



Article The Structure of the French System for Evaluating Outcomes in Career Education : A Fusion of Government-Directed Diagnostic, Formative, and Summative Evaluations

著者 (英)	Tetsuo KYOMEN
journal or publication title	Bulletin of Institute of Education, University of Tsukuba
volume	44
number	1
page range	13-24
year	2019-10
その他のタイトル	研究論文 フランスにおけるキャリア教育に関するアウトカム評価システムの構造 行政主導による診断的・形成的・総括的評価の融合
URL	http://hdl.handle.net/2241/00159037

〈Article〉

The Structure of the French System for Evaluating
Outcomes in Career Education:
A Fusion of Government-Directed Diagnostic,
Formative, and Summative Evaluations

Tetsuo KYOMEN

The Structure of the French System for Evaluating Outcomes in Career Education: A Fusion of Government-Directed Diagnostic, Formative, and Summative Evaluations

Tetsuo KYOMEN

1. Background and Purpose

The purpose of this paper is to identify the features about the evaluation of “Future Program” (*parcours avenir*) in France’s *collèges* (lower-secondary schools; ages 11–15) through two fieldworks⁽¹⁾. The results revealed suggestions for and issues concerning the outcome assessment in career education (*orientation*).

The 2013 reforms of the Basic Law on Education reorganized the curriculum into four “Educational Programs” (*parcours éducatif*), including the Future Program through which students would learn about the economic and professional world⁽²⁾. Future Program targets all students from the first year of *collège* to the final year of *lycée* (upper-secondary school; ages 15–18). It involves a variety of school activities for helping students develop “career competencies” (*compétence à s’orienter*). The 2015 schools curriculum highlighted three teaching goals: to help students better understand the economic and professional world, to increase their sense of engagement and initiative, and to prepare for their academic and professional future (Arrêté du 1-7-2015, NOR:MENE1514295A). It also highlighted competency and approaches for each goal. Future Program has also been featured in four of the five domains of “common basic knowledge, competency and culture” (*socle commun de connaissances, de compétences et de culture*), which stipulates the knowledge and competencies to be mastered at each level of compulsory education⁽³⁾. Future Program is particularly associated with the third domain, “forming the person and the citizen” (*la formation de la personne et du citoyen*), and the fifth domain, “representations of the world and human activity” (*les représentations du monde et de l’activité humaine*).

In developing their Future Program, schools must evaluate how well students are attaining the learning goals and then identify remedial strategies for areas with unsatisfactory outcomes (ONISEP, 2016). Since 1989, all *collèges* must formulate a “school educational strategic plan” (*projet d’établissement*). Since 2005, *collèges* became obliged to sign a “Target Contract” (*contrat d’objectif*)—an agreement making the school accountable for achieving the objectives set out in its school educational strategic plan. Then, beginning in 2013, local authorities could become trustees (in a contract among three parties) to these agreements (Fig.1). As a result of these developments, each Academy (*Académie*, i.e., school district) now presents the *collèges* therein with a list of possible educational goals. Each *collège* must choose goals from this list according to its particular circumstances and its school educational strategic plan. The school must then enter a Target Contract with the Academy concerning these goals. Additionally, it must create an action plan for achieving the goals and set indicators for measuring goal attainment (code de l’éducation article L421-4). Naturally, Future Program falls within the scope

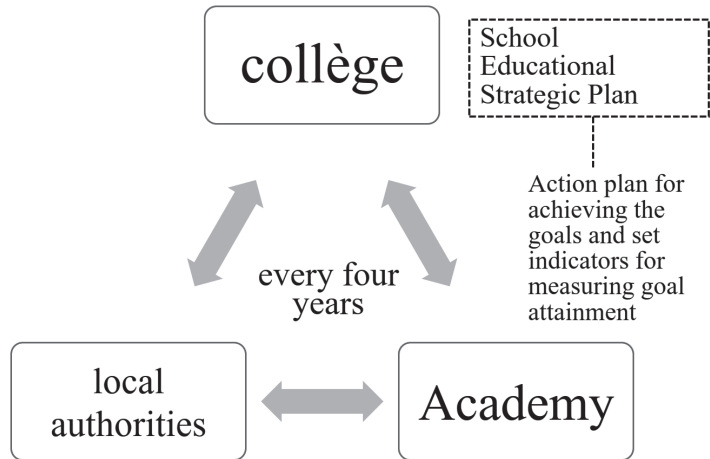


Fig.1: Target Contract among three parties

Prepared by the author

of a school educational strategic plan and Target Contract.

In this article, we analyze based on the advanced case study how collèges implement and develop their Future Program in a plan–do–check–act (PDCA) process from the point of view on the three types of evaluation concepts with different functions by Bloom, B.S. (Bloom, Hastings, & Madaus, 1971). That is to say, the summative evaluations are focused at first—in particular, the way the collèges accredit students’ career competencies so as to fulfill their Target Contract. Then two other types of evaluation that help ensure effective summative evaluations are examined. Specifically, we refer to how collèges conduct formative evaluations using a digital portfolio tool called “*Folios*” and how they conduct diagnostic evaluations with the aid of Academy-provided surveys⁽⁴⁾. While Bloom, Hastings, & Madaus (1971) point out that the connection of the three types contribute to mastery learning, we explore the structure of the French system for fusing them to effectively operate a PDCA cycle.

2. Summative Evaluation: Measuring Skills

In Montpellier Academy, collège A set out a fresh school educational strategic plan for 2015–2017, ahead of signing its Target Contract⁽⁶⁾. The principal assessed the collège’s situation as of 2014 by conducting a self-evaluation and comparing the results with nationwide and Academy-wide data. The principal then reported the findings to the collège’s management council on June 22, 2015⁽⁶⁾, and formulated the school educational strategic plan, taking into account the Academy-wide educational objectives. The school educational strategic plan consisted of three pillars. The principal proposed objectives, activities, and evaluation methods for each of these pillars and their sub-items. The principal’s plan was approved by the council on September 29. Thus, the process involved the principal proposing a draft plan and the council approving the plan. Although the other teachers were consulted during this process, they did not engage directly in the deliberations. Once the school educational strategic plan was approved, each teacher received an explanatory pamphlet. However, the principal believed that only approximately half of the teachers really understood the contents⁽⁷⁾.

Collège A's school educational strategic plan positioned its Future Program under the item "preempting students from leaving school midway by encouraging them to continue in lower and upper-secondary school and then transition to the professional world in the future" (I-1-c) (Collège Alain Savary, 2015). This item listed numerous performance indicators, including "number of activities conducted" and "number of participants." The Plan also included the item "help students develop their initiative and competencies," but it listed no specific performance indicators for this item. Another target strongly related to Future Program was "help students to engage more and develop their autonomy" (II-2-b). The performance indicator for this target was "increase in number of students attaining two common basis items," namely, "(7) Social and civic competencies" (*compétences sociales et civiques*) and "(8) Autonomy and initiative" (*l'autonomie et l'initiative*)⁶⁸.

At the end of 2015, the school evaluated how well it had achieved its school educational strategic plan and compiled the results in the "teaching report" (*rapport pédagogique*). This report included 19 summative evaluations, only one of which was based on an outcome assessment indicator for Future Program; this performance indicator was the percentage of students who attained the common basis items presented under "(4) Skills evaluation." The targets "social and citizenship skills" and "autonomy and initiative" were attained by 99% of students (compared to 96% in the previous year). This summative evaluation had no qualitative performance indicators (the only indicator was the above quantitative indicator). However, the school educational strategic plan did cite "competency evaluation" as a key factor to consider when developing the Future Program in a PDCA process.

In 2015, France revised the common basic knowledge and competency. In line with the revision, Collège A adopted a new approach to evaluating skills (Décret n° 2015-1929 du 31-12-2015, NOR : MENE1531422D). Specifically, it split one of the five domains into four elements and combined these four elements with the remaining four domains to create a total of eight competency targets. The school then started recording students' attainment of these skills in a "digital report book" (*livret scolaire unique*) (MEN, 2017). Students' skill attainment in their final year started being considered in the review process for the national diploma (*DNB; diplôme national du brevet*). Of the 700 maximum points for the DNB, the national exam accounts for 300 points, and the eight skills collectively account for the remaining 400 points, each skill being worth a maximum of 50 points.

So how exactly were the teachers at Collège A measuring skills attainment? The third domain, "forming the person and the citizen" was evaluated by the school counselor (*CPE; conseiller principal d'éducation*) and by the teacher in charge of moral and civic education (*enseignement moral et civique*)⁶⁹. The CPE calculated the rate of participation in extracurricular activities such as student assemblies and civic and health workshops. He/she also evaluated the opinions that the students expressed during these activities and how they behaved. During this evaluation, the CPE would always consult with the classroom teacher. Meanwhile, the teacher in charge of moral and civic education would evaluate students' classroom performance by analyzing their classwork/homework and by observing their performance in exercises and group tasks. He/she would also consider how the students behaved during citizen-forming activities, extracurricular or otherwise. The CPE, the teacher in charge of moral and civic education, and the classroom teacher would then consult one another to accredit students' competencies, which they would then record in the digital report book. This evaluation is concise and abstract, but the teachers would communicate the results in more detail to the students concerned at the time they gave them their digital report book. However, the career counselor (*PSY-EN-EDO; psychologue de l'Éducation nationale de la spécialité «éducation, développement et conseil en orientation scolaire et professionnelle»*) did not contribute to this process (Fig.2).

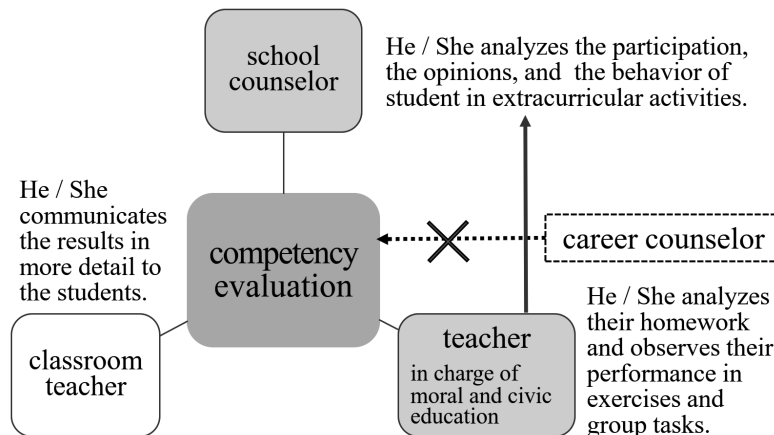


Fig.2: The evaluation of 3. “forming the person and the citizen”

Each teacher identifies ways to modify his/her own pedagogical practices in view of the competency evaluation outcomes. However, the teaching report does not include such modifications; it only presents the overall quantitative outcomes. The principal analyzes the teaching report for the last four years and then prepares a school educational strategic plan for the next four years. Similarly, the Academy evaluates the degree to which the collège has achieved its Target Contract (the one it signed four years ago) and then refreshes the contract accordingly. If the collège’s performance is markedly poor, the Academy may reduce its budget. Whereas some might regard this practice as overly results-orientated, the principal of Collège A welcomed it, saying that it encourages the school to improve⁽¹⁰⁾.

Thus, by requiring collèges to sign a Target Contract, the Academy to some extent incentivizes the collèges to follow a PDCA cycle. This is a top-down system; outcomes are not usually measured holistically based on collaborative self-evaluations. That said, there is some element of collaboration, which fosters a climate in which the teachers take responsibility for conducting the “check” part of the PDCA. However, the system is weak when it comes to interpreting the quantitative results, and the work of progressing from the “check” to “act” stage tends to be entrusted to management. A key reason for this is that teachers are not informed about the qualitative results even though this qualitative data could help them determine the factors behind the numerical data. The career portfolio offers a potential solution to this problem.

3. Formative Evaluation: E-portfolio

The government has issued principals with Guideline for Implementing Future Program (*parcours avenir: guide pratique*). The guideline emphasizes the importance of summative evaluation, but they do not ignore the importance of formative evaluations. They state, for instance, that “it is always possible to modify specific activities on an ongoing basis” (ONISEP, 2016). To evaluate their Future Program in a formative manner, collèges must use “Folios,” an e-portfolio system.

Folios is a digital learning and self-evaluation tool with four basic functions (ONISEP, 2015): (1) It stores and aggregates students’ work; (2) it facilitates mutual support, coordination, and group work; (3) it facilitates communication; and (4) it provides a storage space for learning resources. The tool was designed to help

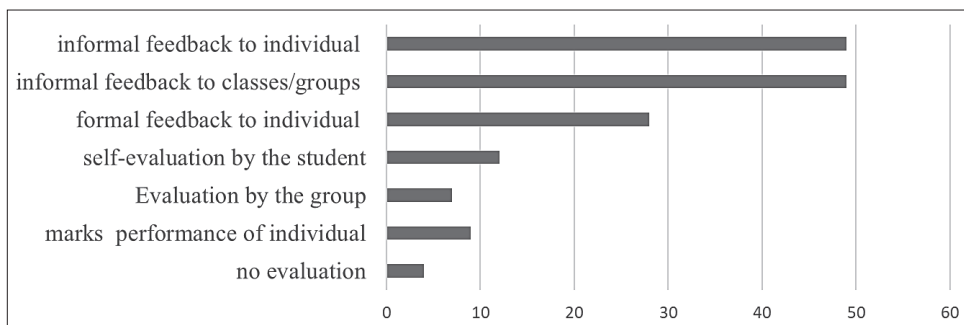


Fig.3: Evaluation of students' productions in Folios (multiple answers allowed) (Loisy, 2015)

students visualize their career pathway and develop their autonomy (kyomen, 2017). Folios enables students to reflect on their performance, using their past work as evidence, and to discern their progress and their challenges (Loisy, 2015). In this way, Folios helps make effective use of the overall school experience. As of the end of 2015, approximately 3,155,000 students had registered an account with Folios, which accounts for about 5,320,000, or 60%, of all collèges and lycées in France. However, only approximately 20% of account holders use the tool on a regular basis (ONISEP, 2017).

One benefit that Folios offers teachers is that it helps them track students' career development. In 2013, Folios was piloted among 71 schools across seven Academies. Of the 33 teachers who responded, approximately 50% said that they give informal feedback to individual students and classes/groups of students while nearly 30% said that they give formal feedback only to individual students (Fig.3). Less than 10% of the respondents used Folios to evaluate performance. These results suggest that teachers primarily use Folios as a formative evaluation tool. The main items teachers evaluate are the activities and homework/classwork that students have uploaded to Folios. By enabling a qualitative approach to student evaluation (an approach that was uncommon theretofore), Folios helps teachers interpret the quantitative results of summative evaluations on an evidential basis and thereby identify ways to improve performance.

However, it seems that such formative evaluations do not lead directly to a significant improvement in teaching, given that less than 20% of respondents said that Folios helps them renew their teaching methods (Loisy, 2015). Nevertheless, it is notable that nearly 90% said that Folios is effective in aiding collaboration among teachers. Folios' ability to share class records and learning materials helps enliven teachers' team-based activities, thus paving the way for a collaborative PDCA cycle. On the other hand, the way that teachers use Folios will depend to a great extent on the principal's initiative; in other words, Folios will only be widely used among teachers if clear stipulations on its use are included in the school educational strategic plan.

With the above points in mind, let us consider the example of Strasbourg Academy that actively introduced Folios. By 2017, 95% of the Academy's schools were accessing the tool, and in 51% of the schools, at least 20 students were using it (Académie Strasbourg, 2017). Teacher B, who takes charge of a fourth grade career prep class, was accessing Folios every day. Teacher B said that he reviews the profiles and learning records that students make on their accounts and that doing so is "an extremely effective method of formative evaluation⁽¹¹⁾" in that the teacher can track the outcomes of his/her practices and reflect on his/her relationships with students. However, Teacher B did highlight three issues: there are numerous problems related to Internet connection; teachers cannot use Folios outside of school due to security concerns; career counselors rarely use the tool. The third issue apparently stems from system operability problems and a preference for face-to-face

counseling, and it will have to be addressed judiciously in order to proliferate Folios more broadly.

4. Diagnostic Evaluation: Support Survey

To ensure effective summative and formative evaluations, it is essential that the school educational strategic plan is appropriately geared toward Future Program and that it includes clearly defined goals. It must also include a “roadmap” (*carte du parcours*) detailing how the Future Program will be delivered through the various domains and activities (ONISEP, 2016). However, these requirements present formidable challenges for those teachers who lack expertise in career education and who are not used to working in a team. Thus, a more feasible approach is for teachers to shift toward Future Program gradually, drawing on their own experiences. To achieve such a gradual shift, the teachers must conduct diagnostic evaluations.

The guideline includes a checklist for diagnosing progress in implementing the Future Program (ONISEP, 2016). The checklist comprises five categories and a total of 21 items, each of which is scored on a scale of 1–4. In this way, the checklist allows teachers to gauge progress in one place. By contrast, the guideline published by Strasbourg Academy present a four-step method for “implementing the Future Program progressively and collaboratively” (DRONISEP Strasbourg, 2016). The four steps are as follows:

Step 1: Analyze

The school’s management and the career counselors work together to complete an online survey in which they report on the progress made in implementing career guidance. Meanwhile, a team for career education completes a survey about the actions they have undertaken.

Step 2: Integrate

The management collates the results of the two surveys and extracts foothold points and points to improve in relation to Future Program goals. After listing these points, the management completes a checklist consisting of six categories with a total of 18 items, each of which is scored on a scale of 1–9. Results from this checklist are formed into a line figure depicting the school’s strengths and progress. Finally, the total score is used to diagnose the transitional type of the school’s Future Program. There are three possible type; Type 1: Steady Progress, Type 2: Gradual Progress, and Type 3: Minimal Progress.

Step 3: Prioritize

The management discusses the priority tasks for delivering the Future Program. The points to consider in this discussion depend on the Future Program’s type.

Step 4: Communicate

At the school’s management council, and all teachers’ meeting, the management informs the teachers about the findings of the first three steps—namely, what the priority tasks are and how the school is progressing in its Future Program. They also inform the teachers about the end-of-academic-year evaluation schedule.

Thus, Strasbourg Academy’s guidelines are notable in that they present, in addition to a checklist, a step-by-step procedure for how to conduct a diagnostic evaluation and how to use the results of the evaluation. The aim of these guidelines is to facilitate evidence-based deliberations between teachers and to help schools

Table 1: The average ratio of teachers who gave affirmative response in Collège C (Type 3)

question items	ratio
I can integrate Future Program with my practice easily.	73%
I include one or more examples concerned multiple subjects.	55%
I want to develop some new conception and projects.	27%
I have had some opportunities to support my students in their projects.	91%
I interact with any external partners.	36%
I understand that all school staffs practice the Future Program together across the entire grade.	27%
I know the proposition of students' courses by career counselor.	45%
I have used Folios.	18%
I use Folios regularly.	0%
Please show your contribution to the Future Program on a scale of 1–10.	4.1

Prepared by the author based on the raw data provided by Career Bureau of Strasbourg Academy

achieve further progress in their existing activities. However, of the 147 state collèges in the Academy, only 30 have used the guidelines. Moreover, only 10 of the schools have completed the online surveys and proceeded to run the diagnosis as instructed in the guidelines. Nevertheless, the survey responses in Step 1 (particularly the responses of the team for career education are very useful; as well as aiding self-diagnosis in the school, the responses also help the authorities identify the support that the school requires.

We now consider the survey results of Collège C⁽¹²⁾. Of the three transitional types, Collège C was diagnosed as Type3: minimal progress, indicating that the school has many issues to overcome before it can establish its Future Program. The respondents consisted of 11 teachers, one school counselor and one career counselor (Table 1).

The first issue concerns a difference of opinion among the teachers. Some teachers gave many affirmative responses while others gave few such responses. One teacher was the most positive, giving 83% of questions an affirmative response, while another teacher was the least, giving only 28% an affirmative response. In the survey, the teachers had to rate their contribution to the Future Program on a scale of 1–10. The scores varied markedly. Although only a portion of teachers diverged from the average, some teachers gave a score of 6 while some other teachers gave the lowest score of 2. However, the differences in scores did not correlate with the classes the teachers taught (or whether they taught a class at all), suggesting that the variation was attributable to attitudinal differences.

Second, more than 70% of respondents said that they have no difficulty integrating the Future Program into their classroom teaching, and cited specific examples of such integration. However, in citing these examples, many respondents enumerated their work of classroom teacher. Additionally, only 50% of the cited cases concerned multiple classes, denoting that cross-class efforts are limited. Moreover, less than a third of respondents expressed a desire to take on new challenges in relation to the Future Program. Under such conditions, the collège has little prospect for developing it. On the other hand, 90% of the teachers said they cooperate with and support individually students in their career projects, particularly that involve class activities. Thus, although some of the teachers were delivering the career guidance through their existing activities that they were already conducting before the Future Program was introduced, there was no systematic approach; less than a third of the teachers understood that they should all be working together to implement

the Future Program across the entire grade. The teachers would have struggled to organize activities in a team, given that less than half knew about the ideas proposed by the career counselor. Folios should be the basis for collaborative efforts, but less than 20% of the teachers had used it, and no one were using it regularly. Moreover, the collège was not open to the wider community; more than 60% of the respondents had not interacted with any external partners and had no plans to do so.

The third issue concerns the professional staff other than teachers. The school counselors gave an affirmative response to 50% of the questions, therefore they did not express a very strong motivation to contribute to the Future Program. As might be expected, the career counselors exhibited their knowledge and expressed high praise for the program. However, they also communicated that they cannot change the school on their own. Specifically, the career counselors said that the school's professional staff requires support from the Career Center (*CIO; centre d'information et d'orientation*) and from the Academy and that together they also need to be trained in how to use Folios.

By conducting its diagnostic evaluation with the aid of these Academy-provided surveys, Collège C gains a valuable resource in its efforts to establish a sound school educational strategic plan for its Future Program. At the same time, because this process has helped clarify the issues, the Academy is better able to support the school actively. According to the guideline, schools of Type 3 should identify one or two priority tasks and then engage with these tasks in a PDCA process, leveraging existing organizational structures that are working effectively (DRONISEP Strasbourg, 2016). In Collège C's case, the collège should use Folios in relation to students' projects, as this will help teachers collaborate with each other and with external partners. In fact, three of the teachers (none of whom had any experience in using Folios) suggested using Folios to record activities and share experience in the belief that doing so would help students develop autonomy in their career projects.

5. Conclusion

In the advanced case of Collège A, we saw how a Target Contract encourages management-led efforts to develop the Future Program. We also saw how the collège uses common basis items to measure students' career competencies. The case also revealed two factors that increase teachers' sense of responsibility for evaluating competency: recording student performance in the digital report book, and reflecting such performance records in the DNB.

However, Collège A might not represent the general situation among France's collèges. France's education research institute has reported that policies and institutions concerning competency evaluation are widely out of step with the situation in the schools (Prieur, Aodon, Pastor, 2012). Competency evaluation should be tailored around efforts to develop the competencies in question, and it should inevitably lead to revisions in curriculum content and pedagogical practices. However, the institute found that collèges have used the competency evaluation solely as a technical procedure—for accrediting students' attainment just before they graduate. Moreover, teachers tend to adhere rigidly to their professional specialties. Doing so hinders teachers from engaging across subject areas, and it ultimately prevents competency evaluations from being based on interdisciplinary collaboration. This problem is particularly evident in the evaluation of "autonomy and initiative"; oftentimes, a school counselor and only a few other teachers conduct this evaluation. However, the institute also suggests that authorities can facilitate teacher-led competency evaluations by providing effective evaluative tools (particularly digital tools) and by organizing training (Prieur, Aodon, Pastor, 2012). The present study echoes the institute's findings, showing how collèges can make their summative evaluations more effective

Table 2: The characteristics of diagnostic, formative, and summative evaluations in Future Program

phase	diagnostic	formative	summative
method	<ul style="list-style-type: none"> • Checklist • Support Survey 	<ul style="list-style-type: none"> • E-portfolio 	<ul style="list-style-type: none"> • Target Contract • Competency evaluation
Tool	<ul style="list-style-type: none"> • Guidelines by Academy 	<ul style="list-style-type: none"> • Folios 	<ul style="list-style-type: none"> • Digital report book
Result	<ul style="list-style-type: none"> • Effective plan by the self-diagnosis • Authorities identify the support 	<ul style="list-style-type: none"> • Interpret the quantitative results on an evidential basis • Enliven team-based activities for a collaborative evaluation 	<ul style="list-style-type: none"> • PDCA cycle led by principal • qualitative evaluation of outcomes
Issue	<ul style="list-style-type: none"> • Few schools use checklist and Support Survey 	<ul style="list-style-type: none"> • Few students use Folios • Technical trouble and unhandiness 	<ul style="list-style-type: none"> • Teachers don't engage in collaborative PDCA cycle

Prepared by the author

by conducting formative evaluations using Folios and by conducting diagnostic evaluations using Academy-provided surveys.

Thus, France's system for outcome assessment of career education can be characterized as top-down in that it is led by the government's educational authorities. It can also be characterized as consisting of a fusion of diagnostic, formative, and summative evaluations (Table 2). Such a fusion is possible thanks to the National Information Office on Education and Employment (*ONISEP; office national d'information sur les enseignements et les professions*) and its network of branches. An independent organization of the Ministry of National Education, ONISEP manages Folios, prepares guidelines, organizes teacher training, and provides various other career education-related services. Through these activities, ONISEP helps convert state-level education policies into specific school actions that reflect the particular needs and context of the concerned Academy.

There are of course difficulties with individual teachers conducting diagnostic, formative, and summative evaluations. However, if teachers conduct these evaluations in an integrated manner, they will help resolve one another's challenges, creating a positive cycle. The author believes that wider use of Folios will be instrumental in encouraging such integrated evaluations for two reasons. First, by providing a digital platform that engages teachers, Folios will create a ripple effect whereby teachers increasingly collaborate in diagnostic and summative evaluations. Currently, many schools use Folios to store information and record activities, while few have reached the stage where the teachers share such information and use it to facilitate collaboration (kyomen, 2017). This situation is problematic because there are limits to how far teachers can teach and measure career competencies by themselves, as doing so requires a complex and yet highly specific curriculum (Roegiers, 2014). Thus, it is necessary to improve Folios' communication-facilitating functions and for teachers to develop PDCA cycles collaboratively, working with those in other disciplines—including the career counselors who have not hitherto involved themselves in the process. Second, greater use of Folios can help teachers evaluate individual student performance more precisely. Insofar as France uses state-designated common basis as an outcome assessment index, schools must use students' common basis performance as an indicator of how well they have achieved the objectives outlined in their school educational strategic plan. To do so, the school must discern the particular situation of each student. Thus, collaborative and ongoing formative evaluations are both necessary to minimize the harm of a centralized evaluation system.

Acknowledgement

This work was supported by JSPS KAKENHI Grant Number JP16H03791.

Notes

- (1) One was conducted in Montpellier Academy from March 6th to 9th, 2017, another was conducted in Strasbourg Academy from March 8th to 9th, 2018.
- (2) The others are Art and Culture Program, Citizenship Program, and Health Education Program.
- (3) The common basic knowledge and competency defined in 2006 consist of seven domains: 1. acquisition of the French language, 2. practice of a modern foreign language, 3. principal elements of mathematics and the scientific and technical culture, 4. acquisition of a usual technique about the information and communication, 5. humanistic culture, 6. social and civic competencies, and 7. autonomy and initiative. In 2015, it was renewed as the common basic knowledge, competency and culture that consist of five domains: 1. languages for thinking and communication, 2. methods and tools for learning, 3. forming the person and the citizen, 4. natural and technical systems, 5. representations of the world and human activity (Décret n°2015-372 du 31-3-2015, *B.O.* n°17 du 23 avril 2015).
- (4) The distinction between diagnostic, formative and comprehensive evaluation differs depending on the time perspective of educational activities. In this article, we focus on the yearly unit and interpret as diagnostic evaluation performed before making an annual plan, formative evaluation performed in the middle of the year, and comprehensive evaluation performed at the end of the year.
- (5) The authorities of Montpellier Academy recommended the author to collège A as advanced case of competency evaluation.
- (6) The management council is composed of 10 representatives of school administrators and experts, 10 representatives of teachers and school staffs, and 10 representatives of students and parents.
- (7) Interview with the principal at Collège A on March 9th, 2017.
- (8) The 2006 version of common basic knowledge and competency (seven domains) was used in Collège A's in teaching report.
- (9) Interview with the teacher in charge of moral and civic education, the school counselor and the career counselor at Collège A on March 9th, 2017.
- (10) Interview with the principal at Collège A on March 9th, 2017.
- (11) Interview with the Teacher B at Career Bureau of Strasbourg Academy on March 8th, 2018.
- (12) The author aggregated and analyzed the raw data provided by Career Bureau of Strasbourg Academy.

References

- Académie Strasbourg (2017) *Réussir :Projet Académique 2017–2020*
- Bloom, B. S., Hastings, J. T., Madaus, G. F. (1971) *Handbook on formative and summative evaluation of student learning*, McGraw-Hill
- Collège Alain Savary (2015) *Projet d'établissement 2015–2018*
- Collège Alain Savary (2016) *Rapport pédagogique du collège Alain Savary*
- DRONISEP Strasbourg (2016) *Parcours Avenir Guide pratique pour mise en oeuvre au collège :Une méthode en 4 étapes pour préparer 2016 / 2017*
- Kyomen, T. (2017) "Current Trends and Issues in E-Portfolio Use in Career Education in France—Based on Interviews with Teacher and School Staff—", *The Japanese Journal of Career Education*, vol.36, no.1, pp.13–

24. (in Japanese)

Loisy, C. (2015) *Suivi de l'expérimentation FOLIOS 2013–2014*, Institut français de l'éducation

MEN=Ministère de l'Éducation nationale (2017) *Le livret scolaire unique de votre enfant*

ONISEP (2015) *Pour une première approche de FOLIOS : les grands principes*

ONISEP (2016) *Parcours avenir :guide pratique à destination des chefs d'établissement.*

ONISEP (2017) *Plan de montée en charge FOLIOS 2016 / 2017*

Prieur, M., Aodon, G., Pastor, A. (2012) "Appuis et freins à l'évaluation des compétence du socle étude dans deux collèges", *24ème colloque international de l'ADMEE-Europe* , Luxembourg, <http://admee2012.uni.lu/pdf2012/S4.pdf> (2018.6.26, access)

Roegiers, X. (2014) "Quelle évaluation des compétences, au service de quel projet pour l'école ?", Dierendonck, C., Loarer, E., Rey, B. *L'évaluation des compétences en milieu scolaire et en milieu professionnel*, De Boeck,, pp.71–83.

Structure of the French System for Evaluating Outcomes in Career Education: A Fusion of Government-Directed Diagnostic, Formative, and Summative Evaluations

Tetsuo KYOMEN

This research extracts features regarding the evaluation of “Future Program” (*parcours avenir*) in France’s collèges through fieldwork conducted in Montpellier and Strasbourg to clarify recommendations and issues concerning outcome assessments in career education.

First, the process of the PDCA cycle in Future Program based on “Target Contract” (*contrat d’objectif*) was surveyed to identify the way the collèges accredit students’ “career competencies” (*compétence à s’orienter*) as summative evaluations. Then the significance of an e-portfolio as a tool of formative evaluations and of Academy-provided surveys as diagnostic evaluations were examined from the perspective of helping ensure effective summative evaluations.

If teachers and school staff are encouraged to conduct these evaluations in an integrated manner, they will help resolve one another’s challenges, creating a positive cycle. However, since each teacher is entitled to a certain degree of freedom in their manner of teaching, such a top-down system has not yet found pervasive footing throughout the country. A wider use of Folios will be instrumental in improving such a situation as it will provide a digital platform that engages teachers and minimizes any harm of a centralized evaluation system by discerning qualitatively the career competencies of each student.

フランスにおけるキャリア教育に関するアウトカム評価システムの構造 行政主導による診断的・形成的・総括的評価の融合

京 免 徹 雄

本論の目的は、モンペリエとストラスブールにおけるフィールドワークに基づき、フランスの中学校で実践されている「未来行程」の評価の特徴を抽出することで、キャリア教育のアウトカム評価に関する示唆と課題を提示することである。

まず目標契約に基づく未来行程のPDCAサイクルの展開過程を分析し、特に総括的評価として、どのように「自己を方向づける力」を認証しているか明らかにした。その上で、それを有効に機能させる仕組みとして、形成的評価としてのeポートフォリオ、および診断的評価としての支援アンケートの意義を検討した。

このシステムは、診断的・形成的・総括的評価を一体的に運用することで、相互作用的に課題が解消され、好循環を生み出させるという利点がある。しかし、全ての教員が「教授の自由」の権利もっていることもあり、トップダウン型のシステムはまだ十分に普及していない。状況を改善するためには、特にeポートフォリオの利用を拡大することが重要であり、そのことによって教職員が連携するプラットフォームを提供するとともに、個々の生徒の実態を定性的に見取することで中央集権的な評価システムの弊害を最小限に抑える必要がある。