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2	STRUCTURE	I An assessor has to be chosen by the student. A teacher or a special trainer
3		Student declares his/her non-formal and informal activities, which are extra curricular and are gained in and out of school
4		or
5		Student declares his/her interests and which activity he/she would like to do, because he/she does not have any activities, yet.
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7		II Student and assessor will discuss the activities (what is the content of these activities?) or interests of the student and document them
8		* with which key competences do they correspond? (very individual, has to be discussed between student and assessor/teacher; exemplary cf. FIGURE 1)
9		* with which type of school subject do they correspond? (existing school subjects depending on the country/state/county; very individual, exemplary cf. FIGURE 1)
10		* does it correspond to an EQF or NQF? (cf. CHART 1)
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12		a) any official certificate available, e.g. ECCL, Toefl, Black belt to document? (i.e. the status quo)
13		b) no official document available? -> a way to document the skills, competences, knowledge of a student (i.e. the status quo)
14		> 1) student names his activities (e.g. member of a political youth organization)
15		> 2) student describes his activities ("I have done...", "I joined...", "I took responsibility for...")
16		> 3) student rethinks step 2) and frames his abilities ("I can...", "I know...", "I have learned...", "I am able to...")
17		> 4) student and assessor discuss the niveau of the abilities, e.g.
18		Niveau A: I can ... with the help of others
19		Niveau B: I can ... without the help of others
20		Niveau C: I can do it alone in different contexts (examples needed)
21		Niveau D: I can do it on my own in different contexts and show and explain it to others (examples needed) (steps A-D useful? Alternatives? E.g. how to document football skills?)
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23		III Documenting future activities, knowledge, competences, skills (ePortfolio, cf. I.O. 3)
24		* new goals or no experience yet: what has to be achieved in the future and how, if required by student (indicators, cf. II)
25		> if there are no activities yet or new activities: deciding on possible future activities/goals together -> consider matching with competences & subjects
26		> decide on learning objectives and how they are achieved (e.g. doing an activity for at least 6 months, what exactly has to be done,...) (hard to decide on)
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28		IV Validation of activities (adding another assessor, more valid than just 1) (cf. CHART 1) (referencing II)
29		a) additional evaluation: official certificate, e.g. TOEFL (cf. IIa) -> contributes to NON-FOR-LESL-certificate (cf. VI) -> how can it influence school performance? correspondence with school grades possible?)
30		b) internal evaluation: student states her/his skills/knowledge/competences -> contributes to NON-FOR-LESL-certificate (cf. VI) -> (how to classify such a performance, appropriate with a grade?)
31		using something like the NIVEAU A-D system for assessment? How to classify very similar activities of a 12 year old and of an 18 year old student? Different standards?
32		or simply count the amount of hours a student spends for an activity in the freetime? (cf. CHART1)
33		my suggestion: this is a very individual matter between the teacher and the student, we can just give a framework and advices on how to do it
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35		V The documentation/ePortfolio is an ongoing project
37		* Steps II - IV can be repeated several times:
38		a) with progress in a certain topic, e.g. more and more experiences in entrepreneurship or in Digital Competences
39		b) with the addition of new topics, e.g. the student loses interest in entrepreneurship and starts working on his digital competence
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41		VI Recognition/Award (cf. CHART 1)
42		* if a student completes an activity successfully (how to define exactly?, see IV) he/she will get a NON-FOR-LESL-certificate, corresponding to one of the 8 key competences
43		* if an official certificate exists (e.g. TOEFL) there is no need for an internal evaluation? -> which school grade in relation to age/class does it correspond?
44		* if there have been no activities until yet, one has to be done for at least 6 months until a recognition is possible (other suggestions?)
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46		if a student does a certificate for a key competence for the first time, he/she gets an bronze certificate. In order to show progress the 2nd and 3rd time he/she gets silver and gold respectively
47		> hence, a student can get a bronze, silver and gold NON-FOR-LESL-certificate for every key competence (any suggestions?)
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49		* ePortfolio is accessible to the student, the assessor/teacher and the parents (?)
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51		my suggestions: a certificate corresponding to a key competence and to a school subject should not influence the final mark/grade of a school subject
52		> maybe extra points to the overall performance of a whole school year
53		> a short written essay additional to school report, explaining extra curricular skills, etc.
54		> an official awarding in school to foster motivation
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