Utilizing Standards in Competency Assessment for General Education – A Case Study of British Columbia, Canada and Lessons for Vietnam

Duong Thi Thanh Huong

Vietnam Institute of Educational Sciences, Hanoi, Vietnam

Vu Truong An*

Vietnam Institute of Educational Sciences, Hanoi, Vietnam

*Corresponding Author: anvt@vnies.edu.vn

Abstract

The utilization of standards in competency assessment is a critical consideration in contemporary education. This study examines the experience of British Columbia in employing standardized criteria for assessing competencies in general education, drawing valuable insights for Vietnam. This paper analyzes the competency assessment frameworks and methods adopted by the province of British Columbia, Canada. It delves into the adoption and adaptation of standards, the alignment of assessment processes with predefined criteria. Findings highlight that incorporating standards in competency assessment enhances assessment validity and transparency. Standards facilitate a more consistent and reliable assessment process, while also aiding the establishment of clear performance expectations for learners. These findings offer valuable lessons for Vietnam's education system, emphasizing the potential benefits and challenges of integrating standardized criteria into competency assessment practices.

INTRODUCTION

Many countries worldwide have entered the 21st century with an increasing focus on and demand for accountability in education, reflected through various evaluation regimes and policies. Typically associated with these orientations is the term "standards" in education. The term "standards" holds diverse meanings in different contexts and across different countries. According to Maxwell (2002), there are at least five ways in which the term "standards" is used, each with distinct implications for educational assessment and reporting: (1) Standards as Norms or Ethical Guidelines: These set expectations but aren't obligatory, often described as principles. Non-compliance may result in unintended consequences, particularly in assessment practices, where they're considered aspirational rather than essential; (2) Standards as Legal or Regulatory Requirements: These are mandatory and form the basis for quality assurance. They focus on ensuring specific processes or activities, with penalties enforcing compliance. Unlike aspirational standards, they emphasize execution quality rather than assessing outcomes; (3) Standards as Minimum Benchmarks: These specify goals or expected outcomes, carrying formal confirmation and consequences for non-compliance. They set minimum

levels to be achieved or completed in education or product quality; (4) Merit Standards for Assessment Consistency: Applied in assessing task or course quality, they ensure consistency among evaluators and transparency in evaluations, regulating assessment practices; and (5) Standards as Learning Milestones: These identify progressive goals in students' learning, serving as references for assessing progress. Like performance standards, they form the foundation for evaluating developmental stages, guiding assessments and subsequent learning activities. for subsequent learning activities.

Maxwell (2009) argues for the necessity to eliminate uncertainties related to the term "standards" and establish a more defined conceptual framework. When exploring the concept of "standards" in the contemporary era, the author has delved into several key aspects: first, There are four distinct concepts to consider: (1) learning versus performance; (2) development (assessing progress over time) versus achievement (evaluating success within a specific timeframe); (3) criterion-referencing versus norm-referencing; (4) quality (assessing how well something is done) versus quantity (assessing how much is done).

Second, The purposes of employing standards include: setting educational goals for students; showcasing student progress; ensuring consistency in evaluating achievement and progress; establishing certification requirements; interpreting test results; setting benchmarks for monitoring educational systems; defining the responsibilities of schools and educational institutions.

Third, Differentiating between content standards, performance standards, and developmental standards: content standards determine what is taught within the curriculum; performance standards outline the specific level of knowledge and skills students should possess; distinct achievement levels help outline educational expectations, serve as a basis for measuring academic outcomes, and establish criteria for rewards and disciplinary actions.In line with OECD (2013) findings, the term "standards" exhibits diverse interpretations across countries and situations, leading to confusion. Sometimes, it is interchangeably used with "objectives" or as a measure to assess whether a specific achievement is appropriate. It can also signify the level of progress in a specific field. Standards essentially define the knowledge and skills necessary for competency in a particular domain. They serve as a means to express and convey desired goals, signifying quality learning or best practices. Moreover, standards can act as benchmarks or tools for decision-making, highlighting the disparity between actual performance and the minimum level required for competence.

OECD's 2013 comparative study highlighted key points among them: (1) Content Standards vs. Curriculum: Many countries lack a clear distinction between content standards and curriculum. While standards define what students must know, the curriculum organizes teaching and learning activities. This difference is evident in the U.S., where standards guide assessment, and the curriculum shapes teaching. However, clarity on this distinction varies globally; some countries integrate content standards into their national curriculum frameworks; (2) Assessment Standard Format: Assessment standards typically comprise three components: (1) a description of "meeting the standard"; (2) indicators of demonstrated characteristics; (3) evidence like test questions or work samples illustrating expected competencies. Explanatory comments accompany this evidence to justify its sufficiency; and (3) Terminology in Education: The term "standards" is used interchangeably with outcome standards, achievement standards, performance standards, national standards, and achievement objectives. Among these, outcome standards delineate what students should know, understand, and do after completing an educational program.The utilization of "standards" in the Vietnamese educational context has evolved significantly.

Prior to 2006, Vietnam's General Education Curriculum (GEC) predominantly emphasized Goals and Training Plans, lacking the term "standards." However, these early GECs effectively translated

educational objectives into specific requirements spanning from primary to upper secondary schools, encompassing knowledge, skills, and attitudes. In the 1979 Education Reform Program, these objectives were outlined across five dimensions, including Worldview, Academic subjects, Career Orientation, Physical Education, and Aesthetics. In 2006, the term "standard" was introduced in the GEC, particularly within "knowledge and skills standards," defined as criteria adhering to specific principles for assessing activities and tasks. However, a notable transition occurred in the 2018 GEC, where "knowledge and skills standards" were replaced by "required learning outcomes," signifying a shift towards a competency and qualities-based approach. These learning outcomes, presented as grade-level standards, illuminate student progress throughout their educational journey. This transformation from content-oriented to competency-based education requires a holistic approach encompassing curriculum integration of competencies, assessments to gauge students' development, and teaching strategies tailored to their zones of proximal development. Hence, the need for precise competency and qualities assessment standards is crucial, as they translate curriculum requisites into practical, criterion-based, and context-specific competency and qualities development within the educational framework.

METHODS

This research aims to provide insights and recommendations gleaned from the B.C.'s experiences, underscoring the crucial role of standards in fostering rigorous assessment methods. Furthermore, the study aims to offer valuable guidance to educational policymakers, practitioners, and researchers, offering effective strategies to improve the quality and pertinence of competency assessment in the teaching and learning processes implemented under the 2018 GEC.

Research questions

1) What are the standardized criteria employed in competency assessment in general education in British Columbia, Canada, and how have these criteria been adapted and aligned with assessment processes in the province?

2) How can the experiences of British Columbia in employing competency assessment standards be effectively translated into strategies for enhancing the quality and relevance of competency assessment in the education system of Vietnam?

Research Design

Descriptive and Analytical Approach: Employing a descriptive methodology, this study aims to provide a detailed account of the competency assessment frameworks in British Columbia, Canada. The analytical approach will enable a critical evaluation of these frameworks and their impact on assessment processes.

Data Collection

Document Analysis: Official documents, educational policies, scholarly literature related to competency assessment of British Columbia, Canada will be systematically reviewed.

Data Sources

First, Government Publications in the form of Official documents and policies related to competency assessment standards. Second, Scholarly Literature in the form of Academic articles, journals, and publications addressing competency assessment methods and standards.

Data Analysis

Thematic Analysis: Data will be analyzed thematically, focusing on commonalities, variations, challenges, and innovative practices related to the adoption of competency assessment standards.

Integration of Findings

Synthesis: Findings from the document analysis will be synthesized, emphasizing the adoption and adaptation of standards, alignment processes.

Integration with Research Questions: Each finding will be related back to the research questions, enabling a comprehensive understanding of the studied phenomena.

This research methodology will provide a further understanding of how competency assessment standards are adopted, adapted, and integrated in different educational systems, offering valuable lessons and strategies for Vietnam's education system and other similar contexts.

RESULTS AND DISCUSSION

Overview of the redesigned curriculum

In autumn 2016, the Ministry of Education of British Columbia, Canada (2019) introduced a new curriculum emphasizing conceptual understanding and competency development for Grades K-9. As teachers started integrating this curriculum, there was a demand for more teaching and assessment resources. In response, the ministry collaborated with educators from four subjects - Science, English Language Arts, Social Studies, and Mathematics - to develop classroom assessment materials for Grades K-9. This initiative aligns with two key changes in B.C. curriculum and assessment.

Competency-Focused Curriculum – The updated B.C. curriculum centers around competencies. This emphasis on curricular competencies, which encompass the skills, strategies, and processes students acquire within different learning domains, marks a significant shift. The curriculum, teaching methods, and evaluations now prioritize practical application and skill development.

Elevated Emphasis on Classroom Assessment – Classroom assessment has gained prominence in the educational landscape. In Grades 10-12, the Graduation Numeracy and Literacy Assessments have replaced provincial subject-specific exams. Across K-12, student advancement concerning learning standards will primarily be tracked through ongoing formative assessments conducted by classroom educators.

Learning standards, previously referred to as Learning Outcomes, are explicit declarations outlining the expected abilities of students within specific grades or learning domains (Curricular Competencies). These standards outline both the practical skills students should possess (Curricular Competencies) and the theoretical knowledge they should have in a particular subject area at a specific grade level (Content).

These changes are geared towards nurturing students' development of both curricular competencies and Core Competencies. The emphasis on competency development (students' practical abilities) is reshaping classroom teaching and evaluation methods. Formative assessments, aligned with specific criteria, are increasingly becoming the foundation for interactive communication among students, parents, and teachers, helping to pinpoint students' current learning status ("Where am I now?") and outlining the necessary steps for improvement ("Where to next?"). In British Columbia's updated educational curriculum (2023), two vital aspects crucial for 21st-century learning have been integrated: a concept-based learning approach and a focus on fostering competencies for deeper, more transferable knowledge. These methodologies harmonize due to their shared emphasis on active student engagement.

Aligned with the "Know-Do-Understand" model (Figure 1), all learning areas in the curriculum follow a concept-based, competency-driven approach. This model seamlessly integrates Content (Know), Curricular Competencies (Do), and Big Ideas (Understand) to cultivate profound learning experiences. The Content standards specify fundamental subjects and knowledge areas relevant to each grade level. Curricular Competencies, focusing on skills and processes, progress within the Know-Do-Understand model, intricately linked with the Core Competencies. Big Ideas encapsulate generalizations and crucial concepts, representing the "Understand" element. These enduring ideas go beyond a single grade, fostering future comprehension. British Columbia's curriculum design advocates for a personalized, adaptable, and innovative educational approach across all education levels.

Figure 1."*Know-Do-Understand*" model (B.C. Ministry of Education, 2023)

Utilization of "competency"

Within the redesigned curriculum of British Columbia (2023), the terms "competency" holds diverse interpretations based on different contexts. In business and industry, they primarily refer to the skills necessary for specific job roles. In education, these terms signify students' capability to execute tasks as anticipated within particular disciplines or learning domains. This capability encompasses a blend of skills, processes, behaviors, and cognitive habits. A student is considered competent in a specific area of learning when they can comprehend and apply knowledge to novel situations.

While competencies are often narrowly viewed as skills, in the context of 21st-century education, they embody a much broader and adaptable achievement than a mere set of skills. The updated curriculum delineates competencies at two levels: Core Competencies, which span across the curriculum, and Curricular Competencies, which are explicit statements outlining the expected skills at each grade level in various learning domains.

Core Competencies

The Core Competencies represent essential intellectual, personal, and social-emotional skills necessary for students to engage in profound, lifelong learning. These competencies, alongside foundational literacy and numeracy skills, form the heart of British Columbia's K-12 curriculum and assessment system, playing a crucial role in nurturing students into informed and educated citizens.

Core Competencies, integral to the curriculum, are acquired through active participation in practical applications, termed Curricular Competencies, within specific learning domains. Despite unique traits, these competencies intertwine, forming foundational elements across education. Emerging from early childhood and home environments, their development spans a lifetime, nurtured in formal and informal settings. Progression entails demonstrating competence in supported situations, evolving into independence in complex scenarios. Crucially, competency development transcends school years, permeating personal, social, educational, and professional realms post-graduation, underlining their enduring relevance in diverse life contexts.

Figure 2. Three Core Competencies (B.C. Ministry of Education, 2023)

In B.C.'s redesigned curriculum, three core competencies form the foundation of student development. The Communication competency focuses on the acquisition and transformation of ideas through effective interactions, fostering connections, expressing individuality, and accomplishing tasks. Integral to personal fulfillment, it brings satisfaction and joy. The Thinking competency involves translating subject-specific knowledge into fresh insights, utilizing specific thinking skills, mental habits, and metacognitive awareness to process information from diverse sources. This leads to the creation of novel understandings. The Personal and Social competency equips students with the abilities needed for personal thriving, empathy toward oneself and others, and pursuing meaningful life goals. It defines their roles as individuals within their communities and broader societies. The Core Competencies are interrelated and interdependent and each sub-competency is naturally intertwined with all the other sub-competencies. These connections are explicitly described in the Connections among Core Competencies section included for each sub-competency. As students move through the profiles in one sub-competency, their growth will influence development in other sub-competencies.

In delving deeper into the Core Competencies of the curriculum, key elements enrich the understanding of each competency. Sub-competencies are delineated into three or four facets, representing distinct yet interconnected components, often observed simultaneously during tasks. Each sub-competency unfolds through six progressive profiles, emphasizing developmental expansion and growth. These profiles, not bound by specific grade levels, signify lifelong development. The inclusion of diverse illustrations further elucidates competency development, featuring examples from students across varied backgrounds in British Columbia. These illustrations, ranging from work samples and reflections to interviews and narratives, showcase the multifaceted ways in which students demonstrate their growing competence. Each illustration includes a profile analysis, highlighting specific sub-competency profiles exhibited by the student.

Curricular Competencies

The B.C. curriculum (2023) specifies curricular competencies for each area of learning and grade level/grade range as follows: "The curricular competencies are the skills, strategies, and processes that students develop over time. They reflect the "do" in the know-do-understand model of learning. While curricular competencies are more subject-specific, they are connected to the core competencies."

Based on curricular competencies, criteria categories reflect the key competencies within an area of learning and are the same from Kindergarten through Grade 12. They are associated with areas of learning; however, they can also facilitate cross-curricular assessment. Teachers may choose the categories that are relevant to particular tasks or contexts. In some cases, they may focus on one category. In more extensive tasks and inquiries, they may use all of the categories.

These categories have been developed by teachers for teachers. They are not required and are intended only to support teachers in their assessments. Table 1 shows the criteria categories developed by the teacher teams for Science, English Language Arts, Social Studies, and Mathematics.

Table 1. Criteria categories for Science, ELA, Social Studies, and Mathematics (B.C. Ministry of Education, 2023)

Science	English Language Arts	Social Studies	Mathematics
Questioning	Engaging and Questioning	Inquiry and Questioning	Questioning and Investigating
Procedures and Evidence	Processing	Evidence and Interpretation	Connecting and Reflecting
Analysis	Analyzing	Analysis	Reasoning and Analyzing
Ethics	Recognizing Identity and Voice	Ethics and Decision-making	Understanding and Solving
Communicating	Constructing and Creating	Communication and Justification	Communicating and Representing

Within each category, the assessment criteria meticulously delineate specific curricular competencies within the grade-level ranges. These criteria adopt a strength-based approach, emphasizing students' capabilities, and intricately integrate essential facets of the curricular competencies at that particular level. They are designed to focus on tangible evidence of learning and maintain a consistent structure across grades, thus forming a coherent continuum. This continuity not only provides educators with a comprehensive understanding of the content preceding and following the grade they are currently teaching but also serves as a valuable resource for assessing and planning strategies for students who might not yet meet the grade-level standards. These criteria are intentionally broad, allowing flexibility and adaptation to diverse tasks and situations within the learning environment. While they are intentionally limited in number per category, this strategic limitation ensures that the emphasis remains on the most crucial aspects of learning. It's important to note that while all criteria are essential, not every one of them might be applicable in every specific situation, allowing for tailored and context-specific assessments.

Assessment of competencies

Core Competencies

In the curriculum's intentional design (2023), the Core Competencies serve as the bedrock upon which the Big Ideas, Curricular Competencies, and Content are built. This deliberate integration ensures that students consistently gauge their progress in the Core Competencies by engaging in self-reflection, self-assessment, and presenting evidence of their development. As self-reflection becomes inherent to the learning process, it fosters a sense of personalization, inclusivity, diversity, and ownership of learning among students.

Teachers play a crucial role in facilitating this self-assessment by actively recognizing, articulating, and linking the Core Competencies with students' learning experiences both within and outside the classroom. Moreover, since the Core Competencies are intricately woven into the subject-specific Curricular Competencies, teachers, while formatively and summatively assessing these subject-based competencies, are inherently evaluating and encouraging student growth in the Core Competencies. This symbiotic relationship between students' self-assessment of Core Competencies and teachers' assessment of subject-specific Curricular Competencies is purposeful, aiming to provide educators with opportunities to nurture students' Core Competency development within specific areas of learning.

In the educational process, regular opportunities for self-assessment and goal setting are essential components, strategically placed within the learning journey through collaborative efforts between teachers and students. Building a strong teacher-student rapport involves initiating conversations that highlight the benefits of self-reflection in achieving learning objectives. Methods to facilitate active demonstration of learning progress include continuous goal-setting and self-reflection opportunities, enabling students to take ownership of their educational journey. Teachers play a vital role in fostering understanding by embedding discussions about Core Competencies into genuine learning experiences. Additionally, educators and school leaders actively observe, identify, and connect Core Competencies to students' ongoing learning encounters, enhancing personal comprehension. Throughout the academic year, students engage in both continuous and end-of-year self-assessment, with teachers providing necessary support, thereby nurturing a culture of reflective learning and accountability.

The Student Progress Report Order (2016) mandates self-assessment of Core Competencies for students in Grades K-9 at the school year's end. In Grades 10-12, students, being lifelong learners, persist in their continual reflection and self-assessment of Core Competencies. They utilize this self-assessment and documented learning progress for their capstone projects, fulfilling requirements in Career Education and graduation.

Curricular Competencies

The classroom assessment is an indispensable part of the teaching process and serves as a meaningful source of information about students' learning. Feedback from continuous in-class assessments is timely and personalized for learners, guiding them to recognize their misconceptions and enabling them to use this information to set new learning goals.

Changes in the British Columbia curriculum focus on classroom assessments (2019). This trend supports the development of students' subject-specific competencies and core competencies. British Columbia's new emphasis on competency development (what students can do) is influencing classroom teaching and assessment activities. Process-based assessment criteria provide a basis for active communication among students, parents, and teachers regarding the student's current position in their learning journey and what needs to be done to improve.

The emphasis on competency development at the provincial level is reshaping teaching, learning, and the approach educators take toward assessments. A Classroom Assessment Framework has been devised, offering a conceptual structure for crafting classroom assessments centered around the curricular competencies. This framework outlines how teacher teams, guided by the framework, worked together to establish specific criteria for Science, English Language Arts, Social Studies, and Mathematics, facilitating classroom assessment efforts. Figure 3 illustrates the conceptual framework, starting with an analysis of the curricular competencies.
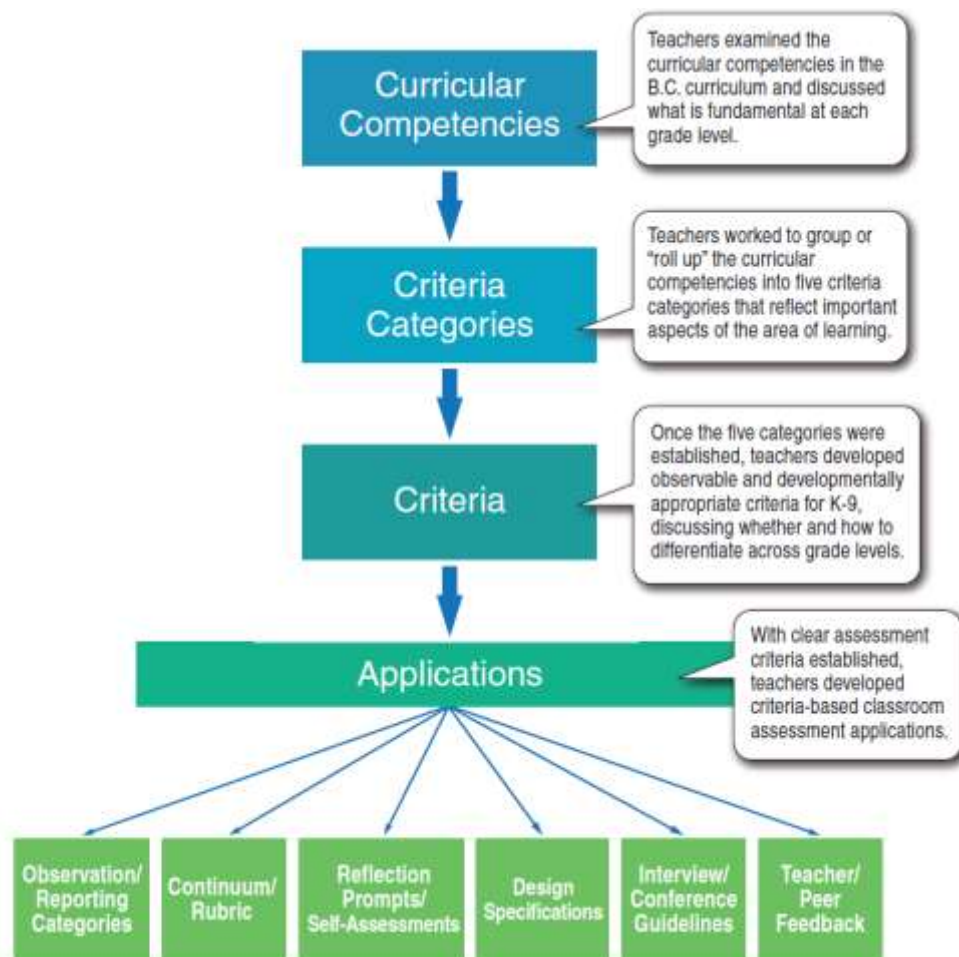

Figure 3. Framework for Classroom Assessments (B.C. Ministry of Education, 2023)

The framework holds the following features:
a. Provides a uniform approach across all grades and subjects: While the assessment criteria are tailored to specific subjects, the five-category structure remains consistent throughout all subjects. Often, these categories are similar across subjects, fostering opportunities for interdisciplinary teaching and assessment.
b. Highlights crucial aspects of student development across grade levels: The categories outline the core competencies (i.e., what students can do) within a subject. Within each category, specific descriptions tailored to grade levels are provided. While some categories are directly derived from the curriculum, development teams have condensed the curricular competencies into a more concise set of categories in many instances. These categories and criteria apply an assessment

perspective to the Know-Do-Understand model, facilitating formative assessment and a criterion-referenced approach.

c. Aligns with learning standards in grade levels and subjects: The categories are designed for specific grade bands, recognizing that general categories and key criteria in most subjects do not undergo drastic changes from one grade to another. The variation lies in their application within the Content specified for each grade level.

d. Facilitates communication among students, teachers, and parents: This framework aims to provide a transparent and consistent representation of the most vital concepts across subjects. Coupled with the classroom assessment resources outlined in this document, the framework encourages dialogue, exploration, and cooperation among teachers within and across subjects, specializations, and grade levels. The categories and criteria establish a shared language and framework for effective communication with both students and parents.

Lessons for Vietnam's education

In the pursuit of educational excellence, it is imperative for nations to draw inspiration from successful models around the globe. This section delineates a comprehensive set of recommendations tailored specifically for Vietnam's education system, rooted in the profound insights gained from British Columbia's competency assessment framework. As the world becomes increasingly interconnected, education must evolve to equip students with skills that transcend traditional academic boundaries. By examining the transformative practices of British Columbia, these recommendations aim to provide a roadmap for Vietnam, enabling the nation's educational system to meet international standards.

(1) Alignment with Global Competency Standards:

To align Vietnam's competency assessment framework with international best practices, drawing inspiration from successful models like British Columbia's, is a fundamental step toward ensuring the compatibility of Vietnamese education with global standards. By adopting methodologies proven effective in diverse educational landscapes, Vietnam can foster international recognition, enhancing the competitiveness of its students on the global stage. Through this alignment, Vietnamese students will be equipped with skills and knowledge that resonate with international educational norms, preparing them for an increasingly interconnected world.

(2) Teacher Training and Capacity Building:

Implementing comprehensive training programs for teachers and educational leaders is paramount to the successful integration of competency-based assessments. By focusing on competency-oriented teaching methods and assessment strategies, educators will gain essential skills, enabling them to effectively implement these assessments. This training ensures a standardized approach across schools, guaranteeing that every student receives a consistent and high-quality education. Well-trained teachers act as the cornerstone of a robust educational system, capable of nurturing the full potential of their students.

(3) Curriculum Integration and Interdisciplinary Learning:

Encouraging interdisciplinary learning approaches and seamlessly integrating competencies into various subjects are transformative actions. Such integration enhances the practical application of competencies, enabling students to develop holistic skill sets and real-world problem-solving abilities. By breaking down traditional subject barriers, students can grasp complex concepts in a comprehensive manner, preparing them for the multifaceted challenges of the modern world. This approach promotes creativity, critical thinking, and adaptability, essential qualities for future success.

(4) Stakeholder Engagement and Communication:

Facilitating regular communication between students, parents, and teachers regarding competency assessments is vital for creating a supportive learning environment. Clear guidelines and expectations ensure transparency, fostering active student participation and parental involvement in the educational process. This open channel of communication empowers students, allowing them to understand their learning goals and progress clearly. Additionally, it encourages a sense of responsibility and collaboration among all stakeholders, nurturing a positive and conducive atmosphere for learning.

(5) *Formative Assessment Emphasis*

Promoting formative assessments as integral parts of the learning process is foundational to student growth. These assessments provide continuous feedback to students, enabling educators to identify individual learning needs accurately. Tailored interventions based on formative assessments enhance overall learning outcomes, ensuring that no student is left behind. Emphasizing formative assessments not only aids in academic development but also nurtures a growth mindset, where challenges are seen as opportunities for improvement.

(6) Technology Integration for Assessment:

Integrating technology platforms for competency assessments revolutionizes the evaluation process. Adaptive testing and real-time feedback enhance the efficiency and accuracy of assessments, providing instant data for analysis. Personalized student support becomes achievable, as educators can identify specific areas of improvement promptly. Technology-driven assessments prepare students for a digitally advanced world, equipping them with essential skills and familiarity with modern tools vital for their future endeavors. Research and Evaluation Framework: Establishing a robust research framework to continuously evaluate the effectiveness of competency assessments in Vietnamese classrooms is essential. Informed decision-making based on research findings ensures the ongoing relevance and efficiency of competency assessments. Continuous evaluation allows for adaptations and improvements, creating a dynamic educational system responsive to the evolving needs of students. Research-driven insights provide valuable data for policymakers and educators, shaping the future of Vietnamese education effectively.

(7) Support Systems for Diverse Learners

Developing comprehensive support systems and accommodations for students with diverse learning needs is a testament to the inclusivity of competency assessments. Ensuring that competency assessments are fair and reflective of each student's abilities fosters a supportive and inclusive educational environment. Tailored support systems guarantee that every student, regardless of their learning style or abilities, can fully participate in the educational process. Embracing diversity enriches the overall learning experience, creating a nurturing space where every student can thrive. International Collaboration and Benchmarking: Fostering collaborations with international educational institutions to benchmark competency assessment standards and share best practices opens avenues for continuous improvement. Learning from global successes and challenges provides valuable insights, enabling Vietnam to remain at the forefront of educational innovation. International collaborations enrich the educational landscape, offering diverse perspectives and innovative approaches. By benchmarking with leading institutions globally, Vietnam can refine its educational practices, ensuring the highest quality of education for its students.

(8) Continuous Community Engagement:

Engaging local communities and businesses in the competency assessment process is essential for relevance and practicality. Emphasizing the relevance of assessed skills in real-world scenarios ensures that competencies align with societal needs. Community involvement not only validates the assessments but also enhances the employability and practical skills of graduates. By integrating community perspectives, educational institutions can produce graduates who are not only academically proficient but also socially and professionally adept, contributing meaningfully to society.

CONCLUSION

In conclusion, this study has provided a comprehensive analysis of the competency assessment framework employed in British Columbia, Canada, and has offered a series of recommendations for enhancing Vietnam's education system.

These recommendations represent a blueprint for creating a more competitive, inclusive, and adaptable educational environment. Implementation will require a collective effort from all stakeholders, but the potential benefits are immense. By embracing competency-based education inspired by global best practices, Vietnam can equip its students with the skills and knowledge needed to excel in the 21st century.

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