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Evaluation guidelines validated and recognized by the European Framework of Qualifications

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Aim

- Evaluation guidelines for the learning materials
 - Aligned with Level 1 of the European Framework of Qualifications
 - Validated
- Consistent training for DS individuals across the EU





Aligning frameworks

Literature validation

Expert validation

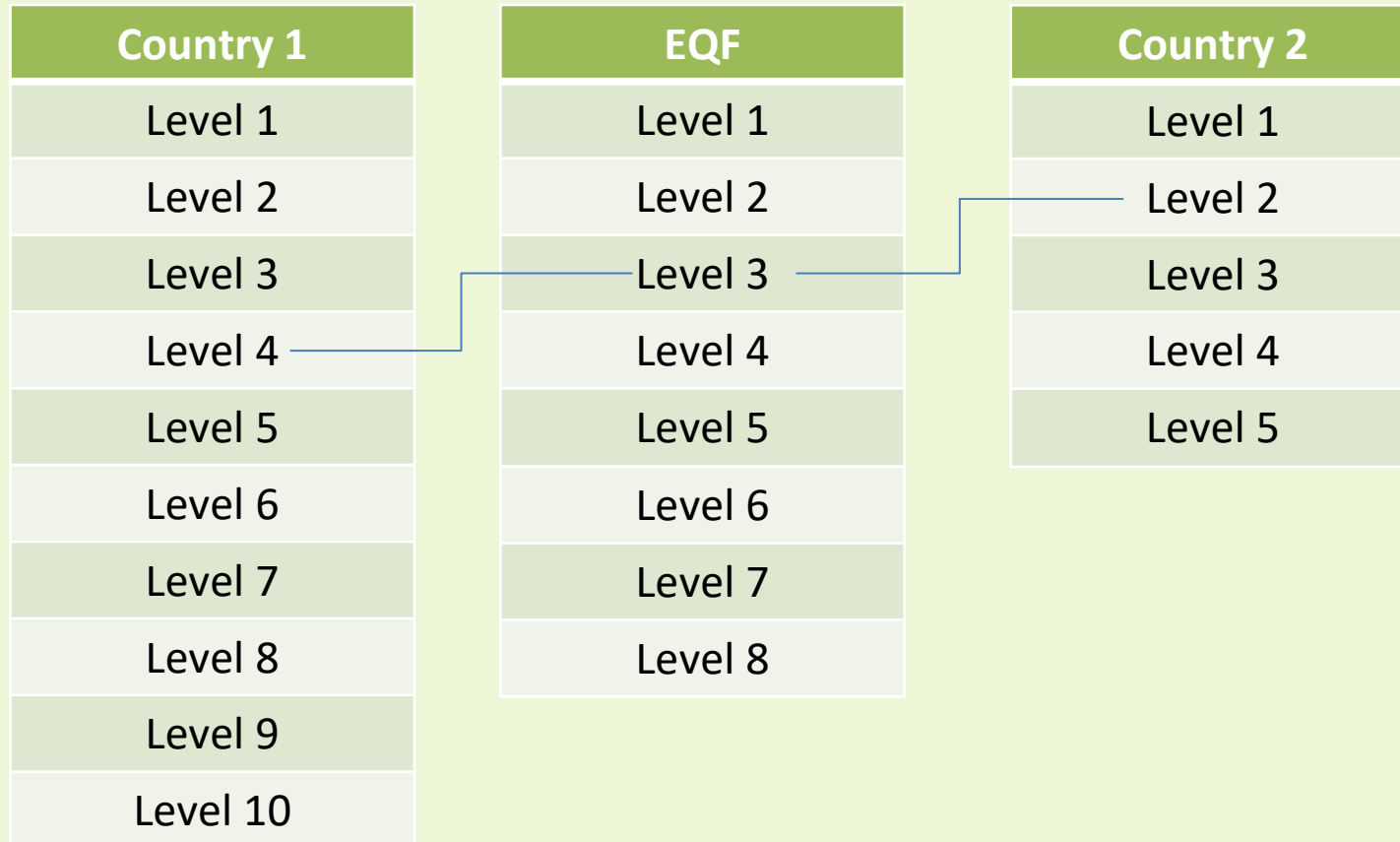
Evaluation guidelines

Aligning frameworks

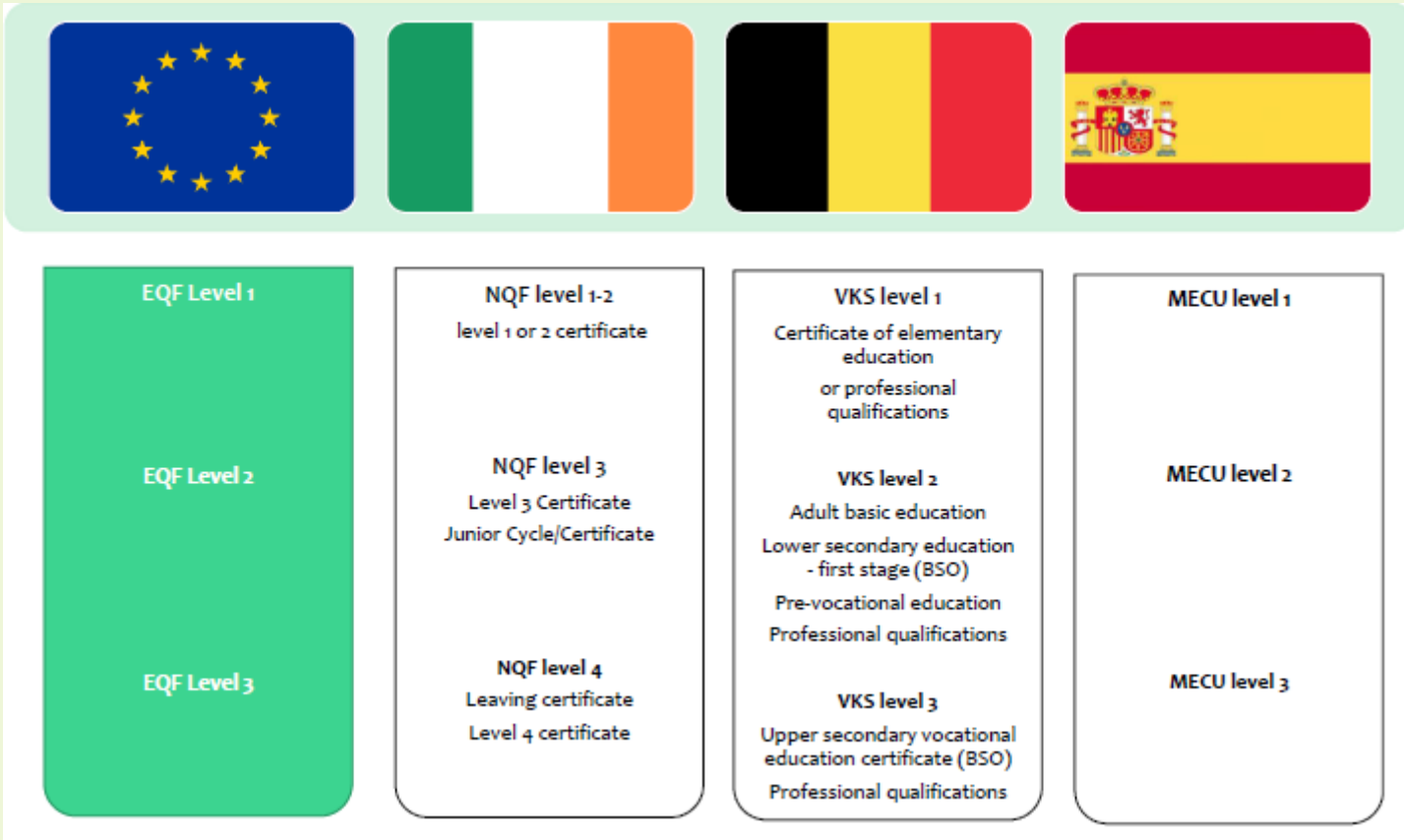


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Align to EQF



Align to EQF



SUSKIDS learning material are designed using learning outcomes, to be accessible for learners who are learning at EQF levels 1 to 3



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Align to EQF

EQF level	knowledge	skills	Responsibility & autonomy
1	Basic general knowledge.	Basic skills required to carry out simple tasks.	Work or study under direct supervision in a structured context.
2	Basic factual knowledge of a field of work or study.	Basic cognitive and practical skills required to use relevant information in order to carry out tasks and solve routine problems using simple rules and tools.	Work or study under supervision with some autonomy.
3	Knowledge of facts, principles, processes and general concepts in a field of work or study.	A range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information.	Take responsibility for completion of tasks in work or study. Adapt own behaviour to circumstances in solving problems.

Literature validation



Assessing Junior cycle short courses

- Formative assessment as well as classroom-based assessment
- Evidence of learning in a variety of ways (e.g. digital media, audio recordings, written)
- Moves beyond grades, focus not only on past but further learning



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Assessing students with DS

- Each student is an individual with own strengths and needs
- Limited steps
- Visual methods
- Combine assessment methods
- Systematic and predictable
- Social learning skills, inside and outside of classroom



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Assessing sustainability

- Not only knowledge, also attitudes and behavior
- Align with learning goals
- Mixed range of methods, also reflective and performance-based
- Empower self-monitoring



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Assessing in an inclusive way

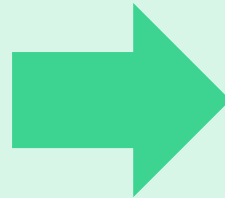
- Inclusive assessment policies supporting participation and inclusion of all pupils
- Align to learning arrangements
- Consider self-esteem and wellbeing
- Growth mindset
- High expectation and challenge

Expert validation

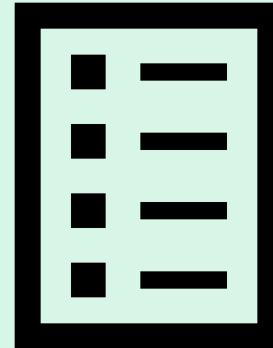
Delphi analysis

- Experts in special education, evaluation methods, etc. from Belgium, Spain and Ireland

Round 1



Round 2







Round 1

- Clearly define evaluation criteria for particular tasks
- Broad evaluation, including self-assessment
- Evaluation method should be UDL
- Match assessment method to specific learning content
- Visual and practical methods



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Round 2

- Very important evaluation guidelines
 - High expectations and challenge for every student
 - Inclusive assessment policies and procedures
 - Mind social learning and skills
 - Beyond marks, focus on future learning
 - Broad evaluation

Evaluation methods

- Learning log
 - Multiple formats
 - Sustainable format
 - Providing prompts on which students base self-assessment
 - Align evidence to gather to learning goals



The
growth
process
should
still start



The
growth
process is
started



The
growth
process in
ongoing



The
growth
process is
completed

Evaluation guidelines



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Implementation guidelines

- Implementing inclusive education
 - Make use of inclusive education settings
 - Inclusive culture
 - Inclusive practice
 - Inclusive school policy
- Implementing Junior Cycle short course
 - Broaden learning experiences
 - Teacher autonomy
 - NCCA's framework for Junior Cycle
- Implementing the Suskids learning materials
 - How inclusive is your practice? Test yourself!