

## **Come valutare (How to assess competences)**

Abstract from:

<http://digilander.libero.it/dibiasio.neoassunti/TEMATICA1/didattica/nella%20laboratoriale.pdf>

In order to assess competences we need to identify the tasks in real life which will require them e.g. simulate situations, tackle specific problems of social life.

Then we have to define the observation and assessment criteria which include cooperation from the students themselves, the teachers' team and other witnesses.

Education should be experience centred to allow students to run their own learning process and projects of life. If they are offered occasions and space to express themselves with all their faculties, mind, body, feelings, they will surely respond to our expectations in an adequate, creative, meaningful way, developing a truly personal quality in their competences. Competences do not exist by themselves and cannot be separated one from another. Obviously they are always dynamic, evolving and are shown in each task; to be assessed after they have been put into action.

When the teachers' team define a learning unit, which meets a need or develops an interest or a project, they already foresee which competences the students will achieve and are aware that their progressive steps are going to be observable during the process of learning but the real achievement can be assessed only after completion.

We say that somebody is "competent" when they can use all their capacity for taking advantage of knowledge and abilities to express a personal way of being, give a personal meaning to one's own experiences and find solutions to the problems to be tackled. The student who achieves a competence in a specific context will be able to use it in different situations to solve new problems and carry out new projects. The task for teachers is to identify, verify, state a competence that exists and can be proved. Competences can be observed and recorded only at the end of an educational path, they can be described using methods which are different from those used to assess levels of knowledge and abilities, always after completion as far as the learning unit is concerned, and in any case always in situation.

The analytical, quantitative tools used to assess knowledge and abilities need to be integrated with a shared observation mediated by privileged witnesses, a common reflection on the learning experience, biographies, the use of diaries, performance storyboards, etc

The integration of quantitative and qualitative methods of investigation is necessary because competences do not represent only knowledge and know how but also the way they have become a resource for the student to be used in a context, in the situation where they are needed.