimes one statement counted for the two categories used in the content analysis, which produced the results presented in Table 4:

Table 4: Conceptions of the students on assessment

Conceptions on assessment	Number of occurrences	%
Focused on grades	48	43,2
Focused on formative value	58	52,3
Invalid statements	5	4,5
Total	111	100

The results of the content analysis revealed that students were mainly focused on grades.

The following statements (selected from the written critical essays we analysed) illustrate this affirmation:

- "The assessment proposed in this course was interesting because it was continuous. Thus it allowed the teacher to follow the students during all the semester and to be aware of their evolution. As there were group and individual tasks, the teacher could be more precise on the grades she gave the members in each work team." (S10 – 2009-2010);

- "… I think [the system of assessment] is fair, because there are aspects concerning team work (…) and others related to individual work and thus each student got the mark she deserved." (S31 – 2010-2011).

Nevertheless, there were many statements concerning the formative side of the system of assessment designed for this course.

Some of these statements emphasized the relation between the tasks proposed for assessment and the training these students were receiving:

- "…the assessment in this course was based on the analysis of the planning of a lesson, which is very important in terms of teacher training, because it contributes to the development of competences essential in the professional domain." (S4 – 2009-2010);

- "Thus, we applied what we learned and the knowledge acquired to practical tasks (…)." (S22 – 2010-2011).

There were statements referring to the fact that the teaching/learning process was focused on the development of competences, rather than on the acquisition of knowledge (although this second aspect underlies the other):

- "I think the assessment system of this course was well designed, because the students were encouraged to understand what was taught, rather than trying to know it by heart in order to use it in the tasks proposed in the classroom." (S41 – 2010-2011);

- "[….] in spite of the existence of theoretical contents, we were not supposed to learn things by heart, but rather to understand them and strategically apply that knowledge to the problems we had to solve."(S45 – 2010-2011).

Others mentioned the development of competences essential to academic and social life:

- "The fact we had to do oral presentations on the work we had done helped us to improve our competences on oral communication, which is rather important for our future job. So, we developed competences in oral communication and also in written communication essential in social life." (S55 – 2010-2011);

- "The system of assessment designed is a distinctive feature of this course. It includes several moments, as well as individual and collective tasks. Thus the students can develop their autonomy, but also competences in team work and communication." (S57 – 2010-2011);

- "I think the assessment system is adequate, because it includes individual and collective tasks. Thus we develop autonomy and, at the same time, competences in team work, learning to accept other people's opinions and to communicate ideas. The assessment is focused on two very important aspects: oral and written expression." (S58 – 2010-2011);

- "The fact that the whole team took part in the analysis of the document we had chosen allowed us to develop competences in communication and collaboration. That happened also in what concerned the oral presentations of the work we had done and the collective and individual production of written texts. In future, we must know how to work, both autonomously and within a team." (S61 – 2010-2011);

- "The assessment system this teacher designed really works. It allows the students to explore the topics by themselves, build a critical perspective on them, reason on what they learn in the classes and, at the same time, develop competences in mother tongue and didactic knowledge on teaching reading comprehension and written expression." (S65 – 2010-2011);

- "This kind of assessment leads us to the development of our abilities in oral expression on several topics, which will be very useful in our future professional career […] and will make us good examples for the children." (S87 – 2012-2013);

- "This system of assessment is positive, since it includes several tasks focused on the analysis of planned activities. When we have done all those tasks, we are able to look to a lesson plan and immediately seize its essential components […]" (S91 – 2012-2013);

- "The assessment system designed for this course was very adequate to its nature, since it supposed practical and reflective work. It included several moments, which […] led us to analyze documents and solve problems constantly present in our future professional career." (S98 – 2012-2013);

- "The assessment system included a collective written report on the work done during all the semester, an individual written essay and two oral presentations (one collective and the other individual). This heterogeneity was useful, since it prepared the students for several situations a teacher must face. It is rather important to learn how to plan a text, presenting several concepts and ideas, correctly interwoven. The written texts we produced and the oral presentations helped us to develop such competences […]" (S100 – 2012-2013).

Some of them especially mentioned the importance of developing competences concerning autonomy and team work:

- "I see the system of assessment proposed as very positive since it involved us in autonomous and team work. The latter allowed us to engage in interaction, the discussion of everybody's ideas and taking decisions to solve problems, all things we will be doing in our future professional contexts." (S8 –2009-2010);

- "(…) it was important for us to develop competences in individual and team work, because they will be very important in the future, in professional and personal contexts." (S19 –2010-2011);

- "I must mention the assessment system designed by this teacher, which combined individual and team work. This mixture was very important […] In a good team any member will be able to present any part of the collective work and that happened in the one I was part of." (S74 –2012-2013);

- "To finish my reflection, I must mention the formative value of the assessment system designed for this course, which I see as rather fair, since it includes individual and team work, which any teacher must do during his/her professional career." (S88 – 2012-2013).

Some of them reflected on the importance of having a critical perception of the work done by themselves and the other students:

- "In the end of each part of the work we had to do during the semester, there was an oral presentation, except for the last moment, where the oral presentation was individual. Those presentations allowed us to show the others the work we were doing." (S37 – 2010-2011);

- "After each oral presentation, the teacher discussed with us the work we had done, in order to help us to improve it. Thus, the written report would no longer present those flaws." (S39 –2010-2011);

- "We also did oral presentations of the work we were doing, what helped us to try and explain our analysis as well as we could do it." (S71 – 2010-2011).

Others reflected on the importance of self-assessment:

- "The individual written paper we had to present in the end of the semester allowed each one to reflect on his/her work during this period and identify the positive aspects." (S5 – 2009-2010);

- "This [the assessment system] helps us to better understand and perceive all the competences we must develop." (S50 – 2011-2012);

- "Besides, it is important to perceive the positive and negative aspects of our performance […] in order that we go on doing the right things and correcting the bad ones." (E68 – 2011-2012);

In school year 2010-2011, no one reflected on the importance of self-assessment.

Some students commented on the importance of continuous assessment for their success:

- "The fact that the assessment system was continuous made us apprehend all the knowledge in an easier way. If we had been assessed only in a final exam, we would not have learned half of the contents. We would have studied just for the exam, and forgot everything afterwards. As we had to do regular oral presentations of the work we were doing, we had to study regularly and things were easily learned." (E51 – 2010-2011);

- "The fact that we had three oral presentations during the semester led us to a better handling of the time to study. We could not leave all the work to be done by the end of the semester, and thus we studied attentively each topic and we learned more on them." (E54 – 2010-2011).

Few people referred the importance of assessment feedback.

There were several references to the formative side of this system of assessment inserted in comments in which the assessment was related to grades (8 statements corresponding to 7,2 %):

- 2 in school year 2009-2010

"The system of assessment proposed [by the teacher] has great formative value, because the students are given grades according to the work they have done during the whole semester instead of the performance in a final written exam." (S2);

"I believe we learn much more by accomplishing certain tasks [related to assessment in the course] than by memorising all the contents in order to reproduce them in a final exam." (S14);

- 4 in school year 2010-2011

"The fact we had three oral presentations, where we dealt with different aspects of the analysis of the chosen document helped us to learn gradually." (S18);

 "(…) the team work [considered within the proposed system of assessment] allowed us to interact, exchange ideas, take decisions to solve problems, doing tasks which will be part of our professional life." (S23);

"(…) it was important for us [the students in general] to know the partial grades, because this allowed us to reflect on the work we had done till that moment." (S25);

"(…) the analysis of the document was divided into three parts and each one was presented at a different moment of the semester, which made the work easier for us (…), because we had the chance to review our ideas and to have access to the analyses done by our colleagues." (S28);

- 2 in school year 2012-2013

"I do not agree that only the last oral presentation of the semester should be individual. It should also happen for the second presentation. Because the student may be less succeeded in the last presentation and everything will be lost. But I agree with the other rules in the assessment system." (S73);

"The assessment system is fair. But I think that the students should be invited to assess themselves and their colleagues, by the end of the semester, in order that it was even fairer." (E78).

Curiously, one student found that the assessment system proposed improved the relationship between the teacher and the students: *"By using this kind of assessment, the relations between the teacher and the students are clearer and stronger, because the teacher is more conscious of the performance, the competences and the character of the students and vice-versa."* (S30, related to school year 2010-2011).

And another one related the assessment system to the methodology used by the teacher: *"I think this teacher has a positive method of teaching and assessing. She presents orally the essential concepts and ideas and then the students are invited to make use of that knowledge in practical work done collectively in the classroom and individually at home. Nevertheless, I think […] that there should be a moment when the students would assess one another, because generally people are differently engaged in teamwork. I also liked the fact that most of the work was done in the classroom, supported by the teacher."* (E76 – 2012-2013).

Conclusions

On performance

Even if the best marks (over 14) were fewer than the intermediate ones (10-14), we have good reasons to think that assessment feedback is an important part of the teaching/learning process.

Nevertheless, we believe its success depends a lot on the conscience the students themselves have of its importance.

On conceptions

In all the four school years concerned by this study, there were very few statements about the assessment system in the individual papers presented by the students at the end of the semester.

It was also evident that the students' conceptions varied a lot as far assessment and its role in their training were concerned: more or less half of them were focused on the grades and the other half on the formative value of the assessment. This is very important, because they are being trained to work in educational contexts. So, they should understand how assessment may affect the teaching/learning process. Thus, next year, it will be very important to insist on the importance of the formative side

of the assessment system proposed. Giving them access to this paper may play an important role in this context.

Surprisingly, the importance of self-assessment was referred by only few students. So, apparently, these students do not believe that it plays an important role in assessment. That goes along with the fact they tend to associate assessment to the grades they get and to consider that giving grades is a task of the teacher: for most of them, the teacher's sole role as far as assessment goes. Once again, giving them access to this paper may play an important role in this context.

So far, the references to the formative side of the assessment concerned:

i) The relation between the tasks proposed for assessment and the training these students are receiving;
ii) The fact that the teaching/learning process was focused on the development of competences, rather than on the acquisition of knowledge;
iii) The development of competences essential to academic and social life;
iv) The importance of developing competences concerning autonomy and team work;
v) The importance of having a critical perception of the work done by oneself and the other students;
vi) Self-assessment;
vii) The importance of continuous assessment for their success.

Direct references to the importance of feedback in assessment are scarce: two in 2010-2011 (1,8%). Both statements consider that regular feedback within assessment makes students more critical of their own work and more attentive to other students' work, improves their learning and makes them develop more competences. And these are excellent reasons to insist on these individual critical papers making students reflect at the same time, on the process they were part of and the role they played in its development. We also intend to implement this assessment system next year, but we will insist more on explaining its underlying principles to the students.

Above all, it is essential to spread the good news and make this kind of work a rule, instead of an exception. That entails a change in the teaching and assessment methods in Higher Education, but also some changes in the working conditions which are proposed to both teachers and the students.

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APPENDIX 1

Grid for the analysis of the plans

General characteristics of the plan
Objectives
- Identification of the selected objectives
Contents
- Oral communication
- Reading comprehension
- Written expression
- Grammar
Strategies/Activities
- Content area (oral communication, reading comprehension, written expression, grammar)
- Motivation for reading
- Producing texts for reading
- Creating an universe of reading in the classroom
- Providing various experiences in reading
- Sharing reading experiences
- Developing competences in reading comprehension
- Comprehension of the ideas
- Identification of the main ideas in the text
- Identification of the text structure
- Written expression
- Analysis of different types of discourse
- Writing the texts (planning, writing, revising, rewriting)
- Grammar
- Roles of the participants
- Education professional
- Pupils
- Other participants
- Types of work
- Collective (involving all the class)
- Small groups
- Peer work
- Individual work
- Resources
- Time
- Other aspects

Avaliação em educação

APPENDIX 2

Criteria for the assessment of oral communication

Adequacy of the terminology

1 2 3 4 5

Relevance of the ideas and their organization

1 2 3 4 5

Correct use of media resources

1 2 3 4 5

Correct use of the time

1 2 3 4 5

Ability to answer the questions of the public

1 2 3 4 5

Adequate arguing

1 2 3 4 5

Critical views on one's work

1 2 3 4 5

APPENDIX 3

Criteria for the assessment of the written report

Objectives

- Adequate categorization
- Adequate association

6 points

Contents

- Adequate identification
- Adequate association

4   points

Strategies/Activities

- Adequate categorization (considering content area and nature)
- Adequate identification of the participants and their roles
- Adequate characterization of types of work

- Adequate identification of resources
- Adequate evaluation of time for each activity

9 points

Pertinence of the remarks included in *Other aspects*

1 point

Total – 20 points

APPENDIX 4

Criteria for the assessment of oral communication

Contents

Adequate approach of the following topics

- Competences developed during the course
- Meaningful elements for personal evolution (objectives, strategies/activities, resources, time and its organization, adequacy of the model of assessment proposed)
- Interaction between this course and others
- Expectations concerning the contribution of this course to others and future professional career
- Other aspects

1 2 3 4 5

Use of adequate terminology

1 2 3 4 5

Adequate arguing

1 2 3 4 5

Form

Adequate organization of the text (structure + coherence)

1 2 3 4 5

Correction of the written expression (cohesion, grammar, orthography)

1 2 3 4 5

Other aspects

1 2 3 4 5

Global appreciation