

Iceland 
Liechtenstein
Norway grants

SKILLS FORMATIVE ASSESSMENT

MINI GUIDE

FOR THE STUDENT

SOK, or Skills Formative Assessment, is a way of learning that combines the acquisition of new skills, called skills, with assessment that helps you understand how well you are learning and what you can improve.

As you gain skills, you learn step by step, completing tasks that help you grow and become better.

WHAT IS SOK?



SOK, or Skills formative assessment is an educational method that combines elements of scouting skills acquisition with formative assessment. Skills are practical skills that students acquire through the implementation of specific tasks, in accordance with the designated success criteria. This method supports the development of students' independence and their ability to reflect on their own learning process.

WHO IS EVALUATING WHOM AND HOW?

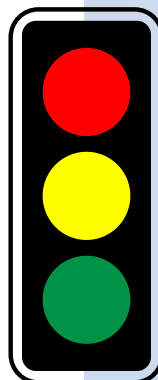
In SOK, assessment takes place at two levels:

Your teacher evaluates you: Your teacher looks at your assignments, tests, and other work to see how well you are learning and what progress you are making.

You evaluate yourself: You can reflect on how well you are doing. You evaluate your progress and think about what you have done well and what you still need to work on.

You use the lights method for this:

- **Green light** – You did the job very well.
- **Yellow light** – You completed the task, but there is some room for improvement.
- **Red light** – You were having difficulty with a task and needed help.



In the SOK method, the assessment is carried out in two ways:

Teacher assesses students: The teacher observes students' progress in completing tasks and acquiring skills, providing them with feedback on their work. This assessment is intended to support students in their development and to indicate areas for improvement.

Students self-assess: Students self-assess their progress using the spotlight technique. Self-assessment is a key element in the process of gaining proficiency because it allows students to consciously manage their learning and make necessary changes.

FOR THE STUDENT

HOW TO WORK WITH SOK DURING LESSONS?

During the lesson, the teacher helps you acquire various skills that you need.

- **Goal setting:** The teacher tells you what skills (accomplishments) you will acquire and why they are important.
- **Completing tasks:** You work on tasks independently, and the teacher monitors how you are doing and helps if you need it.
- **Self-assessment:** Once you have completed the task, you assess how well you did using the traffic light method (green, yellow, red).
- **Discussion with a teacher:** You discuss your results with your teacher, who tells you what you did well and what could be improved.
- **Decision to acquire a skill:** Together with your teacher, you decide whether you have acquired a skill or whether you still need to improve something.
- **Reflection:** You reflect on what you have learned and what you found difficult.



FOR THE TEACHER

Working with SOK during lessons involves several key stages:

- **Skill and Proficiency Planning:** Plan the skills that students will develop based on the goals in the curriculum. Prepare skill cards that include specific tasks and activities that students must complete to acquire a specific skill.
- **Defining Success Criteria:** Define clear and measurable success criteria for each skill. These criteria help students understand what they need to do to achieve the goal. Allow students to choose the order in which they complete these criteria, or with your help.
- **Self-assessment and reflection:** Encourage students to self-assess after completing tasks using the spotlight technique. Guide students in self-reflection to help them better understand their progress and areas for improvement.
- **Providing feedback:** Regularly assess and provide feedback to students on their progress. Point out what they did well, what needs improvement, and what steps they need to take to improve even more.
- **Prepare awards and documentation:** Prepare certificates or badges for students for skills they have acquired and make sure they document their achievements. This motivates them to continue working and allows them to track their progress.

FOR THE STUDENT

STUDENT ROLE / TEACHER ROLE

Your role in SOK is to learn new things on your own, evaluate your progress, and try to develop your skills. You must be responsible for your actions and strive to gain new skills. It is important that you listen carefully to the teacher, carefully complete tasks, and reflect on how well you did.

FOR THE TEACHER

The role of the teacher in the SOK is to support students in the process of acquiring skills. The teacher is a guide who helps students understand what skills they need to develop and provides support at every stage of this process. It is important for the teacher to adapt the pace and method of work to the individual needs of students, especially those with intellectual disabilities. Thanks to working with SOK, students learn independence, perseverance and the ability to reflect, which prepares them for the challenges of adult life.

FOR THE STUDENT

- Listen carefully to the teacher's explanation of what SOK is and what goals lie ahead of you.
- Strive to complete tasks accurately according to the established success criteria.
- Evaluate your progress regularly using the traffic light method.
- Think about what you can improve and strive to improve your skills.
- Don't be afraid to ask for help if you encounter difficulties.

PRACTICAL TIPS



FOR THE TEACHER

- **Planning:** At the beginning of the school year, carefully plan what skills and abilities students will acquire. Consider program goals and individual student needs.
- **Success Criteria:** Clearly define the success criteria for each skill so students know what they need to do to achieve the goal. Make sure the criteria are specific and measurable.
- **Self-assessment:** Encourage students to self-assess regularly using the spotlight method. Help them understand why reflecting on their own work is important.
- **Feedback:** Provide students with regular feedback that supports and motivates them to continue their work.
- **Documentation:** Make sure students have a place to document their achievements, such as in a skills notebook. This will help them track their progress and see how much they have accomplished.



Iceland Liechtenstein Norway grants

The AION project benefits from a grant of € 195828 received from Iceland, Liechtenstein and Norway under the EEA Grants.

The aim of the project is to develop a comprehensive, systemic model of preparation for professional activity of people with deeper intellectual disabilities.

Preparation of professional laboratories with training programs and methodology.

Development of a coherent and systemic strategy for supporting the employment of people with intellectual disabilities on the labor market in cooperation with the District Labor Office in Sosnowiec.

Working out a path of professional development and a strategy of inclusion in the open and / or protected labor market, taking into account the educational, legal, organizational housing for schools, people with disabilities, public institutions and entrepreneurs that can potentially employ people with disabilities.