

# Samling 5

## Kompetanse i lys av vurdering



# Plan for dagen

Overordnet tema: Kompetanse (beskrivelse av den i forskjellige sammenhenger)

09.00 – 15.00

9:00 – 9:45 - Hva er kompetanse i engelskfaget? Hvordan beskrive kompetanse?

9:45 – 10:00 – pause

10:00 – 11:15 – Beskrivelse av kompetanse til en elev, samarbeid i par og diskusjon

11.15 -12.00 – lunsj

12.00 – 12.45 - Standpunktvurdering

13.00 – 13:30 – Verifisering og tilbakemelding

13.30– 14.25 - Written feedback (with break)

14.25 – 14.45 – Your experiences with this year's exam

14.45 – 15.00 Oppsummering, tilbakemelding

# Plan for the day 09.00 – 15.00

The overall topic is *competence* in various aspects connections

9:00 – 9:45 – What is competence in the English subject? How to describe competence?

9:45 – 10:00 – break

10:00 – 11:15 – To describe a competence to a pupil. Hands-on work in pairs and discussion.

11.15 -12.00 – lunch

12.00 – 12.45 – Assessment of coursework

13.00 – 13:30 – Verification (self-assessment, metacognition and pupil involvement)

13.30– 14.25 - Written feedback (with break)

14.25 – 14.45 – Your experiences with this year's exam

14.45 – 15.00 - Oppsummering, tilbakemelding

# What is competence?

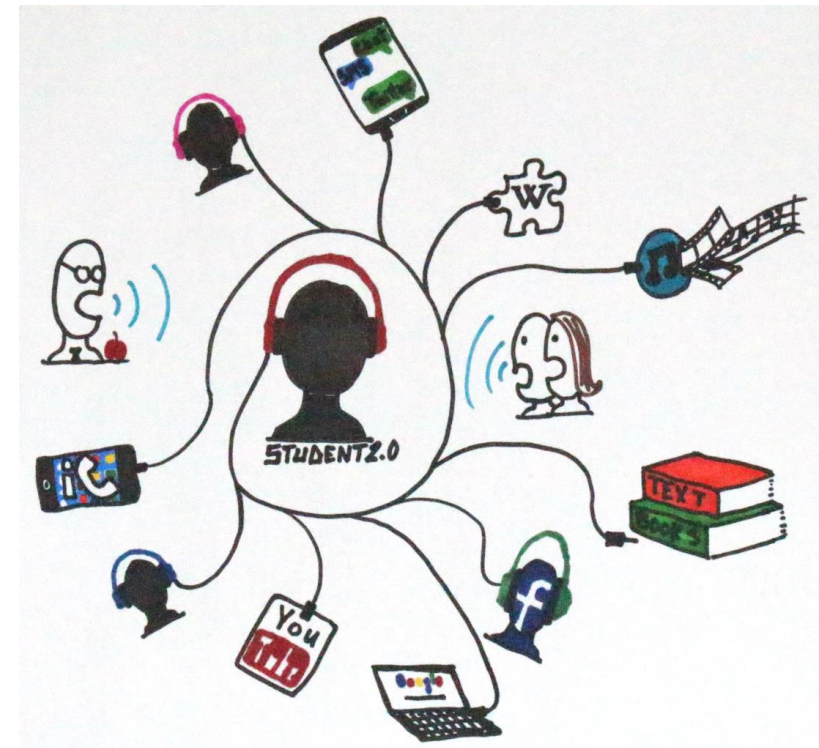
1. Individual – 2 minutes
2. In group – 5 minutes
3. Share your group's definition



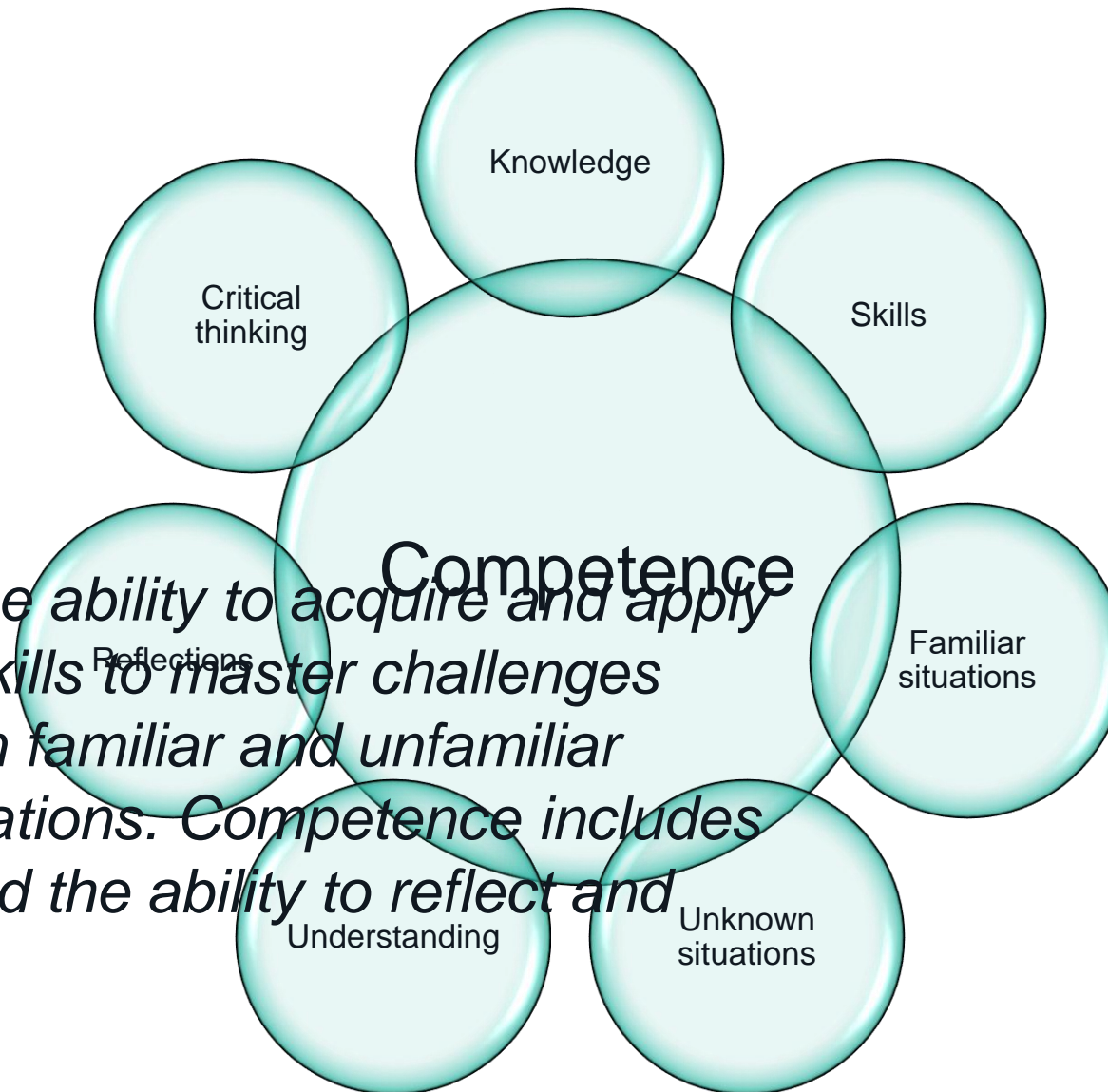
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*Competence is the ability to acquire and apply knowledge and skills to master challenges and solve tasks in familiar and unfamiliar contexts and situations. Competence includes understanding and the ability to reflect and think critically.*

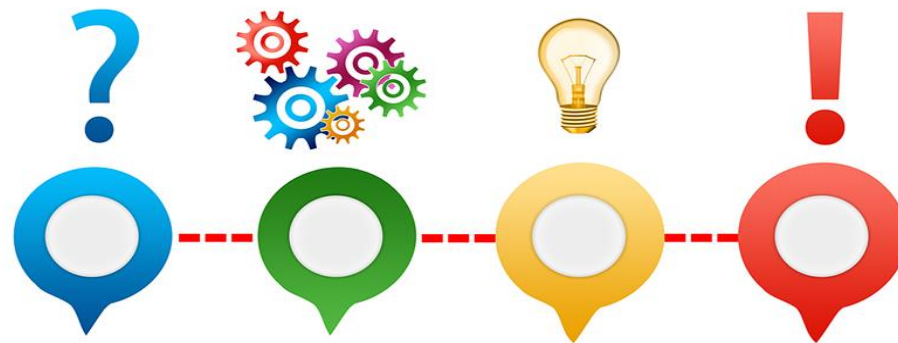
# Competence in the English subject

## Knowledge and skills

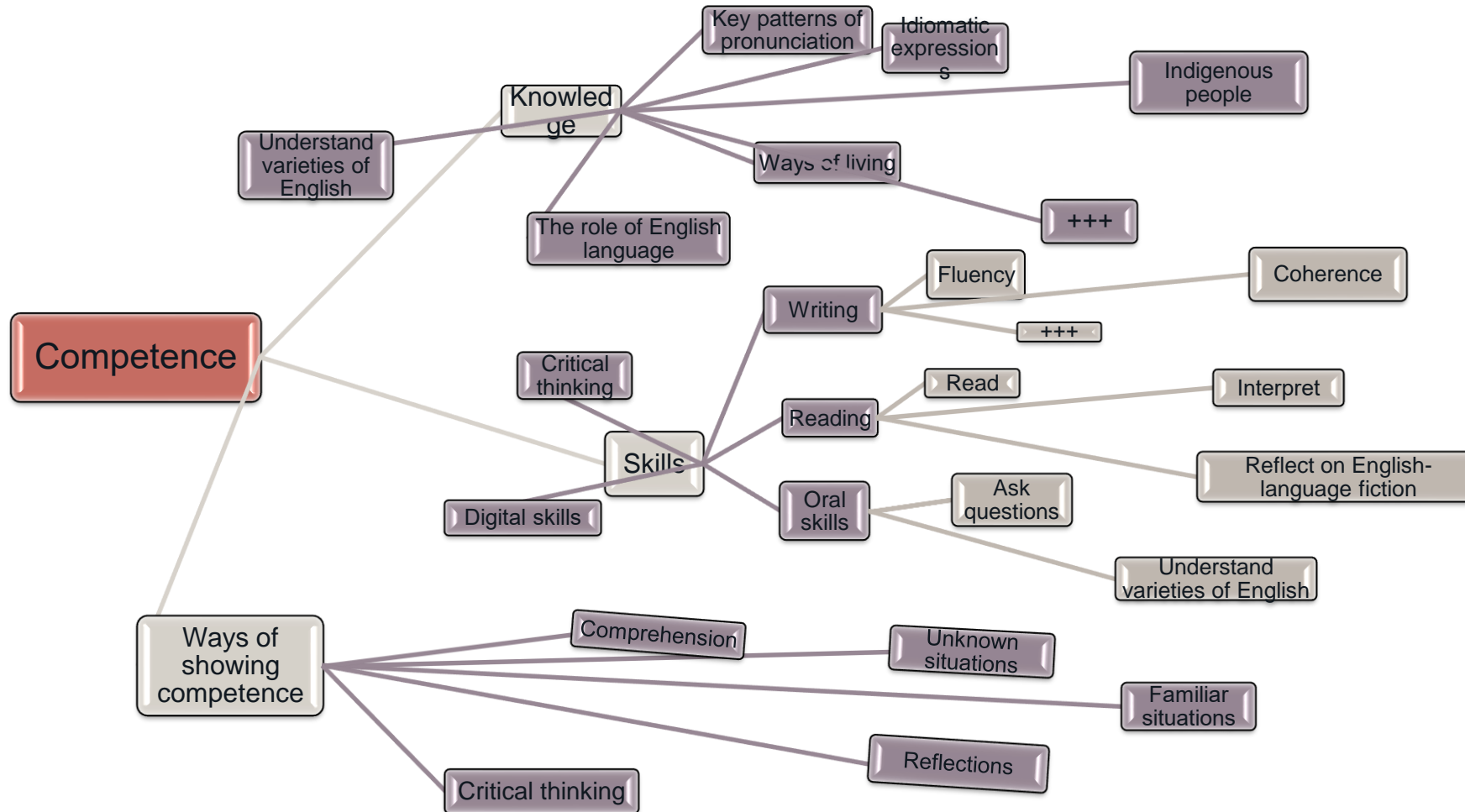
- LK 20
  - Competence aims
  - About the subject

## Some ways to show competence

- Observations
- Conversations and dialogs
- Discussions
- Presentations
- Performances
- Written and oral work
- Logbooks
- Comments
- ....



# Competence in the English subject



# We need to describe competence when...



- we give feedback
- we assess student work
- we evaluate progress of students/class
- we answer complaints or explain grades
- we set grades
- plan a test/assessment
- we do lesson planning and teach



# Å beskrive kompetanse

## **Nathalie**

Nathalie er ofte urolig, hun følger ikke med i timen og snakker mye med andre medelever. Hun blir lett irritert og kan nekte å samarbeide med noen medelever. Når hun er i dårlig humør, tar hun ikke engang opp utstyret hun trenger for undervisning, da får hun ikke gjort noe arbeid. Når hun er i godt humør, får hun gjort mange oppgaver. Hun er dessverre ofte i dårlig humør.

# Veileder til standpunkt klager - Statsforvalteren

1. Begrunn hvordan standpunktkarakteren er et uttrykk for elevens kompetanse ved avslutningen av opplæringen
2. Beskriv hvordan standpunktkarakteren er fastsatt på flere og varierte måter – og med bruk av et bredt sett med kilder
3. Beskriv den aktuelle elevens samlede kompetanse ut fra læreplanen i faget
4. Beskriv hvordan standpunktvurderingen er gjort på et riktig vurderingsgrunnlag

# Å beskrive kompetanse

## 3. Oliver

Oliver har jobbet tofte i klesoppsett på prøve i ångder. Klaisers ita sjetthit, det The  
**1. Samuel**

deater You Skveiggå jobbetvekompetas oppgaver. Han telt tar på en gruppe  
Samuel er ofte stille, han deltar ikke i diskusjoner og svarer nesten ikke  
skreidlig og surt. Et og to dager har han kan få stå på seg og gjøre seg  
når jeg spør han spørsmål i timene. Han følger med i timene oppmerksom  
for å ut. Han har fått gær i USA er i B, har og et på på ånglig ppede i et, Han  
og noterer i skriveboka enkelte ganger.

han er ikke det at på på giftige prøven. Start opp rekter karakterer og grupper. 2.

Samlet sett må faglærer gjennom sin redegjørelse begrunne og vise

- at standpunktkarakteren uttrykker elevens **samlede kompetanse** i faget **ved avslutningen av opplæringen**
- at eleven har fått vise sin kompetanse i faget på **flere og varierte måter**
- at grunnlaget for standpunktvurderingen er **kompetansemålene i læreplanen i faget**

# Describing competence – an exercise

- Find a partner for feedback.
- Decide on a student you know. (Do not use their name!)
- Feel free to check information from Statsforvalteren. (QR)
- Feel free to read the text About the subject. (LK 20)
- **Describe the student's competence in the English subject** based on the four points from Statsforvalteren (based on LK 20).
- ca. 20 – 30 minutes



## Work in pairs

- Read each other's competence descriptions and discuss:
  - Can you, who doesn't know the student, interpret what competence the student has in the subject? (Do you agree on level/grade based on the description?)
  - Does the description meet the four points from Statsforvalteren?
  - How could the description be improved?
  
- Ca. 15 – 20 minutes



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## Discussion/Sharing

- Pairs share their experiences in groups:
  - Look for what worked in your description to share in plenum.
  - Formulations, what to mention..
  
- The groups share in plenum.



# Assessment of coursework





# Formative assessment

- shall help **to promote learning and develop competence** in the subject.
- The pupils **demonstrate and develop competence** in English in Years 8, 9 and 10 when they **communicate with structure and coherence**, both **orally and in writing**, and **adapted to various situations and recipients**. They also demonstrate and develop competence when they **create different types of texts that incorporate information from sources** in **a verifiable way**.

Forskrift  
Kompetanse  
Fagspesifikt

## Formative assessment (2)

- The teacher shall **facilitate for pupil participation and stimulate the desire to learn** by using a **variety of strategies** and learning resources to develop the **pupils' reading skills and oral and writing skills**. The pupils shall be given the opportunity to **experience that experimenting on their own and with others is part of learning a new language**. The teacher and pupils shall engage in **dialogue on the pupils' development** in English. With the **competence** the pupils have demonstrated as the starting point, they shall **have the opportunity to express** what they **believe they have achieved and reflect on their own development** in the subject. The **teacher** shall provide **guidance** on further learning and **adapt the teaching** to enable the pupils to use the guidance provided to develop their **reading skills, writing skills and oral and digital skills** in the subject.

Forskrift  
Kompetanse  
Fagspesifikt

(Utdanningsdirektoratet, 2019)

# Assessment of coursework

The teacher shall plan and facilitate for the pupils to demonstrate their competence **in various ways**, including through **understanding, reflection and critical thought, and in various contexts**. The teacher shall assign **one grade** for the coursework in English based on the pupil's **overall competence** in the subject (after completing Year 10).

(Utdanningsdirektoratet, 2019)



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## Fastsatte eksamens- og standpunktkarakterer i 2015–2016 (i antall og prosent)

	10. trinn		VGO studieforb.7		VGO yrkesfag		VGO samlet	
	Antall	%	Antall	%	Antall	%	Antall	%
Lokal gitt eksamen	57 131	5 %	62 994	7 %	42 816	11 %	105 826	8 %
Sentral gitt eksamen	74 435	7 %	139 051	15 %	2 678	1 %	141 757	11 %
Standpunkt	932 854	88 %	736 711	78 %	359 488	89 %	1 084 480	81 %
Sum	1 064 420	100 %	938 756	100 %	404 982	100 %	1 332 063	100 %

Kilde: Udir.no

# Assessment of coursework – main points

- expresses overall competence at the end of education
- based on the competence aims in the curriculum
- students shall have the option to show their competence in several varied ways
- competence shown through the teaching period plays a role in the assessment
- students shall be informed what the teacher focuses on when assessing their coursework
- students' starting point, absences, order and behavior or effort **are not a part of** the grade

explore and present the content of cultural forms of expression from various media in the English-speaking world that are related to one's own interests

English shall help the pupils to develop **an intercultural understanding of different ways of living, ways of thinking and communication patterns.**

The subject shall develop the pupils' understanding that their views of the world are culture-dependent. This can open for **new ways to interpret the world, promote curiosity and engagement and help to prevent prejudice.**

# Leveled questions 1

<b>Bloom's level</b>	<b>Remembering (recall or recognition of specific information)</b>	<b>Understanding (understanding of given information)</b>	<b>Applying (using strategies or theories in new situations )</b>
Activities	arranging, defining, describing, duplicating, labeling, listing, naming, relating, recalling, stating	classifying, discussing, explaining, identifying, indicating, reporting, restating, reviewing, selecting, translating	applying, choosing, demonstrating, dramatizing, illustrating, interpreting, sketching, solving, using
Products	Quiz, Definition, Fact, Worksheet, Test, Label, List, Workbook, Reproduction	Recitation, Summary, Collection, Explanation, Show and tell, Example, Quiz, List, Label, Outline	Illustration, Simulation, Sculpture, Presentation, Interview, Performance, Diary,
Questions	Can you list the three...? Where is...?	State in your own words...? Which words show..?	How would you use...? What examples can you find...?

# Leveled questions 2

<b>Bloom's level</b>	<b>Analyzing</b> (breaking information into components)	<b>Evaluating</b> (judging value of ideas, materials...)	<b>Creating</b> (putting together ideas...)
<b>Activities</b>	analyzing, appraising, calculating, categorizing, contrasting, criticizing, differentiating,	appraising, arguing, assessing, attaching, choosing, comparing, defending, estimating	constructing, designing, devising, inventing, making, planning, producing
<b>Products</b>	Survey, Database, Abstract, Report, Graph, Spreadsheet, Checklist,	Debate, Panel, Report, Evaluation, Investigation, Conclusion,	Film, Story, Project, Plan, New game, Song..
<b>Questions</b>	Why do you think...? Is __ related to ...? Can you identify the different parts...?	How important is...? What grade can you give...? How would you compare the idea...?	Can you prepare an alternative...? Can you invent another character for the story?



# Discussion

1. Fagkunnskap er en nødvendig del av faglig kompetanse.  
Hvor stor vekt legges det på dette i engelskfaget, etter din mening?  
Hvordan balanseres det innlæring av fagkunnskap med ferdighetstrening og anvendelse, drøfting og refleksjon i engelsk?
2. Klarer du å uttrykke hva som er **samlet kompetanse** i engelskfaget med noen få setninger eller stikkord?
3. Hvordan kunne du **hjelp elevene** med å få oversikt og system i en bred og omfattende kompetanse?



## Standpunktvurdering – retningslinjer fra Udir

- Teksten om faget
  - Tre perspektiver: elev, samfunn, arbeidsliv
  - Hvilke verdier er særlig relevante for dette faget
- Kompetansemål og vurdering
- Vurderingsordning

## Verification that combines pupil 's involvement, metacognition and assessment



<https://www.hiof.no/fss/om/publikasjoner/communicare/2022/communicare-2022-verifisering.pdf>

# Verification

- To connect the formative assessment from the teacher with the pupil ´s self-assessment; the teacher and the pupil complete these processes through **dialog**.
- Part 1: the pupil writes a text using any materials (s)he needs.
- Part 2: after writing a text (s)he assesses her/his text based on the previously unknown criteria

# Verification (2)

## **Innhold og oppbygging av teksten:**

- Kvifor har du valt å fortelje dette i svaret ditt?
- Kvifor valde du denne sjangeren?
- På kva måte svarer du på det oppgåva ber om?
- Kvar har du henta informasjonen?  
Grunngi kjeldebruken din.

## **Hjelpemiddel:**

- Korleis har du brukt hjelpemidla?
- Kvifor har du brukt dei?

## **Refleksjon:**

- Kva var bra og kva var ikkje så bra med denne oppgåva og med svaret ditt?
- Kva synest du at du fekk til?
- Kva lærte du, og kva fekk du vist av kunnskap?

## **Språk:**

- Ulike verbtider: Finn døme på bruk av ulike verbtider og kommenter bruken.
- Modale hjelpeverb eller noko anna du vil kommentere når det gjeld verb: Finn døme og forklare bruken.
- Tekstbinding: Finn nokre døme og forklar bruken.
- Ordstilling som er lik eller ulik norsk: Vis nokre døme.
- Samsvarsregelen (substantiv – adjektiv, verb i rett person): Finn døme og forklar bruken.
- Ordval: Var det nokon ord eller uttrykk som var vanskelege eller lette å formidle? Korleis fann du orda?

# Example

Har du svart på alle spørsmålene fra oppgaveformuleringen?  
Hvis ja, vis det i teksten ved å angi eksempler.

## Grammatikk:

- › Gi noen eksempler på samsvar mellom subjekt og verb.
- › Har du brukt sammensatte verb? Hvis ja, gi noen eksempler fra teksten.
- › Har du brukt modale hjelpeverb? Hvis ja, gi noen eksempler fra teksten.
- › Kan du fortelle noe om kasus i teksten din, og hvorfor du har brukt akkurat det?

Mie Amalie Brenden

2STE

Tysk prøve 13.04.21

## Meine Traumschule

Meine Traumschule muss ein norwegisches Schulsystem haben. Ich liebe meine Schule. Es ist groß und hat viele Schüler. In meine Schule haben wir viele Fächer auch. Ich finde Sport lustig und Deutsch interessant. Ich mag nicht Mathe, Norwegisch und Sozialkunde. Ich finde Norwegisch langweilig und Mathe und Sozialkunde schwer. Mein Unterricht fängt um acht Uhr von Montag bis Freitag an. Am Montag, Mittwoch und Donnerstag bin ich fertig um zehn nach drei. Am Dienstag bin ich fertig um zehn nach ein, und am Freitag bin ich fertig um fünf von halb zwei.

Meine Lehrer sind freundlich. Wir haben Lehrer und Lehrerin. In Deutsch lerne ich viel. Meine Lehrerin in Deutsch ist eine gute Lehrerin. Ich mag auch meine Lehrerin in Sport. Sie ist lustig.

In meine Traumschule gibt es mehr Sport. Es ist mein Lieblingsfach. Ich will frei Mittagessen in die Kantine haben. Die Traumschule soll kurzer Schultage haben. Der Unterricht beginnt um neun Uhr von Montag bis Freitag. Der Schultag ist fertig um halb zwei jeden Tag. In die Traumschule haben wir wenige Fächer. Die Fächer sind Sport, Deutsch, Englisch, Mathe und Norwegisch. Das ist meine Traumschule.

# Verification (3)

## Pros:

- Everybody can produce something
- Pupils reflect on their own level
- Pupils become more aware of their learning process (what, why, how?)
- Develop and use the language about learning
- The difference between "hjelpemidler" and "kilder"
- Activity can match different goals in the classroom

## Challenges:

- It takes time..... to teach student to express themselves about learning. Develop the language about the language learning
- Pupils who struggle, low goal achievers will most probably show a lower competence level through this activity



# Material

Kompetanse: <https://www.udir.no/laring-og-trivsel/lareplanverket/stottemateriell-til-overordnet-del/film-kompetansebegrepet/>

Veileder ved klage på standpunktkarakter i fag: <https://www.statsforvalteren.no/nb/Trondelag/Barnehage-og-opplaring/Grunnskole-og-videregaende-opplaring/veileder-klage-pa-standpunktkarakter-i-fag/> PDF: <https://www.statsforvalteren.no/contentassets/669659cf6b37466987c657752204f207/veileder-til-standpunktklager-i-fag-varen-2023.pdf>

Vurderingspraksis: <https://www.udir.no/laring-og-trivsel/vurdering/>

Verifisering og tilbakemelding: <https://www.hiof.no/fss/om/publikasjoner/communicare/2022/communicare-2022-verifisering.pdf>

Written feedback: <https://www.hiof.no/fss/om/publikasjoner/communicare/2022/communicare-2022-formative-meaningful.pdf>

Standpunkt: <https://www.udir.no/laring-og-trivsel/vurdering/sluttvurdering/standpunktvurdering/#a173403>



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Udir, Standpunkt: <https://www.udir.no/tall-og-forskning/finn-forskning/rapporter/2023/standpunktvrdering-i-skolen/3-standpunktvrdering-som-sluttvrderingsordning/#3.1noen-kjennetegn-ved-standpunktvrdering-som-sluttvrderingsordning> (29.8. 2023)

<https://www.udir.no/laring-og-trivsel/vurdering/sluttvrdering/standpunktvrdering/#a173403> (29.8. 2023)

# Sources of visual elements

- › [https://2.bp.blogspot.com/-1TCSqT9ISLQ/WLsiAHA2hml/AAAAAAAAAQw/T9irtXX\\_o6gxIH2QqHsee-kIgcBhCRACLCB/s1600/Blogg%2B3%2Bbilde%2B3.png](https://2.bp.blogspot.com/-1TCSqT9ISLQ/WLsiAHA2hml/AAAAAAAAAQw/T9irtXX_o6gxIH2QqHsee-kIgcBhCRACLCB/s1600/Blogg%2B3%2Bbilde%2B3.png) (17.8. 2023)
- › <https://www.publicdomainpictures.net/pictures/220000/velka/kompetenz-und-erfolg-1493707334BiT.jpg> (24.8. 2023)
- › [https://unlimited.hamk.fi/wp-content/uploads/2018/12/Timonen\\_Developing\\_artikkelikuva\\_problem-3303396\\_1280.png](https://unlimited.hamk.fi/wp-content/uploads/2018/12/Timonen_Developing_artikkelikuva_problem-3303396_1280.png) (24.8. 2023)
- › <https://c.pxhere.com/images/25/73/935fae96352da30a852a43eae716-1431487.jpg!d> (24.8. 2023)
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- › [https://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/01/palsK1\\_05\\_pairreadingL.jpg](https://iris.peabody.vanderbilt.edu/wp-content/uploads/2013/01/palsK1_05_pairreadingL.jpg) (25.8. 2023)
- › <https://lh6.googleusercontent.com/-YPsxyPC-gs/TXo6NSYSK0I/AAAAAAAAABq8/pMrkAyZUk5w/s1600/report+card.gif> (29.8. 2023)
- › Tabell: <https://www.udir.no/tall-og-forskning/finn-forskning/rapporter/2023/standpunktvurdering-i-skolen/3-standpunktvurdering-som-sluttvurderingsordning/#3.1noen-kjennetegn-ved-standpunktvurdering-som-sluttvurderingsordning> (30.8. 2023)