

**NATIONAL EVALUATION DATA  
BASED ON VOCATIONAL SKILLS DEMONSTRATIONS**

**KOPPI -PROJECT 2002-2007**

**PROJECT FOR DEVELOPING A NATIONAL SYSTEM  
OF EVALUTING EDUCATIONAL OUTCOMES  
BASED ON SKILLS DEMONSTRATIONS**

Finnish National Board of Education/Evaluation

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# PROJECT FOR DEVELOPING A NATIONAL SYSTEM OF EVALUATING LEARNING RESULTS BASED ON SKILLS DEMONSTRATIONS - KOPPI 2002–2007

## IMPLEMENTING SKILLS DEMONSTRATIONS IN VOCATIONAL QUALIFICATIONS

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In future, skills demonstrations will form part of student assessment towards a vocational qualification. The new regulations will take effect at the beginning of 2006. From August of this year, the education organizers are required to implement vocational qualification skills demonstrations or tests in order to demonstrate professional know-how in their teaching.

The new system to become part of vocational qualifications is being developed in pilot and development projects coordinated by the Finnish National Board of Education (FNBE) in 2002–2007. The development and experimentation have been done, in the main, with financial support from the European Social Fund (ESF). Preparations for the new regulations concerning skills demonstrations (Act to amend the vocational education act (601/2005) and State Council decision to amend the vocational education ordinance (603/2005)), are scheduled to come into force in 2006, together with changes affecting the core curricula, were effected as part of the development work. The concomitant adjustments affecting student assessment and the implementation of skills demonstrations have also been made in the national core curricula (FNBE 09-SEPT-2005).

The skills demonstrations consist of a work situation or work process, where the student gives proof of his knowledge and the professional skill required by working life, by performing practical work tasks at a workplace or an institution. The skills demonstrations evaluate the professional know-how defined in the goals of the core curriculum. The skills demonstrations are planned, implemented and evaluated jointly by the educational institution and working life. The core content of each study entity is tested. The assessment of the test result is founded on discussion, in which the teacher, student, and on-the-job trainer participate.

The education organizers are required to make the skills demonstrations part of their curricula. The organizers also have to appoint a multimember body to guide and supervise the implementation of the skills demonstrations. The skills demonstrations for demonstrating vocational skill are a regular occurrence all through the student's training, making part of his education and learning a trade or profession. The student, in consequence, takes part in an array of skills demonstrations in the course of his studies.

## THE PURPOSE OF THE SKILLS DEMONSTRATION SYSTEM

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The purpose of the skills demonstrations is to strengthen and improve the quality of vocational education and training. The reform aims to bring vocational education and working life closer together and to ensure that the training meets the aims set for it and produces the kind of know-how that working life needs. Evaluation based on skills demonstrations also diversifies student assessment better than before and involves

the representatives of working life in the assessment of vocational competence. The purpose of the adoption of skills tests is further to unify student assessment and to produce data on learning results and the functionality of the core curriculum, the specific curricula of the education organizer, teaching arrangements, and the guidance and support rendered. The data produced by the test system is intended for use in developing education not only on the national level but at the local level of the education institutions as well.

## **SKILLS DEMONSTRATIONS AS DEVELOPERS OF EDUCATION QUALITY**

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The skills demonstrations have been developed to assure the quality of vocational education and training as well as improve the quality of student assessment. The tests are part of the development of student assessment, study arrangements and the guidance and support of the students. The tests promote the working life orientation of the training, as the tests are planned, implemented and evaluated in conjunction with representatives of working life. They also create new possibilities for local cooperation between institutions and workplaces and for joint evaluation, where the views of working life are a key part of the assessment of students' competence. The tests also promote contact between the students and the workplace and provide the teachers and on-the-job trainers feedback for the improvement of their personal work.

The assessment must also promote learning and knowledge. The tests are implemented throughout the student's training, making part of his learning towards a trade or profession. The tests make it possible to demonstrate and assess the wide-range of vocational knowledge expected by working life. The tests provide feedback on the student's strengths and needs for improvement, furthering his professional growth by enabling him to make use in the tests of the things he has learnt about the study entity in question and during his on-the-job training.

Passing the skills demonstrations is a prerequisite for obtaining a qualification. The students should have equal opportunities to show their know-how in the tests. The tests should also be sufficiently comparable in process and outcome, irrespective of where the test is taken. To assure the quality of the tests, quality requirements have been set for the planning, implementation, and assessment of the student's knowledge. The implementation of the tests is assured by the fact that a multimember body approves the curriculum of the education organizer as part of a plan for implementing and evaluating the tests, and appoints the test evaluators. National test materials for demonstrating vocational skill are recommendations to help ensure the implementation of high quality skills tests.

The assessment and evaluation should be goal-oriented and criterion-based. The skills to be assessed have been defined beforehand, as have the evaluation criteria. As a result, all parties can participate in the assessment process and assume responsibility for it. Assessment criteria that have been clearly defined in advance afford the students good possibilities to plan and manage their studies. The joint assessment of the skills demonstrations by the teachers, students, and working life representatives (on-the-job trainers) ensure the validity and reliability of the tests relative to the set objectives and the level of proficiency required by working life. The joint assessment helps regulate the interpretation of the criteria and strengthens the commitment of the participants already in the planning phase of the skills demonstrations.

## **MAKING THE NATIONAL EVALUATION OF LEARNING RESULTS PART OF THE SKILLS DEMONSTRATION SYSTEM**

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In order to accomplish the objectives outlined above, a new manner of evaluating national educational outcomes, parallel to the student assessment based on skills demonstrations, has been developed, capable of being incorporated into the system of skills demonstrations. National evaluation will be developed in a way that it does not become a something separate, but is an integral element of regular institution activities, renders feedback at regular intervals, supports and guides self-evaluation, and encourages work on development. Evaluation should be based on trust and the participation of all parties concerned in the production of evaluation data.

The aim of the evaluation of national education outcomes is to produce national evaluation data about the quality and results of education. With the help of the system of evaluating learning results, data is produced specifically concerning the effectiveness of education. In so doing, data is produced about how well the goals of the curriculum have been attained. The evaluation data has to be valid and reliable and it is used to increase the transparency of education. The aim of evaluating national educational outcomes is not only to improve the quality of education and the continuous moderation of learning results but also to ensure the achievement of educational equality.

The FNBE has made several evaluations of vocational education. In the past, task series, indicators and nationally implemented tests were used to produce national evaluation data. Tests have been implemented since 1995 to assist national evaluation. The purpose of the KOPPI project has been to ascertain whether it is possible to abandon the former way of evaluation and assessment based on separate national tests and produce usable evaluation data directly from skills tests instead.

The evaluation data should be useful and benefit all parties involved. Data is produced for the self-evaluation made by the education organizers to help them continuously improve their activities in order to get better learning results. The evaluation supports the schools and teachers in their quest to improve the quality of teaching, learning and assessment. Working life requires data about what knowledge and skill training supplies, and what students can do when, training completed, they apply for a job. And last, but not least, the evaluation data regarding learning results are used in the national steering of education and in decision making.

The general principles governing evaluation in the Finnish system are yet another starting point for developing the system: the evaluation data has to be manifold, reliable and it must be based on a systematic gathering and analysis of data.

# DESCRIPTION OF THE DEVELOPMENT PROJECT

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## THE PRINCIPLES OF THE EVALUATION MODEL

Since 2002 the project for promoting a system of evaluating educational outcomes has been developing and testing an evaluation model aiming to effect integration with the skills demonstrations for vocational qualifications. In the model to be tested, the evaluation data are obtained from local skills demonstrations implemented by the education organizers. No separate tasks or skills demonstrations are organized to obtain national evaluation data. Instead, the required data is produced using the tests on study entities. National qualification-specific skills demonstrations materials guide the implementation of the skills demonstrations, replacing former work tasks and tests. The materials define the knowledge to be assessed and the evaluation criteria to be used. The quality assurance process helps ensure the reliability and validity of the evaluation data and assessment practices. The model is tried out in different pilot evaluations.

Principles governing the model to be tested:

- Evaluation integrated with the skills demonstrations system
- Evaluation data produced using locally implemented skills demonstrations
- Skills test materials steer implementation of the tests
- Quality assurance focuses on implementation and evaluation process
- Feedback supports development work and self-evaluation of education organizer
- External moderation is part of quality assurance.

Key issues concerning the development project are:

- What is the role of the tests in the overall national evaluation?
- What kind of quality assurance is necessary to ensure sufficient uniformity?
- What practical problems might emerge from implementing a national evaluation of learning results based on skills demonstrations?

## QUALITY ASSURANCE

Quality assurance focuses on the entire process from the curricula and tests materials to the planning, implementation and assessment of the skills demonstrations. To assure quality, evaluation criteria governing the test process have to be generated and the national tests materials quality assured prior to being introduced. In addition to this, external moderation talks are arranged and auditing visits made to institutions and workplaces. The purpose of these is to assure the quality of the assessment and to produce feedback on how to improve assessment practices.

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General quality requirements are:

- **Curriculum-basedness:**  
Targets and criteria of learning assessment conform to the core curriculum
- **Working life-orientedness:**  
Planning, implementation and assessment of skills demonstrations is carried through by the institutions and workplaces in conjunction

- **Goal-oriented and criterion-based assessment of student:**  
Targets and criteria of assessment are set beforehand and are known to all parties concerned
- **Comprehensive assessment of student's competence:**  
Skills demonstrations designed to evaluate level of the student's functional, cognitive, social and reflective competence
- **Joint assessment:**  
Teacher, representative of working life, and student all participate in evaluation
- **Uniformity and transparency of documentation:**  
Evaluation of all skills demonstrations documented in same manner.

Quality requirements are set regarding the content and structure of the organizer's curricula and skills demonstrations materials, the test environment, the targets to be assessed, and the used criteria, as well as regarding the assessment practices and the documentation of the data obtained. The quality requirements concern not only the written materials (curriculum and test material) but the practical implementation of the skills demonstrations and their assessment as well. On the next figure are listed all the areas of quality assurance that have been tested in the pilot evaluation.

#### QUALITY REQUIREMENTS THAT HAVE TO BE DEFINED

<p>The institutions' material</p> <ul style="list-style-type: none"> <li>- Organizer's curriculum</li> <li>- Assessment targets and criteria</li> <li>- Assessment practice</li> <li>- Documentation</li> </ul>	<p>Skills demonstrations materials</p> <ul style="list-style-type: none"> <li>- Content and structure of the material</li> <li>- Test environment</li> <li>- Assessment targets and criteria</li> <li>- Assessment practice</li> <li>- Documentation</li> </ul>	<p>Implementation of skills demonstrations</p> <ul style="list-style-type: none"> <li>- Planning of tests</li> <li>- Test environment</li> <li>- Assessment targets and criteria</li> <li>- Assessors</li> <li>- Documentation</li> </ul>
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Figure 1 Quality requirements that have to be defined.

#### EVALUATION OF DISPLAYED COMPETENCE IN SKILLS DEMONSTRATIONS

Assessment of learning results incorporates a wide-range assessment of professional knowing how, i.e. the evaluation of the student's **functional, cognitive, social, and reflective** competence. Targets of assessment are not only the level of knowledge, but the knowledge producing processes as well.

The basis of evaluation is the vocational skill required by working life and defined in the curriculum. These dimensions of the student's knowledge come from the general objectives outlined in the curriculum and from the contents of the study entities and key areas of know-how.

The general areas for assessing learning results are the same in all fields of vocational training. The assessment targets not only the work methods, tools, materials and work processes, but the command of knowledge forming the basis of safety at work,



Another key principle is the exploitation of external moderation and feedback throughout the development process. Common forums make possible learning from each other and receiving written feedback. Many of the central phases of the development project have been worked out in peer groups composed of representatives of the institutions, working life, and experts. Partners in the group evaluate each other's proposals and make recommendations for the future work on development.

## TIMETABLE AND THE PROGRESSION OF DEVELOPMENT WORK IN 2002–2007

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The evaluation system using skills demonstrations is being developed in a number of national sub-projects within a larger project termed KOPPI organized by the FNBE. A pilot evaluation (Pilot I) within this project was carried through in 2002–2003, testing a new evaluation model and generating quality standards for the implementation and evaluation of skills demonstrations. The pilot project produced learning results from close to 400 skills tests covering three vocational fields. Based on the experiment, proposals were made for an alternative method of gathering evaluation data from the skills demonstrations for use in the national evaluation.

The pilot evaluation also tested a quality assurance system, where all the participating schools partook in external quality assurance.

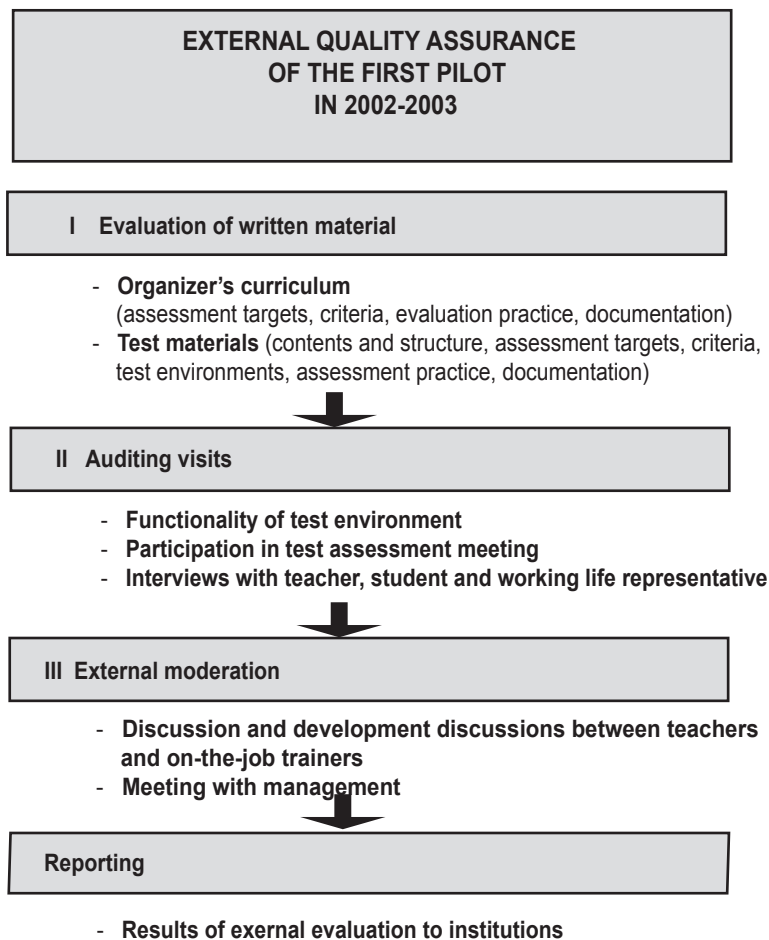


Figure 3

Phases of the quality assurance process.

The written materials of individual institutions (curricula, assessment and test plans as well as other material connected with the skills demonstrations) were evaluated. National and individual school test materials, based on which the skills demonstrations of the pilot were performed, were also targets for external quality assurances. In addition, auditing visits with interviews were made to the schools and actual test situations, where external moderation talks were organized between the assessors and those of working life. The participating institutions were given quick feedback on the learning results and auditing visits.

The next phase in 2004–2007 of the development project (Pilot II) will work on the improvement of an evaluation system based on skills demonstrations and the testing of the evaluation model will go on. Pilot II will produce data on the learning results from tests towards a number of different vocational qualifications. Concomitantly, a broad questionnaire concerning the planning, implementation, and evaluation of the skills demonstrations will be sent to the teachers, working life representatives, and students. Reports will be made on the results of Pilot II and those of the questionnaire. Pilot II targets 14 different vocational qualifications.

The Koppi -project has been enlarged further to include six new projects for developing assessment using skills demonstrations. These national projects are designed to improve the assessment and evaluation practices of the education organizers and to make the skills demonstrations part of the curricula. The aim is further to exploit the feedback from demonstrations to improve self-evaluation. By means of the project for improving the organizers' assessment practices, support is rendered not only for the inclusion of skills demonstrations in the credits towards a vocational qualification, but also for the practical application of an evaluation system based on these demonstrations.

## DEVELOPMENT OF NATIONAL SYSTEM OF EVALUATING LEARNING RESULTS BASED ON SKILLS DEMONSTRATIONS

### Implementation and timetable of project

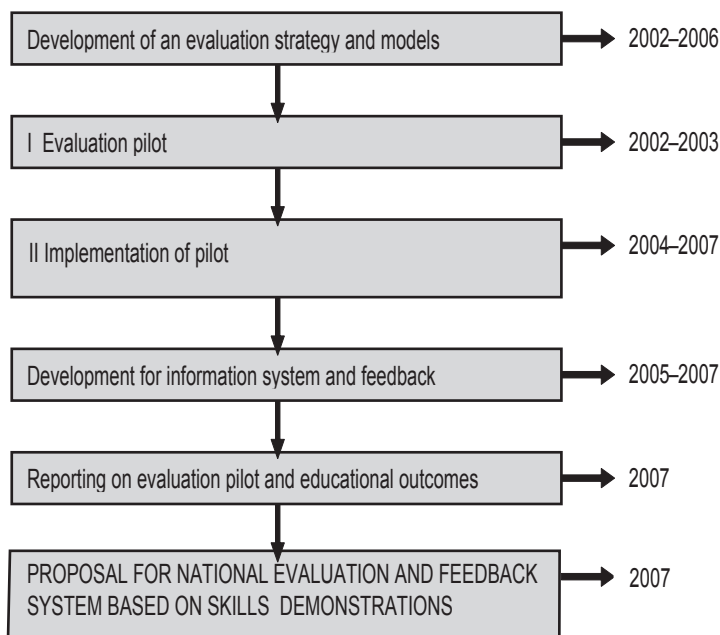


Figure 4

Phases and timetable of the development project.

The Koppi -project includes 10 national projects, four of which target the evaluation system, and six the development of evaluation and assessment practices. The FNBE and the vocational institutions coordinate the project together. 50 organizers of vocational education and 60 vocational institutions take part in the project. An evaluation system and assessment practices for 36 different vocational qualifications are being developed.

The projects will continue until the end of 2007, when a more closely defined plan for the implementation of national evaluations based on skills demonstrations will be presented.

## **RESULTS AND CONCLUSIONS FROM THE PILOT EVALUATION**

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### **RELIABILITY OF SKILLS DEMONSTRATIONS NEEDS DEVELOPMENT**

The pilot evaluation substantiated, in the same way as many other investigations regarding skills demonstrations, that they are valid and motivating tools for making possible to evaluate wide-range vocational competence. A problem, on the other hand, is that the organization, the evaluation practices, and the interpretation of criteria vary, often to a great extent. This variation endangers the reliability of the results. It follows that national evaluation has to pay very special attention to the reliability, validity, and fairness of the evaluation data, in order that the results may be exploited in subsequent development work.

National evaluation also presupposes that the minimum quality requirements and recommendations for the tests process and assessment practices are more closely defined and that the involved parties get the training necessary for performing the test assessment. The practical problems attending the overall adjustment of national evaluation and the skills tests can be lessened through either, for example, the core curriculum, national test materials, training, peer evaluation, and a better alignment of the regulations governing skills tests.

The evaluation data can be gathered from the tests, by qualification, either by study entity or by a specific evaluation target. It may, however, not always be apposite to employ all tests in a national evaluation, as there is a large number of skills demonstration and the way they are implemented varies. This difficulty presents itself when aiming, to offer reliable feedback and reporting on the evaluation. Both teachers and school management had found the school-specific feedback reports in particular to be the most interesting and useful when projected on their personal work. Equally useful had been the visits to audit quality assurance and the interactive feedback that had ensued. According to teacher and managers, the results obtained from the pilot will be used to revise the curriculum of the institution, to implement future skills demonstrations, and to improve assessment practices. In addition to one-time-only evaluations, regular follow-up data is needed not only in the institutions but for national evaluation as well.

## **ALTERNATIVES FOR GATHERING NATIONAL EVALUATION DATA FROM THE SKILLS DEMONSTRATIONS**

Based on the pilot evaluation, various alternatives have been devised for obtaining national evaluation data from the skills demonstrations. The collecting of national evaluation data using skills demonstrations can be done through random sampling, based on qualifications and skills demonstrations selected beforehand. By the same token, a choice can be made as to whether the learning results of one and the same group of students should be monitored throughout their training or whether the data is the result of a one-time-only extraction. Yet another means is to include the data from all tests towards a given qualification.

Based on the data from the pilot evaluation, further development and testing of two models for gathering evaluation data will be launched, termed the 'follow-up' and the 'cross-section' models. Both models are based on random sampling. In other words, the qualifications and skills demonstrations are selected in advance.

**In the follow-up model** only the best and most representative skills demonstrations towards a qualification are included in the national evaluation. To be selected, the skills demonstrations have to be sufficiently wide-ranging, be done at a workplace and the assessment target be key areas of the student's professional know-how. The follow-up model monitors the student's progress throughout his training. In this case, the accumulation of evaluation data towards a single qualification takes approximately three years.

**In the cross-section model** only the best and most representative skills demonstrations from the inception, middle, and end of the students' studies towards qualifications are included in the national evaluation. While the school remains the same, the students vary from one test to the next. This model therefore cannot be used to monitor the progress of one particular student, but it does give general information about the learning results in given institutions towards given qualifications. This model also gives evaluation data quickly on the qualification as a whole.

## **ISSUES TO BE RESOLVED IN FUTURE**

It is essential for national evaluation that, in developing the evaluation system, a balance is struck between the demand for uniformity and local flexibility in implementing skills demonstrations. Equally important is striving for an optimum balance between the validity, coherence, and reliability of the evaluation. It is also essential to define the minimum quality requirements in order to assure sufficient uniformity and fairness of evaluation without turning quality assurance into external control. A key aim is to maintain the right balance between national accountability and local autonomy, and between trust and national requirements: these principles are crucial in the Finnish future. Despite these complexities, the project will need to be able to make clear recommendations for the implementation of high-quality tests. And, last but not least, the role and validity of national skills demonstrations materials when implementing skills demonstrations and how to include them in the core curriculum has to be determined.

# DEVELOPING NECESSARY MEASURES AND THE AREAS OF EMPHASIS OF THE EVALUATION STRATEGY IN 2004–2007

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## EVALUATION DATA FROM SKILLS DEMONSTRATIONS

The emphasis in developing the evaluation strategy is on the reliability, validity, and functionality of the model in practical situations. Special heed is paid to skills demonstrations materials and how to improve assessment practices. Phase II of the pilot project includes 14 vocational qualifications, 23 education organizers and 29 institutions. According to estimates, the pilot will produce evaluation data from 6 000 skills tests taken by approximately 2 000 students. The learning results are extracted from the tests by study entity and assessment target, using both a cross and a longitudinal section model based on random sampling. The test assessment is noted down in a common to all documentation form for reporting test grades by study unit that is being tested and developed during the projects.

## QUALITY ASSURANCE

In phase II of the pilot, quality assurance is based on minimum quality requirements and local external moderation, the self-evaluation of the institutions, and the training of the evaluators. Minimum quality requirements are the common evaluation targets and criteria of the skills demonstrations and the documentation of a uniform assessment. The implementation and assessment of the tests are done using quality assured national skills demonstrations materials. Concurrently with the test, a questionnaire is given to the teacher, student, and working life representative respecting the planning, implementation, and assessment of the test.

The questionnaire is part of the quality assurance requisite for the national evaluation of learning results and by means of which the aim is to monitor the realization of the quality requirements and the functionality of the skills demonstrations system. The questionnaire provides data, among other things, on the planning and of the tests, the validity and reliability of the evaluation, evaluation practices (joint and or self-evaluation), the integration of the demonstrations into the teaching, the importance of the tests to learning, and the effectiveness of the tests.

## IMPROVING EXTERNAL MODERATION

The Koppi -project also helps generate means of external moderation as part of the quality assurance of the skills demonstrations based evaluation and assessment. The purpose of external moderation is to assure the quality of the demonstrations and assessment and to produce feedback for better assessment and evaluation practices. Training alone is not enough, if it is not supplemented with methods that improve practical work, cooperation and participation, and provide feedback for the evaluation of one's own activities. Regional and local development and networking must also be supported. Two trial external moderation subprojects have already been carried out within the main project. The aim is to acquaint the participants with the principles of external moderation, develop an appropriate training program, train developers, and produce material to support implementation. Another aim is that institutions in future engage in external moderation between them and exploit the good practices learnt from each other to implement and evaluate their skills demonstrations.



## **SUPPORT AND GUIDANCE FOR THE TRANSITION TO A SYSTEM BASED ON SKILLS TESTS**

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The "Koppi" -project extends support to the project manager and other people in charge of developing the evaluation system by providing training, consultations, guidance and information. Training and consultation about process with the project personnel have been in full swing since the autumn of 2004. The aim of the training and consultations has been to support the work of the project managers and to improve the work of the various work teams on their projects for developing their own local systems of evaluation. By way of training, support and guidance are given to project management in project organization and its required teamwork.

Work on improving the evaluation system has been reinforced further by training for quality, the aim of which has been to improve the uniformity of evaluation and quality control and to strengthen the implementation of the projects' quality assurance plans. New projects are offered a long-term training programme, focusing on implementation of skills demonstrations and improving evaluation practices.

In addition to training, development work is supported through regular meetings between project managers.

The FNBE renders nation-wide assistance to education organizers, the schools, and working life to help implement skills demonstrations by providing national qualification specific tests materials, disseminating information, organizing training and publishing various reports and brochures - and a guide to skills demonstrations.

# ATTACHMENT 1 PROJECTS FOR DEVELOPING EVALUATION SYSTEM AND EVALUATION PRACTICES

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## KOPPI -PROJECT (ESF)

The Koppi -project includes 10 national projects, four of which are targeted on improving the evaluation system and new evaluation practices. The FNBE and the vocational institutions coordinate the project together. Approximately 50 organizers of vocational education and some 60 vocational schools participate in the project. An evaluation system and evaluation practices are being developed for 36 vocational qualifications. The below figure is a description of the development projects.

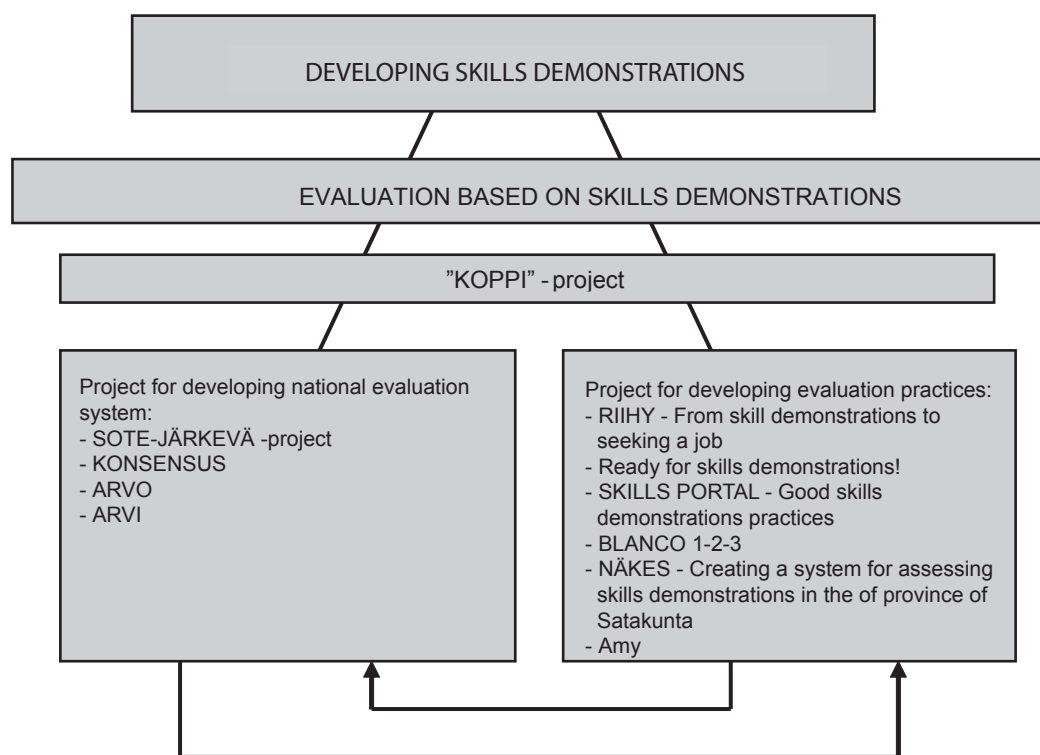


Figure 6 Projects for developing the evaluation system and assessment practices.

## PROJECTS FOR DEVELOPING THE NATIONAL EVALUATION SYSTEM

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The national system of evaluating educational outcomes based on skills demonstrations is being developed in four projects, whose practical implementation is the responsibility of the vocational schools. The projects are scheduled for 2004–2007 and they involve 14 vocational qualifications, 23 education organizers and 29 schools.

The projects coordinated by the schools are: SOTE-JÄRKEVÄ -projekti (Oulu vocational college), KONSENSUS (AEL – Centre for Technical Training), ARVO (Turun Ammattiopistosäätiö, Turku vocational school foundation), ARVI (Koulutuskeskus Tavastia, Education Centre Tavastia).

The aim of the projects for developing evaluation based on learning results is:

- I to create a system of evaluation based on skills demonstrations
  - to explore to what extent the national test materials strengthen national evaluation
  - to create the system of quality assurance required by national evaluation
  - to plan the feedback and information system for the institutions' self-evaluation
  - to make a proposal for a national system of evaluating learning results towards vocational qualifications
  
- II to test evaluation the system and the assessment of learning results in chosen vocational fields
  - to gather and analyze the learning results from skills demonstrations towards 14 different vocational qualifications
  - to prepare a report on the learning results
  - to produce analyzed material for the development of the evaluation of learning results and their integration into the skills demonstrations system.

## **PROJECTS STRENGTHENING THE EVALUATION PRACTICES OF THE EDUCATION ORGANIZER**

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The projects (6 in all) for developing the evaluation practices of the education organizer are designed to support the inclusion of skills demonstrations into the student's studies towards a vocational qualification and the national work on developing a system for evaluating learning results based on skills demonstrations.

27 education organizers, 35 vocational institutions, and 34 vocational qualifications take part in the projects for developing the evaluation practices of education providers.

The projects coordinated by the schools are:

- Riihy – Näytöistä työelämään (From skills tests to seeking a job), (Riihimäen kauppapilaitos, Riihimäki commercial school)
- Valmis näyttöön! (Ready for skills testing!), (Keskuspuiston ammattiopisto, Keskuspuisto Vocational Institute)
- NÄYTTOPORTAALI – Hyvät näyttökäytännöt (SKILLS PORTAL – Good skills test practices), (Keski-Pohjanmaan koulutuskuntayhtymä, The Federation of Education in Central Ostrobothnia)
- Blanco 1-2-3 (AEL – Centre for Technical Training)
- Näkes – Näyttöjen arviointijärjestelmän kehittäminen Satakunnassa (Creating a system for evaluating skills tests in (the province of) Satakunta), (Rauman ammattiopisto, Rauma vocational college)
- Amy (Kotkan ammatillinen koulutuskeskus, Kotka vocational training centre).

The aims of the projects for developing the evaluation practices of the education organiser are:

- to make the skills demonstrations part of the education organizer's curriculum in regional cooperation with working life and other providers of education
- to exploit national skills demonstrations material in planning, implementing, assessing and evaluating skills demonstrations
- to improve assessment and evaluation practices
- to produce learning results at the local level
- to test the national model for evaluating learning results based on skills demonstrations
- to train and acquaint (representatives of the education organizer) the teachers, students, and working life representatives within their projects with evaluation based on skills tests and national evaluation
- to exploit feedback received from the skills demonstrations for self-evaluation and to improve work at school
- to disseminate the results and experiences of the project.

In the spring of 2005 two reports were published on the Project for Developing an Evaluation System Based on Skills Demonstrations:

*Mari Rökköläinen and Kathryn Ecclestone. The implications of using skills tests as basis for a national evaluation system in Finland. Outcomes from a pilot evaluation in 2002–2003 in Finland. Arviointi 1/2005.*

*Mari Rökköläinen. Kansallisen näyttöperusteisen oppimistulosten arviointijärjestelmän kehittäminen ammatillisiin perustutkintoihin. Arviointikokeilusta kohti käytäntöä. Arviointi 3/2005.*

More on the projects for developing the evaluation system and evaluation practices is available at [www.oph.fi/ammattillinenesr](http://www.oph.fi/ammattillinenesr) .