

EL ENFOQUE COMPETENCIAL DE LAS LENGUAS EXTRANJERAS EN LA ESO EN EL MARCO DEL NUEVO CURRÍCULO Y SU EVALUACIÓN: TÉCNICAS E INSTRUMENTOS.

THE COMPETENCY-BASED APPROACH TO FOREIGN LANGUAGES' TEACHING-LEARNING PROCESS IN COMPULSORY SECONDARY EDUCATION THROUGH THE NEW CURRICULUM AND ITS RELATIONSHIP WITH EVALUATION: TECHNIQUES AND INSTRUMENTS.

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Abstract

The current article tries to frame the competency-based approach in the new curriculum in a broad sense and in the Foreign Language's curriculum in a narrow sense in Compulsory Secondary Education, based on the twenty-first century challenges reflected in the 2030 Agenda. For that purpose, the new curricular elements in the Foreign Language are explained and related to the key competencies, at the same time the most appropriate methodology and evaluation techniques and instruments for the competency-based approach are stated and exemplified. Finally, it relates the curricular changes introduced by LOMLOE to teacher training and the advisory functions carried out by the Educational Inspection.

Keywords: specific competencies, evaluation criteria, output profile, evaluation, instruments, techniques, methodology, task, key competencies, language activities, rubric.

1. INTRODUCTION: COMPETENCY-BASED LEARNING IN THE FRAMEWORK OF THE 2030 AGENDA

The United Nations General Assembly Resolution of 25 September 2015 establishes, within the framework of the 2030 Agenda, seventeen goals for sustainable development, of which number four is the one most closely linked to education: "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all". There are, therefore, three basic axes behind this purpose and which mark the roadmap to be followed in the coming years in the field of education: inclusion and attention to diversity, on the one hand, the quality of education on the other, and, ultimately, lifelong learning throughout life.

If we focus our attention on the quality education, this undoubtedly involves the development of a competent teaching and learning process adapted to the demands of 21st century society from a labour, economic, personal, and social point of view, so of all the goals set for this objective, we can highlight the following as key to achieve this type of learning:

“4.1 By 2030, ensure that all girls and boys complete primary and secondary education, which is free, equitable and of good quality and produce relevant and effective learning outcomes.

4.3 By 2030, ensure equal access for all men and women to quality technical, vocational, and higher education, including university education.

4.4 By 2030, significantly increase the number of young people and adults who have the necessary skills, technical and vocational skills, to access employment, decent work, and entrepreneurship.

4.6 By 2030, ensure that all young people and a significant proportion of adults, both men and women, are literate and numerate.

4.7 By 2030, ensure that all learners acquire the knowledge and skills necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and the contribution of culture to sustainable development".

In most of them, we can outline key statements and words that lead us, univocally, to competency-based learning, in which the teaching of "know-how" takes precedence over content, to guarantee functional and meaningful learning. In this sense, in target 4.1 it is worth highlighting the presence of the adjectives "relevant" and "effective" in reference to learning, as one of the achievements to be attained by 2030. If we understand "relevant" as "on purpose" and "effective" as "real and true, as opposed to chimerical, dubious or nominal", both lead us to the contextual appropriateness and functionality that must prevail in our education systems for them to evolve in parallel with the demands of today's society. Likewise, the reference to "technical and professional competences...", as well as to "the theoretical and practical knowledge necessary for..." in targets 4.4. and 4.7 respectively of the objective, lead us again to the need for the development of key competences leading to the attainment of the proposed achievements. Finally, target 4.6 of the objective, aimed at ensuring that both men and women are literate and numerate, would be directly framed within the development and acquisition of peremptory competency in linguistic communication and mathematical competency and competency in science, technology, and engineering of the population in order to obtain the much sought-after quality in education.

At a more specific level, on 4 November 2015, 184 UNESCO Member States adopted the Education 2030 Framework for Action in Paris, as a result of a country- driven and country-led consultation process facilitated by UNESCO. The Education for All (EFA) Steering Committee, convened by UNESCO, set out the guidelines for the development of the Framework for Action, which elaborates and outlines in detail the planning and actions for Goal 4 of the 2030 Agenda. In this regard, it establishes the following axioms for the development of quality education:

1. Education systems must be relevant and adapt to the evolution of society and today's world in areas such as the labour market, technology, the environment, growing inequality and threats to peace, among others.
2. They must equip our citizens with flexible skills and competences to function in the world of knowledge and technology.
3. If education systems are relevant, they must therefore deliver relevant, equitable and effective learning outcomes. In this sense, the quality of education must mean that learners acquire at least basic literacy and numeracy skills, which will be the building blocks for future learning, as well as for higher order skills.

For the development of these goals, it proposes a series of strategies, mainly focused on the following areas:

1. Attention to diversity: teaching and learning methods and content must be relevant and appropriate to the needs of all learners.
2. Teachers: they should be trained, qualified, remunerated, and motivated teachers.
3. Methodology: Teachers need to implement appropriate pedagogical approaches and be supported by information and communication technologies (ICT) —both in the teaching and student learning process— in safe and inclusive environments that facilitate this. In order to extend this to the whole education system, there is also a need to promote the exchange of good practice based on dynamic and collaborative learner-centered approaches.
4. Strengthening STEM subjects and skills: Similarly, education in science,

technology, engineering, and mathematics (STEM) will also need to be strengthened, given that we live in a world dominated by these disciplines.

In short, the key competences are the cross-cutting axis that forms the backbone of both the goals and the strategies for achieving them. In this respect, Organic Law 3/2020, of 29 December (LOMLOE) takes as its sources the guidelines of the two aforementioned documents, as well as the specifics postulated in the Council Recommendation of 22 May 2018 on key competences for lifelong learning, which advocates:

1. Supporting and reinforcing the development of key competences throughout life.
2. Contributing to the development of key competences with a special focus on the acquisition of basic skills (literacy, numeracy, and basic digital skills) and supporting the development of the learning to learn competence as a constantly improving basis for learning and participation in society.
3. Increasing the level of personal, social, and learning to learn competence in order to improve the management of one's own life.
4. Promoting the acquisition of science, technology, engineering, and mathematics (STEM) skills, taking into account their link with the arts, creativity and innovation, and motivating young people - especially women - to pursue careers in these fields.
5. Improving the level of digital competence at all stages of education and training, as well as across the whole population.
6. Fostering entrepreneurial competence, creativity, and a sense of initiative by promoting opportunities for young students to undertake at least one practical

entrepreneurial experience during their schooling.

7. Raising the level of language skills and encouraging pupils to learn different languages relevant to their work and life situation and which can contribute to international communication and mobility.
8. Raising awareness among students and teachers of the importance of acquiring key competences and their relation to society and facilitating the acquisition of these competences by making use of good practices.

2. COMPETENCY-BASED EDUCATION IN LOMLOE AND ITS REFLECTION IN THE PEDAGOGICAL PRINCIPLES, ASSESSMENT, QUALIFICATION AND CURRICULUM IN SECONDARY EDUCATION (ESO)

But how have all these requirements of the competency-based education of the 2030 Agenda been transferred to the changes introduced by Organic Law 3/2020, of 29 December (LOMLOE), which amends Organic Law 2/2006, of 3 May, on Education?

In the first instance, the explanatory memorandum of the Draft LOMLOE continues along the same lines as the LOE enacted in 2006 with the commitment to the objectives set out by the European Union and UNESCO in terms of achieving an education that guarantees all citizens the ability to learn to be, to know, to do and to live together, although it specifies that these approaches must be updated based on the new challenges set out in the 2030 Agenda. In this, it is emphasised that guaranteeing adequate training necessarily involves providing a comprehensive one that focuses on the development of competences, for which purpose the curriculum is reworded so that it responds precisely to the acquisition of these competences.

To this end, and focusing on Compulsory Secondary Education, article 26.2 stipulates, with regard to the pedagogical principles of the stage, that "at this stage, special attention will be paid to the acquisition and development of the established competences and correct oral and written expression and the use of Mathematics will be

encouraged. In order to promote the habit of reading, time will be devoted to it in the teaching of all subjects". For this purpose, and to promote work on competences, it is determined that "in order to promote the integration of the competences worked on, time will be dedicated to carry out significant and relevant projects and to collaborative problem solving, reinforcing self-esteem, autonomy, reflection and responsibility".

These approaches are not limited, as they have been until now, to the teaching-learning process and the methodological orientations to promote competent learning, but also have, for the first time with the LOMLOE, a direct and explicit repercussion both on the assessment and promotion of students in the stage and on their qualifications in the same. Regarding this in particular, if we refer to the provisions in this respect in article 28.2 of LOE 2/2006, of 3 May, modified by LOMLOE 3/2020, of 9 December: "Decisions on the promotion of students from one year to the next will be taken collegially by the teaching team, taking into account the achievement of objectives, the degree of acquisition of the established competences and the assessment of the measures that favour the progress of the student" and article 31.1: "The title of Graduate in Compulsory Secondary Education will be awarded to students who, on completing compulsory secondary education, have acquired the competences established and achieved the objectives of the stage, without prejudice to the provisions of article 28.10", it can be inferred that these decisions seek to detach themselves, for the first time in history, from the number of subjects passed or not passed, to take as the first and maximum reference point the achievement of objectives and competences, so that the pedagogical approach enacted goes hand in hand with the assessment made of the same.







At a more specific level, Royal Decree 217/2022, of 29 March, which establishes the organisation and minimum teaching of Compulsory Secondary Education, includes all of the above approaches in terms of principles, assessment, promotion, and student qualifications, as well as the curricular development contemplated in annexes I and II. In this respect, article 2 sets out the basic definitions for a correct understanding of the new curriculum. Thus, first of all, the definition of key competences is provided, which are given a new revision and formulation for adaptation to the Recommendation of the Council of

the European Union of 22 May 2018 on key competences for lifelong learning¹. As a result of these, a new concept is defined for the first time: the exit profile at the end of basic education, that is, the competence level —broken down into a series of operational descriptors— that the student must acquire at the end of ESO in each of the key competences, concept that relegates the stage objectives to a secondary level and which is the starting point for the development of the rest of the curricular elements. With regard to its reflection in the specific curriculum of each subject, we observe that its relevance continues, establishing the specific competences per subject or competence level that the pupil must attain at the end of the stage from each subject and which will contribute to the achievement of the exit profile for the same, with the assessment criteria in this case —defined by cycles— being the references for measuring the degree of attainment of these competences. In this curriculum map, content loses relevance in favour of these, being reduced to basic knowledge, which must be worked on in the teaching-learning process through learning situations for the achievement of the specific competences of the subject, in the first instance, and for the achievement of the key competences in a broader sense.

The following diagram illustrates the most significant changes in the curricular elements with the entry into force of Organic Law 3/2020, of 29 December, which modifies Organic Law 2/2006, of 3 May, on Education, starting from the previous curriculum set out in Royal Decree 1105/2014, of 26 December, which establishes the basic curriculum of Compulsory Secondary Education and the Baccalaureate up to the curricular elements developed in Royal Decree 217/2022, of 29 March, which establishes the organisation and minimum teaching of Compulsory Secondary Education (Figure 1).

¹ Article 11 of Royal Decree 217/2022 postulates eight key competences: competence in linguistic communication, plurilingual competence, mathematical competence and competence in science, technology and engineering, digital competence, personal, social, and learning to learn competence, citizenship competence, entrepreneurial competence and competence in cultural awareness and expression. It is worth highlighting the establishment of plurilingual competence beyond competence in linguistic communication.

Figure 1. Most significant curricular changes.

REAL DECRETO 1105/ 2014		REAL DECRETO 217/2022
STAGE OBJECTIVES AND KEY COMPETENCIES		STAGE OBJECTIVES AND EXIT PROFILE ²
OBJECTIVES OF THE SUBJECT		SPECIFIC COMPETENCES
CONTENTS		BASIC KNOWLEDGE
ASSESSMENT CRITERIA AND STANDARDS OF LEARNING		EVALUATION CRITERIA
ACHIEVEMENT INDICATORS ³		
		LEARNING SITUATIONS

² Competence level that the student must acquire at the end of basic education, specified through operational descriptors.

³ Although they are not reflected in the Royal Decree, some Educational Administrations include it as a necessary part of the new curriculum. See section nine. 3 and 4 of the Joint Instruction 1/2022, of June 23, of the General Directorate of Educational Planning and Evaluation and the General Directorate of Attention to Diversity, which reinforces aspects of organization and operation for the centers that impart Compulsory Secondary Education for the 2022/2023 academic year: "In the first and third years, the evaluation criteria must be measurable, for which observation objectives have been established for the actions they describe, as well as clear indicators, which allow to know the degree of performance of each criterion. To do this, indicators of achievement of the criteria will be established, in rubric-type supports. The grades or performance indicators of the evaluation criteria of the odd courses of this stage will have to adjust to the graduations of insufficient (from 1 to 4), sufficient (from 5 to 6), good (between 6 and 7), remarkable (between 7 and 8) and outstanding (between 9 and 10). These indicators of the degree of development of the evaluation criteria or descriptors must be specified in the didactic programs and nuanced based on the initial evaluation of the students and their context. The indicators must reflect the cognitive processes and contexts of application, which are referred to in each evaluation criterion".

3. THE COMPETENCY-BASED APPROACH TO THE FOREIGN LANGUAGE TEACHING AND LEARNING PROCESS IN THE NEW CURRICULUM AND ITS REFLECTION IN ASSESSMENT

3.1 KEY COMPETENCES IN THE NEW FOREIGN LANGUAGE CURRICULUM

Annex II of Royal Decree 217/2022 sets out for the subject of Foreign Language both the specific competences and the basic knowledge and assessment criteria for the stage of Compulsory Secondary Education, the latter two sequenced for the first and second years of ESO on the one hand and for the third and fourth years on the other. In the introduction to the curricular elements of the aforementioned subject, explicit mention is made of its contribution to the acquisition of key competences, which is also evident in the enunciation of the specific competences of the subject for the stage and their explanation, as well as their direct link with the corresponding operational descriptors of the basic education exit profile.

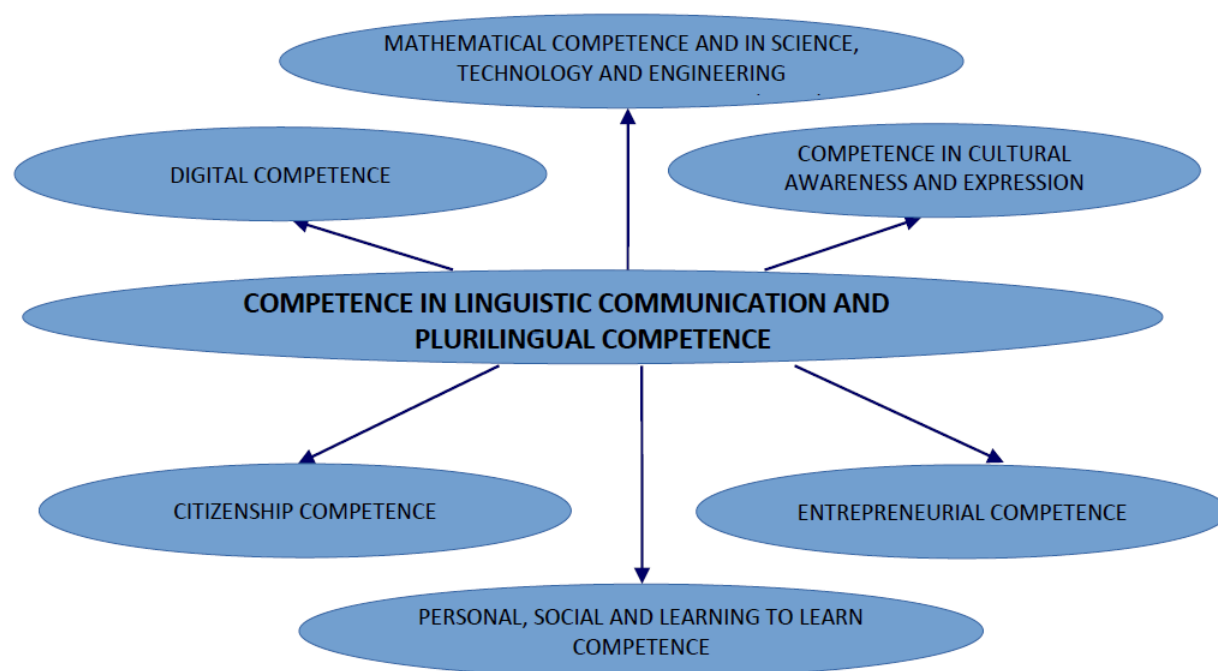
Thus, from the literal wording of the introduction as well as from the explanation of each and every one of the specific competences, it is clear that both linguistic communication competence and plurilingual competence stand out as those through which the rest would be developed and acquired in the process of teaching and learning the foreign language, taking into account that in the first one the six basic language activities would be developed: speaking, interacting, listening, writing, reading and mediating⁴, while through the development of the second one, the learner would learn to use one or more languages effectively in different fields, to respect linguistic diversity or to transfer from one language to another for the sake of a satisfactory communication. By working on these two core competences through various learning situations, the rest of the competences would be worked on. In this respect, digital competence would be developed through the search for information in reliable sources and the use of virtual

⁴ The Common European Framework of Reference for Languages: Learning, Teaching and Assessment defines language activities as those which *"involve the exercise of communicative language competence within a specific domain in processing (in the form of comprehension or expression) one or more texts in order to accomplish a task"*. The communicative competence which the learner or user has, therefore, is put to work in the performance of these activities, which comprise comprehension, expression, interaction and mediation.

learning environments, mathematical competence and competence in science, technology and engineering through the establishment of hypotheses or competence in cultural awareness and expression through the promotion of attitudes such as avoiding rejection and discrimination of citizens from other cultures and the fight against stereotypes for the construction of a shared culture. Personal, social, and learning to learn competence would be acquired primarily through the use of learning strategies, self-assessment, etc... for the improvement of communicative competence, while citizenship competence would be enhanced through the application of rules and principles of linguistic politeness and digital etiquette and the acquisition of strategies for establishing relationships with people from other cultures. Finally, entrepreneurial competence would be developed through, for example, the promotion of students' creativity in oral and written productions.

The following diagram illustrates the relationship between the different competences in the Foreign Language curriculum, as explained in the previous paragraph (Figure 2).

Figure 2. Acquisition of the rest of the key competences through competence in linguistic communication and plurilingual competence.



All of the above, that is, the acquisition of the key competences and the achievement of the exit profile, would concentrate in Foreign Language on the acquisition of the six specific competences that students should develop in the subject during the stage and whose degree of attainment should become the starting point for student assessment:

1. Understand and interpret the general meaning and most relevant details of texts expressed clearly and in standard language, looking for reliable sources and making use of strategies such as inference of meaning, in order to respond to specific communicative needs.
2. Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation, or self-repair, to express relevant messages creatively, appropriately, and coherently and to respond to specific communicative purposes.
3. Interact with other people with increasing autonomy, using cooperative

strategies, and employing analogical and digital resources, in order to respond to specific communicative purposes in exchanges respectful of the rules of politeness.

4. Mediating in everyday situations between different languages, using simple strategies and knowledge aimed at explaining concepts or simplifying messages, in order to transmit information effectively, clearly, and responsibly.
5. Expand and use personal linguistic repertoires between different languages, reflecting critically on how they work and becoming aware of one's own strategies and knowledge in order to improve the response to specific communicative needs.
6. Critically assess and adapt to linguistic, cultural, and artistic diversity from the foreign language, identifying and sharing similarities and differences between languages and cultures, in order to act empathetically and respectfully in intercultural situations.

3.2. THE COMPETENCY-BASED METHODOLOGY IN THE TEACHING-LEARNING PROCESS OF FOREIGN LANGUAGES IN THE NEW CURRICULUM: THE ROLE OF TASKS.

To achieve such a purpose, the methodological approach adopted in the teaching-learning process becomes fundamental. However, before wielding its fundamental axes, it is essential to clarify the difference between the terms exercise, activity and task.

In this regard, the Guide for training in centers on basic skills published by the National Center for Educational Innovation and Research in 2013 offers a precise definition of these three words. More specifically, it defines exercise as "a decontextualized action and not related to real life, which the student exercises mechanically" and which therefore consists of "repeating, memorizing and reproducing". On the other hand, it explains that "the activity requires applying a simple mental process for its resolution", for which it

brings with it "understanding and decision-making". Ultimately, it is argued that the task would mean taking a step further in complexity and functionality because "it necessarily requires the implementation of skills, since it is a relevant product inserted in a social practice", following Nunan (1989), who defines the task in the teaching-learning process of Foreign Languages as "a unit of work in the classroom, which involves learners in understanding, manipulating, producing or interacting in the L2 while their attention is primarily focused on meaning rather than form".

And it is the latter, the task, which stands as the fundamental pillar of the methodological approach that LOMLOE is committed to, in line with methodologies such as task-based approach and project-based approach. In this line, learning situations are established as the basic units of planning and development of the teaching-learning process, defined as "situations and activities that imply the deployment by students of actions associated with key competences and specific competences and that contribute to their acquisition and development". These must be designed and developed, therefore, based on their functionality, the achievement of significant learning and the progressive acquisition of key skills, starting from a product, challenge or final task that becomes the backbone of the rest of the activities proposed in the corresponding didactic sequence. For this purpose, it becomes necessary to consider the procedure for its design, which passes, in general terms, through the location of a center of interest to continue with the following steps: justification of the proposal, description of the final product, challenge or task that is intended to develop, curricular specification, didactic sequencing, measures of attention to diversity and individual differences and evaluation of the results and the process⁵.

In every learning situation, students must actively participate as the protagonists of their own learning Bada (2015), taking into account that, due to the change introduced by the Internet in the access to information, anyone can search for the data that he/she wants

⁵ Annex VII of the Joint Instruction 1/2022, of June 23, of the General Directorate of Educational Planning and Evaluation and the General Directorate of Vocational Training, which establishes aspects of organization and operation for centers that provide Compulsory Secondary Education for the 2022/2023 academic year.

to know at any time López (2018), so that the role of the teacher as a mere transmitter of information does not make sense in the current educational system.

At a higher level of delicacy, if we transfer this approach to the design of learning situations for Foreign Languages, this goes through the location of a communicatively relevant center of interest for the students. Once chosen, the final task would be considered and, as a result of this, we would design a series of enabling activities to work on the basic communication tools for its implementation, such as aspects of pronunciation, vocabulary, discursive structures, etc... which we would later put into practice in the development of communicative activities for the six language activities, namely, speaking, interacting, listening, reading, writing and mediating, as a previous step to the execution of the final product or task.

3.3 FOREIGN LANGUAGE COMPETENCY-BASED ASSESSMENT IN THE NEW CURRICULUM: THE MOST APPROPRIATE TECHNIQUES AND INSTRUMENTS

Teachers must therefore adapt assessment to the competency-based approach indicated, taking as a reference the assessment criteria, which measure the degree of attainment of each specific competence set out in the Foreign Language curriculum for Compulsory Secondary Education.

In order for the criteria to be measurable and quantifiable, an objective procedure for observing the actions they describe must be articulated, and therefore achievement indicators must be available for each of them to measure their degree of attainment⁶.

⁶ By way of example, the Autonomous Community of Andalusia regulates assessment in ESO for the 2022-23 school year through the joint Instruction 1/2022, of 23 June, of the Directorate General for Educational Planning and Evaluation and the Directorate General for Vocational Training, which establishes aspects of organization and operation for centers teaching Compulsory Secondary Education for the 2022-23 school year, in accordance with the provisions of Royal Decree 217/2022. More specifically, the ninth instruction of the same stipulates with regard to assessment procedures and instruments that: "3. In the first and third years, the assessment criteria must be measurable, and therefore objective mechanisms must be established for observing the actions they describe, as well as clear indicators, which make it possible to know the degree of performance of each criterion. To this end, indicators of achievement of the criteria will be established in rubric-type supports. The grades or performance indicators of the assessment criteria of the odd courses of this stage will have to be adjusted to the graduations of insufficient (from 1 to 4), sufficient (from 5 to 6), good (between 6 and 7), remarkable (between 7 and 8) and outstanding (between 9 and 10). 4. These indicators of the degree of development of the assessment criteria or descriptors must be specified in the syllabuses and nuanced on the basis of the initial assessment of the students and their context. The indicators should reflect the cognitive processes and contexts of application, which are referred to in each assessment criterion. 5. In the first and third years, all the

These indicators must be formalised for each of the assessment criteria for the different educational levels in the teaching programmes and must be contextualised for every learning situation sequenced in a coherent manner with the pupils' course.

By way of example, the following rubric is proposed for the establishment of the indicators of achievement corresponding to the assessment criteria for the 3rd ESO level of Foreign Language and corresponding to the specific competence 2: Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation or self-repair, to express relevant messages creatively, appropriately and coherently and to respond to specific communicative purposes⁷ (Table 1).

Table 1. Rubric with achievement indicators for each assessment criterion of 3rd ESO that measures the degree of attainment of specific competence 2.

SPECIFIC COMPETENCE 2: Produce original, medium-length, simple and clearly organised texts, using strategies such as planning, compensation, or self-repair, to express relevant messages creatively, appropriately, and coherently and to respond to specific communicative purposes.				
2.1. Express oral medium-length, structured, comprehensible, coherent, and appropriate to the communicative situation texts on everyday matters, of personal relevance and of public interest close to the student's area of interest, life and cultural experience, in order to describe, narrate, explain, argue, and inform, in different analogical and digital media, using verbal and non-verbal resources, in a gradually autonomous way as well as strategies of planning, control, compensation, cooperation and self-repair.				
INSUF	SUF	GOOD	NT	SB

assessment criteria contribute to the same extent to the degree of development of the specific competence and will therefore have the same value in determining the degree of development of the specific competence. 6. In the first and third years, the grading criteria will be based on the passing of the assessment criteria and, therefore, of the specific competences, and will be included in the didactic programs.

⁷ It would be convenient for the Educational Administrations to propose examples of rubrics of the different subjects and areas to facilitate the teaching staff's work.

He/she does not express oral texts of medium-length appropriate to the communicative situations and when he/she does, these are not understandable and coherent, showing important difficulties in the use of verbal, non-verbal resources and communication strategies to facilitate expression and structuring.	He/ she expresses oral texts of medium-length suitable in part of the cases to the communicative situation in the supports indicated, in most of the occasions understandable and coherent, but he/she does not use solvently verbal and non-verbal resources, as well as the communication strategies indicated.	He/she expresses oral texts of medium-length suitable in most cases to the communicative situation in the supports indicated, in general understandable and coherent, but he/she does not use in a complete solvent way all the verbal and non-verbal resources, as well as the communication strategies indicated.	He/she expresses orally medium-length texts suitable for the communicative situations in the supports indicated, in general understandable and coherent, but does not use in a complete solvent way all the verbal and non-verbal resources, as well as the communication strategies indicated.	He complies with all the aspects noted in the criterion.
2.2. Write and disseminate medium-length texts with acceptable clarity, coherence, cohesion, correctness, and appropriateness to the proposed communicative situation, to the textual typology and to the analogical and digital tools used, on matters of a diverse nature, of personal relevance and of public interest close to his/her experience, in order to describe, narrate, explain, argue and inform, respecting intellectual property and avoiding plagiarism.				
INSUF	SUF	GOOD	NT	SB
He/she does not write medium-length clear texts and these are not suitable total or in most of the cases to the various textual typologies and communicative functions, making multiple errors in the use of coherent, and cohesive devices, as well as grammatical and lexical errors that avoid communication.	He/she writes texts of medium-length extension, suitable only in part to some of the different textual typologies and communicative functions, but he/she makes many errors in the use of coherent and cohesive devices and grammatical and lexical correctness.	He/she writes medium-length texts appropriate to the vast majority of the various textual typologies and communicative functions, but he/she makes errors in the use of coherent and cohesive devices and grammatical and lexical correctness.	He/she writes medium-length texts appropriate to the different textual typologies and adapted to the communicative functions, although he/she makes some errors in the use of coherent and cohesive devices and grammatical and lexical	He/she complies with all the aspects noted in the criterion.

			correctness.	
2.3. Independently select, organise and apply knowledge and strategies to plan, produce, revise and cooperate in the production of coherent, cohesive oral, written and multimodal texts which are coherent, cohesive and appropriate to the specific communicative intentions, contextual characteristics, socio-cultural aspects and textual typology, using appropriately the most suitable physical or digital resources according to the task and the needs of the potential interlocutor to whom the text is addressed.				
INSUF	SUF	GOOD	NT	SB
He does not use the knowledge and strategies referred to in an autonomous manner, not adapting totally or in the majority of cases to the textual typologies and communicative intentions. He/she makes errors in the correct use of these according to the communicative situation, which in most cases impede communication.	He/she uses the referenced knowledge and strategies in a partially autonomous manner, only occasionally adapting to the textual typologies and communicative intentions and makes errors in the use of these according to the communicative situation, which sometimes impede communication.	He/she autonomously uses the knowledge and strategies referred to, adapting to the majority of textual typologies and communicative intentions, although he/she makes errors in the correct use of these according to the communicative situation, which do not impede communication.	He/she can use independently the knowledge and strategies referenced for the production of oral, written, and multimodal texts, although he/she makes some errors in the correct use of these according to the communicative situation, which do not impede communication.	He/she meets all aspects of the criterion.

Once these indicators have been prepared, it is necessary to consider the most appropriate evaluation techniques and instruments to objectively evaluate this competency-based methodology. Hence, we have at first to clarify the difference between these two concepts, as well as the interrelationship between them. On the one hand, an evaluation technique refers to the procedure to be carried out by the teacher to obtain information about the learning of the students, while the instruments are the means that facilitate recording and discerning the degree of achievement of the proposed objectives, in this case of specific competences. There is a close relationship between the two, since every technique needs some instruments for its implementation. In this sense, we can consider observation, measurement, self-assessment and co-assessment as the main evaluation techniques, which materialize through instruments such as rubrics, assessment scales or checklists.

The new approach requires, for its implementation, techniques and instruments that rigorously measure the achievement of the specific skills of the subject in each learning situation. In this regard, article 15.10 of Royal Decree 217/2022 establishes: "The widespread use of varied, diverse, accessible assessment instruments adapted to the different learning situations that allow the objective assessment of all students will be promoted, also guaranteeing that the conditions for carrying out the processes associated with the evaluation are adapted to the needs of students with a specific need for educational support⁸".

For this purpose, the use of varied techniques is convenient -especially in the evaluation of Foreign languages-, like all those raised above, that is, alternating and even simultaneously using both observation and measurement, as well as self-assessment and co-assessment. These techniques would also require, for their implementation, the use of varied instruments, which could include, due to their adaptation to the characteristics of the subject and the evaluation in the new curriculum, those that are set out below:

1. Competence tests: These are oral or written tests which allow us to assess the level at which students have developed the specific competences established. Therefore, it can be considered as a perfect instrument to apply measurement techniques. These tests can measure both the degree of acquisition of a language activity conferred in a specific competence, as well as several of them within one or more of the aforementioned competences. In this framework, the language activities of interaction, comprehension, expression, and written mediation, in addition to oral comprehension, reflected in the various specific competences, would be the most appropriate to be measured by means of written

⁸ The ninth instruction of the Joint Instruction 1/2022, of June 23, of the General Directorate of Educational Planning and Evaluation and the General Directorate of Vocational Training, which establishes aspects of organization and operation for centers that offer Compulsory Secondary Education for the 2022-23 academic year also provides as regards the evaluation procedures and instruments that the teacher must use the following: "2. For the evaluation of the students, different instruments will be used, such as questionnaires, forms, presentations, oral presentations, editing of documents, tests, observation scales, rubrics or portfolios, among others, adjusted to the evaluation criteria and the specific characteristics of the students. Co-assessment and self-assessment processes for students will be encouraged".

tests⁹. For their part, oral expression and mediation would be more appropriately assessed by means of oral question-answer tests, oral presentations, or role plays, among other formats. The use of oral competency tests as a technique would require a complementary instrument of direct observation for assessment, such as an evaluation rubric, an assessment scale, or a checklist, for its correct evaluation.

2. Assessment rubric: This consists of the assessment criteria set out in the teaching programme for each learning situation (or for each of the activities proposed in the same), broken down into the levels of achievement referenced but contextualised to each situation or part of the same (activity). This instrument is very versatile and ideal for the evaluation of the new curriculum, taking into account that it adapts both to observation and measurement and to the promotion of co-evaluation and self-evaluation, since it can be completed by the three types of intervening agents in the process: the teacher, the student and the rest of the classmates (table 2).

Table 2. Rubric for activities within a Foreign Language learning situation whose final product is an oral presentation (adaptable to the four levels of Compulsory Secondary Education and to the attention to diversity within the classroom).

ASPECTS TO EVALUATE	INSUF	SUF	GOOD	NOT	SB
EXTENSION	The duration of the activity is less than half of the time planned for it.	The duration of the activity is about half of the time planned for it.	The duration of the activity is adjusted to two thirds of the time planned for it.	The duration of the activity is practically in line with the time indicated for it.	The duration of the activity is adjusted to the time indicated for it

⁹ According to the specific competences contemplated in the curriculum for the Secondary Education stage in Annex I of Royal Decree 217/2022, of 29 March, establishing the organisation and minimum teaching of Compulsory Secondary Education, these five language activities which could be included in a written competences test would be used to measure specific competences 1, 2, 3, 4 and 5, through the following assessment criteria associated with them: 1.1., 1.2, 2.2, 2.2, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, y 5.3. For their part, oral competency tests could be used to assess, in particular, the extent to which specific competences 1, 2, 3, 4, 5 and 6 have been achieved by means of the following criteria: 1.1, 1.2, 2.1, 2.3, 3.1, 3.2, 4.1, 4.2, 5.1, 5.2, 5.3, 6.1, 6.2, 6.3.

<p>CLARITY, STRUCTURE AND COHERENCE</p>	<p>The text is generally impossible to understand and cohesive devices are not used or are not appropriate to the context and level of competence. It is not structured on the basis of the required parts.</p>	<p>The text can be understood, although there are some parts which are unclear and difficult to understand, he/she makes little use of adequate cohesive resources, and the structure and functions are only partially adapted to what is required.</p>	<p>The text is generally clear, uses some cohesive devices appropriate to the context and level of competence and largely conforms to the required structure functions.</p>	<p>The text is clear, uses some cohesive devices appropriate to the context and level of competence and is well-structured matching the required parts and the required functions.</p>	<p>The text is clear, uses multiple cohesive devices appropriate to the context and level of competence and is brilliantly structured, matching the required parts and the required functions.</p>
<p>CONTENT AND SUBJECT MATTER</p>	<p>The presentation lacks the required content. The topic is not relevant to what has been seen in class and to the level of foreign language required. The learner is not able to answer questions from peers or the teacher and does not provide additional information to that set out in the presentation support.</p>	<p>He/ she exposes the content although it lacks many facts. The subject matter is not entirely relevant to what has been seen in class and to the level of foreign language demanded. The learner is not able to answer almost any of the questions of his/her classmates or the teacher and he/she does not provide additional information to that set out in the presentation support.</p>	<p>He/she exposes the content although he/she sometimes gets off topic. The topic is not completely relevant to what has been seen in class and to the level of foreign language demanded. The learner is able to answer only some of the questions from peers or the teacher and provides little additional information beyond that set out in the</p>	<p>He/she exposes the content and hardly gets off topic. The topic is relevant to what has been seen in class and to the level of the foreign language. The learner is able to answer almost all questions from peers or the teacher and provides additional information to that set out in the support.</p>	<p>He/she exposes the precise content without getting off topic. The topic is relevant to what has been seen in class and to the level of foreign language required. The learner is able to answer all questions from classmates/ the teacher and provides additional information to that set out in the presentation support.</p>

			presentation support.		
LANGUAGE RESOURCES	Grammatical resources and linguistic functions are not appropriate to the level demanded and he/she can't communicate appropriately. The vocabulary used is generic, repetitive, and scarce according to the subject and the level required. His/her pronunciation makes the understanding of the presentation difficult.	Grammatical resources and linguistic functions are not acceptable for the level demanded, but only occasionally impede he/she can communicate appropriately. He/she uses a limited vocabulary but appropriate to the subject and the level required. His/her pronunciation makes it difficult in some cases to understand the presentation.	Grammatical resources and functions are adequate for the level demanded, but errors are often made, although they do not impede he/she can transmit the information. He/she does not have a great lexical richness, but he/she uses the specific basic vocabulary related to the subject. He makes multiple errors when he/she pronounces, but these do not impede to transmit the information.	Grammatical resources and functions are appropriate to the level demanded. He/she uses vocabulary appropriate to the topic and level required. He/she can pronounce in an adequate way, with few errors.	Grammatical structures and functions used are excellent for the level required. He/she uses a great variety of vocabulary, appropriate to the subject matter and the level required. He/she pronounces excellently.

NON-VERBAL RESOURCES AND PROSODIC FEATURES	The learner does not make visual contact with the audience, does not use appropriate body language, and does not show self-confidence. The intonation and rhythm are not appropriate to the functions expressed.	The learner maintains only partial eye contact with the audience, uses only partially adequate gestural language and does not show self-confidence. The intonation and rhythm are often not appropriate to the functions expressed.	The learner maintains eye contact with the audience only half of the time, uses body language only sometimes appropriately and does not show great self-confidence. The intonation and rhythm are in some cases not appropriate to the functions expressed.	The learner maintains eye contact with the audience almost all the time, uses appropriate body language and shows self-confidence. The intonation and rhythm are relevant to the functions expressed.	The learner maintains eye contact with the audience all the time, uses very appropriate body language and shows self-confidence. The intonation and rhythm are excellent for the functions expressed.
USE OF ANALOGICAL AND DIGITAL MEDIA	He/she does not use the required digital template, software application, etc... or analogical format.	He/she uses the required digital template, software application, etc...or analogical format in a very rudimentary and partial way, resulting in a product with a very basic format that is not very attractive to the audience.	He/ she uses the required digital template, computer application, etc... or analogical format, but without much creativity, resulting in a product that is adequate, but not very attractive to the audience.	He/she uses the required digital template, computer application, etc... or analogical format with skill and creativity, resulting in an elaborate and attractive product for the audience.	He/she uses the required digital template, computer application, etc... or analogical format with great skill and creativity, resulting in a highly elaborated and widely appealing product for the audience.
STRATEGIES	He/she fails to use planning, monitoring, compensation, cooperation, and self-repair strategies to improve communication.	He/she uses planning, control, compensation, cooperation, and self-repair strategies to communicate better on rare occasions.	He/ she partially autonomously uses planning, control, compensation, cooperation, and self-repair strategies to communicate better.	He/she uses practically autonomous planning, control, cooperation, and self-repair strategies, as well as those to compensate to transmit	He uses fully autonomous planning, control, compensation, cooperation, and self-repair strategies to communicate better.

				information better.	
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3. Rating scale: this instrument, which is very similar to the rubric, is organised on the basis of a table in which the aspects to be assessed are included on the vertical axis, while the horizontal axis contains the ranges to be observed, expressed in quantitative or qualitative terms (table 3).

Table 3. Rating scale for activities within a Foreign Language learning situation whose final product is an oral presentation (adaptable to the four levels of Compulsory Secondary Education and to the attention to diversity within the classroom).

ASPECTS TO EVALUATE	1	2	3	4	5¹⁰
The duration of the exposure is adjusted to the time allocated to the activity.					
The text is clear and uses multiple cohesive devices appropriate to the context and level of communicative competence.					
The presentation is structured, adapting to the required parts and to the required communicative functions.					
It sets out the concrete content without getting off topic.					
The topic is relevant to what has been seen in class and to the level of foreign language required.					
The learner is able to answer all questions from peers/teacher and provides additional information to that set out in the presentation support.					

¹⁰ 1 refers to the minimum score that can be obtained in the aspect, while 5 refers to the maximum score and therefore the maximum level of compliance.

The morphosyntactic structures and functions used are appropriate to the level required.					
He/she uses a great variety of vocabulary appropriate to the subject and the level required.					
His/her pronunciation is adequate.					
The student maintains eye contact with the audience.					
He/she uses appropriate body language and shows self-confidence.					
His/her intonation and rhythm are appropriate to the functions expressed.					
He uses the required digital template, computer application, etc. ... or analogical format with skill and creativity.					
The result is an elaborate and attractive presentation for the audience.					
He/she autonomously uses planning, control, compensation, cooperation, and self-repair strategies that improve communication.					

4. Checklist: we could use the same aspects to be evaluated as in the previous instrument. However, in this case, we would only measure their achievement or non-achievement, rating them by virtue of the activities observed. The disadvantage of this type of instrument is its lack of precision, as it cannot rigorously measure the degree of attainment of a specific competence, but simply provides information on the attainment vs. non-attainment of specific aspects of the competence (Table 4).

Table 4. Checklist for activities within a Foreign Language learning situation whose final product is an oral presentation (adaptable to the four levels of Compulsory Secondary Education and to the attention to diversity within the classroom).

ASPECTS TO EVALUATE	YES	NO
The duration of the exposure is adjusted to the time allocated to the activity.		
The text is clear, uses multiple cohesive devices appropriate to the context and level of communicative competence.		
The exposition is structured, adapting to the required parts and to the required communicative functions.		
It sets out the concrete content without getting off topic.		

The topic is relevant to what has been seen in class and to the level of foreign language required.		
The learner is able to respond to questions from peers/teacher and provides additional information to that set out in the presentation support.		
The morphosyntactic structures and functions used are appropriate to the level required.		
He/she uses a great variety of vocabulary, appropriate to the subject and the level required.		
His/ her pronunciation is adequate.		
The student maintains eye contact with the audience.		
He/she uses appropriate body language and shows self-confidence.		
His/her intonation and rhythm are appropriate to the functions expressed.		
He/she uses the required digital template, computer application, etc... or analogical format with great skill and creativity.		
The result is an elaborate and attractive presentation for the audience.		
He/she autonomously uses planning, control, compensation, cooperation, and self-repair strategies that improve communication.		

5. Portfolio: this designates the most important part of the European Language Portfolio¹¹ which is the dossier, Mebarka Bedarnia (2016). More specifically, and considering the classification offered by Danielson and Abrutyn (2000)¹² in terms of its typology, the most appropriate types for Foreign Language assessment would be the presentation and the diagnostic assessment, which should include the learner's best work at specific times of the course and in specific language activities, in order to demonstrate progress in the level of proficiency development. While the selection and recording of oral language activities is possible, the portfolio would be a more feasible and functional tool at the Compulsory Secondary stage for written language activities. In this respect, for example, a portfolio could be divided into the following sections: reading comprehension, listening comprehension, written production and written

¹¹ The European Language Portfolio is a personal document, promoted by the Council of Europe, in which language learners can record, reflect on and self-assess their learning experiences using the parameters of the European Framework of Reference for Languages.

¹² Danielson and Abrutyn (2000) differentiate between three main types of portfolios:

1. The portfolio of work, understood as a general and deliberate collection of productions, in accordance with specific objectives, in which the actions carried out by the student are recorded.
2. The presentation portfolio, which contains the best work with the aim of demonstrating high standards of achievement.
3. The diagnostic assessment portfolio: it is the documentation of student learning, defined according to specific content, which allows observations to be made and decisions to be taken based on the level of achievement of curricular objectives.

mediation, in which the learner, twice a term —once in the first part of the term and once at the end— would have to choose the best work completed in each of the above categories, for which the teacher would guide him/her with the type of specific tasks or productions to be selected in each case¹³. In this way, the portfolio could be used as a tool for the assessment of the language skills of the learner, and the learner would be asked to choose the best work completed during the term in each of the above categories. In this way, this instrument could be used as a reflection for the improvement and formative assessment of the student, and as a summative instrument to determine the grade awarded to the student by the teacher.

4. CONCLUSIONS.

In short, the competency- based approach that the implementation of the new curriculum requires within the framework of the demands of the 21st century society indicated by the 2030 Agenda should not only influence the methodology used in the classroom through the preparation of learning situations, but in order for it to have a real impact in the educational community, it must report the corresponding changes in evaluation, mainly from a real development of evaluation criteria through the use of varied techniques and instruments that allow measuring the degree of achievement of specific skills -especially through continuous observation with instruments such as rubrics-.

In this respect, Educational Inspection should not only focus on the supervision of regulatory compliance with the new guidelines regarding the curriculum, but also on a progressive work of accompaniment and advice so that these changes do not imply an imposition -Fullan (2002)-, but that they are assumed by all members of the educational community and are established as a necessary part of the school culture. To do this, this work must form part of the different Inspection Action Plans for this course and for successive ones, so that it can accompany educational centres in the arduous process of

¹³ However, oral language activities, such as interaction, production, and oral mediation, could also be included through video and audio recordings which would provide a reliable record of the activities and tasks carried out.

implementing LOMLOE. For this purpose, some Educational Administrations such as Andalusia, Extremadura or the Principality of Asturias include this type of action among their priorities. Thus, Andalusia inserts it within the framework of its priority action 1 of technical and normative advice to educational centres: specification of the curriculum in educational projects, elaboration and application of didactic programming and design and implementation of learning situations. For its part, in Extremadura it also materializes in priority action 1 of supervision and advice on the modifications introduced by Organic Law 3/2020 in the centres, according to the implementation calendar, directly linked to the priority objectives a) and b) defined for the current school year in the Plan: "a) Supervise and advise the organization and operation of the teaching coordination bodies" and "b) Supervise and advise the implementation of Organic Law 3/2020 in the centres, according to the planned schedule, with special emphasis on the programmatic documents associated with the curriculum and evaluation". Through this action, the aim is to contribute to the improvement of coordination in schools, in order to improve their efficiency and respond to existing educational demands, in the context of the implementation of the new Organic Law on Education, specified in its field 2 in the implementation of the new LOMLOE curriculum in odd courses: programmatic documents (Educational Centre Project and Didactic Programming). On the other hand, in the Principality of Asturias it also corresponds to one of the priority actions: advice on curricular development derived from the implementation of Organic Law 3/2020, of December 29, which modifies the Law Organic Law 2/2006, of May 3, on Education.

In addition, it is appropriate that this advice goes hand in hand with an adequate Training Plan in each centre, once the needs have been analyzed in the self-assessment carried out by them. This, in turn, must be framed within the Training Plans designed by the different Educational Administrations, in which training in the new methodologies (PBL, cooperative learning, etc...) as well as in the procedures to carry out an adequate evaluation of the competency- based approach must become the central issue¹⁴, offering

¹⁴ In this sense, the Resolution of September 1, 2022, of the General Directorate of Advanced Technologies and Educational Transformation, which determines the development of the strategic lines of teacher training established in the III Andalusian Plan for Permanent Training of Teachers and the preparation of training projects for the 2022/2023 academic year, specifies within the strategic line I of teacher training linked to the improvement of educational practices, performance and educational success of all students, special attention to the organization of the curriculum based on

a quality offer that is sufficient for the number of teachers to be reached.

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key competences and, more specifically, advice for the development of the regulatory framework derived from the LOMLOE, as well as the new curricular structure, advice for the development of digital teaching competence as support for the new curricula, advice on the structure, characteristics and fundamental elements of learning situations for the development of skills, deepening the evaluation of skills through performance showing tools and resources that help improve the teaching-learning process, support for the use of the Seneca information system for the monitoring and evaluation of students and the promotion of Mathematical Competence and Competence in Science, Technology and Engineering (STEM).

(Andalucía).

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