Quality of school based vocational assessments - Aspects from a German perspective

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Agenda: Quality of school based vocational assessment – Aspects form the German perspective

- *starting point*: three different approaches in initial vocational training for school based vocational assessment in Germany
- *problematic aspects*: three aspects to discuss in regard to quality of school based vocational assessments
- *quality assurance and quality development measures*
Three different approaches of school based vocational assessments in Germany

**Within the dual system**
1. School based vocational assessments *without* formal relevance for the final examination / qualification
   - School based vocational assessments is seen as preparations for the external final examination
2. Decentralized (each school develops own assessments)
3. Emphasis on curricular validity and on fit to final vocational examination

**In fully school based vocational trainings**
1. School based vocational assessment determines the final qualification
2. Decentralized (each school develops own assessments)
3. Emphasis on curricular validity and on fit to next level educational programs

**In double degrees VET with university entrance qualification**
1. Joint degree with vocational and general education
2. Centralized (in most of the Länder in Germany)
3. Emphasis on curricular validity and orientation on subject standards
problematic aspect I: emphasis on curricular validity is in need of curricula with strong links to vocational practice; curricula are developed prior within the school system only.
problematic aspect II: different approaches to assessment design

- **Cross curricular competence**
  - generalization
  - application

- **Subject**

- **Assessment**
  - test of holistic vocational competence

- **Problems within companies**

- **School based vocational assessment**

- **Single disciplinary problems**
  - test of analytical differentiated elements of vocational competence

- **Subject**
problematic aspect III: different reference points

- emphasis on oral and written assessment formats
- More reference to subjects than to work processes
- Single discipline perspective, since teachers develop the assessment designs in the decentralized forms

- legal coverage is an important aspect and determines assessment design especially in the centralized forms
- test economy aspects are important
- limitations in context conditions e.g. tools used, software programs

- minimum of one year practical experience within companies is a weak link to vocational practice
- training in assessment design is not sufficient in the teacher education
Quality assurance and quality development measures

- strengthening the link from learning goals to assessment,
- trend to interdisciplinary assessments
- strengthening the orientation on work processes

School based assessment designs

- improving competence orientation in the fully school based VET training curricula
- implementation of training companies in fully school based VET training and assessments within the training companies
- partially collaborative VET assessments between schools and companies

School based conditions

- relevance of assessment design as important point of teacher profession is improved
- implementing standards of (VET) teacher education, and assessment design is part of it
Thank you for your attention and I hope you have a fruitful discussion

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