



Research Paper

Assessment of Student Competencies Based on the Curricular Framework of Kosovo

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ABSTRACT: This study examines the assessment of students' competencies based on the Kosovo Curricular Framework. The Kosovo Curriculum Framework emphasizes a competency-based approach, which focuses on developing students' knowledge, skills, and attitudes that are necessary for their personal and professional growth. The research aims to assess how effective current assessment practices are for measuring these competencies and to identify potential areas for improvement. This study used a mixed methodology, combining literature review and practices borrowed from international studies to assess the effectiveness of assessing student competencies according to the Kosovo Curriculum Framework. The findings suggest that, while the framework provides a broad framework for competency-based education, there are major challenges in its implementation. These include inconsistencies in assessment practices, varying levels of teacher preparation, and the need for more tailored teaching materials. The study also highlights the importance of continuing professional development for teachers to ensure consistent and effective application of competency-based assessment. In conclusion, the study emphasizes the need to improve assessment methods to be more adapted to the Kosovo Curriculum Framework. This includes improving teacher training programs, developing more cohesive assessment tools, and fostering a collaborative environment among educators to share best practices. By addressing these challenges, the education system in Kosovo can more accurately assess and foster the core competencies for student success in the 21st century.

KEYWORDS: Competency Assessment, Kosovo Curricular Framework, Competency-Based Education, Assessment Practices, Assessment Methods

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I. INTRODUCTION

Competency-based education is an important approach in modern education systems that focuses on developing the skills, knowledge, and attitudes students need to be successful in life and career. The Kosovo Curricular Framework (KKK) is designed to help students develop these competencies through a well-structured curriculum based on international standards (Ministry of Education, Science and Technology of Kosovo, 2016). This study aims to examine how effective the current practices of assessing student competencies are by the Kosovo Curriculum Framework and to identify areas for improvement.

Competency assessment is an essential aspect of the educational process, as it helps determine student success and identify areas where they may need further support (Black & Wiliam, 1998). However, effective implementation of competency-based assessment requires well-prepared teachers, adapted materials, and an integrated assessment system that reflects curriculum objectives (Darling-Hammond, 2014).

KEY LEARNING COMPETENCIES

Transferable knowledge, skills, and attitudes, which will help students face the challenges of the digital age, free market, and knowledge-based economy, in a world of interdependent relationships. The competencies envisaged by the Curriculum Framework derive from the general goals of pre-university education and define the main learning outcomes, which students must achieve progressively and sustainably during the pre-university education system (MEST, 2016).

These powers are:

- Communication and expression competence (Effective communicator)
- Thinking competence (Creative and critical thinking)
- Learning Competence (Successful Learner)
- Competence for life, work, and environment (productive contributor)
- Personal competence (Healthy individual)
- Civic competence (Responsible citizen)

curricular framework clearly defines the competencies that society and educational experts consider necessary for all citizens of the Republic of Kosovo. Competencies are reflected through learning outcomes, which are expected to be achieved progressively and continuously by all students upon completion of upper secondary school. While in the Core Curriculum (KB), competencies are reflected through a system of Results Students (RN), which must be achieved by all students in different periods of schooling. The competency development approach ensures:

- (a) equal opportunities for all students for learning based on individual needs,
- (b) fair evaluation of the level of achievement of competencies by the student, and
- (c) accurate assessment of the quality of education offered at the country, municipality, or school level.

Determining the expected results, which must be achieved by all students in different periods of schooling, simultaneously enables the accreditation of different educational programs, which are offered in the framework of non-formal education. At the same time, mobility between formal and informal education is enabled, through the process of recognizing prior knowledge, which will benefit adult education and other forms of informal education (MEST, 2016).

STUDENT ASSESSMENT SYSTEM IN KOSOVO ACCORDING TO CURRICULUM

The Curriculum Framework defines the goals, principles, and types of assessment that ensure the coherence and sustainability of the assessment system. The assessment system defines what is assessed, when it is assessed, as well as by whom the different types of student assessments are carried out. The main purpose of assessment is to support student learning. Through the student evaluation system defined by the CC, it is required to provide continuous information about the quality of teaching and learning, the suitability of the curriculum, and the improvement of the school. Based on this information, decisions are made and actions are planned to support the students to master the competencies and improve and advance the assessment process in general. Student assessment is based on the learning outcomes for competencies, curriculum area, and teaching subjects defined by the curriculum documents as follows:

Table 1. Student evaluation system

Curricular documents	Learning outcomes
THE CURRICULUM FRAMEWORK OF KOSOVO	Competence learning outcomes at the end of pre-university education.
CORE CURRICULUM I, II, III	Learning outcomes for competencies and curriculum areas for each curriculum level.
SUBJECT PLANS AND PROGRAMS	Learning outcomes by subject (for each grade, from K-12)

TYPES OF ASSESSMENTS

Curriculum Framework defines two types of assessment:

- o Internal evaluation
- o External evaluation

The internal evaluation is done at the school/class level by the school teachers and according to the description of the procedures and criteria for each type of internal evaluation, regulated by by-laws. The internal evaluation is done for several purposes, such as for progress and achievement in learning, for planning work with students, for identifying students' tendencies and talents, etc. Internal assessment should enable all students to express new knowledge and show the level of mastery of competencies including Their breadth and depth; readiness to respond to the challenges of the level determined by the learning outcomes; and The ability to apply them in new situations and circumstances. The main focus of internal assessment should be to support student learning towards mastery of competencies and this is best achieved by a combination of formative assessment (for learning) and summative assessment (of learning).

Types of internal evaluation

Curricular Framework defines three types of internal assessment:

- o Continuous evaluation

- o Final assessment

- o Grading

External assessment is a standardized assessment to measure the level of achievement of learning outcomes, and mastery of competencies at the end of level I, II, and III of pre-university education. This evaluation is organized by the central evaluation authority authorized by MEST. At the request of MEST, the external evaluation can be done for other purposes by other relevant institutions.

External evaluation can be done for:

- o inspection and verification of the quality of assessment at class, school, and municipality levels.

- o research and development

- o decision-making and policy-making in various fields of education

IDENTIFICATION PROBLEM

Although the Kosovo Curriculum Framework represents an important step towards the modernization of education, its effective implementation faces several main challenges:

Inconsistencies in assessment practices: Current assessment practices are often not fully aligned with the objectives of the Curriculum Framework. There is great variation in how teachers assess student competencies, which creates uncertainty and inequity in student outcomes.

Different levels of teacher preparation: Teachers have different levels of preparation and training to implement competency-based assessment. Some teachers are well-equipped with the necessary knowledge and skills, while others have not had the opportunity to receive appropriate training.

Tailored learning materials: There is a great need for tailored learning materials that support competency assessment. Current materials are often not sufficient or adapted to meet the demands of the new curriculum.

II. LITERATURE REVIEW

The literature review focused on key educational policy documents, research reports, and academic studies dealing with competency-based approaches and their evaluation. This included analysis of previous studies on the Kosovo Curriculum Framework, as well as comparisons with the curricula of other countries that have adopted similar approaches. Through the literature review, best practices and key challenges in implementing competency-based education were identified. To provide a broad basis for comparison, international studies from countries with similar and different education systems were examined. The most successful practices from these studies were identified and analyzed for their potential to be applied in the Kosovo context. These included different assessment methods, training for teachers, and the development of curriculum materials.

Essential research by Black and Wiliam examines the impact of assessment on learning and provides a framework for effective classroom assessment practices. The authors argue that improved assessment can lead to significant improvements in learning (Black & William, 1998). The book by Darling-Hammond explores how assessment can support learning in the 21st century. She discusses assessment practices that are appropriate for developing the skills and competencies needed for success in the modern world (Darling-Hammond, 2014). The OECD report provides an overview of assessment and evaluation practices in different countries, providing examples and recommendations for improving competency-based assessment systems (OECD, 2013). Stiggins emphasizes the importance of moving from traditional assessment to assessment for learning, arguing that this approach can significantly improve student outcomes (Stiggins, 2005). Wiliam provides a detailed overview of formative assessment and the ways it can be integrated into teaching to support effective learning (Wiliam, 2011). The KKK document describes the Kosovo Curricular Framework and its objectives for the development of students' competencies through a competency-based approach (MEST, 2016). The UNESCO report provides a global perspective on education and highlights the importance of competencies in learning and development (UNESCO, 2015).

The paper by author Looney (2019) examines the different ways in which assessment can be aligned with competency-based education in OECD member countries. The author emphasizes the importance of an evaluation system that supports the development of students' competencies and identifies best practices that have shown positive results in different educational contexts. Through this paper, recommendations are offered for improving assessment systems to support competency-based education, emphasizing the need for personalized and continuous approaches to assessment (Looney, 2019).

Nusche authors report AND THE (2012) provides a detailed review of assessment and evaluation systems in New Zealand. The authors analyze how these systems support a competency-based approach and provide recommendations for improvement. The report includes case studies and practical examples that illustrate how the country has successfully implemented competency-based assessment and improved student outcomes through innovations in policy and practice (Nusche, et al., 2012).

The book by Anderson and Krathwohl (2001) presents an improved version of Bloom's Taxonomy, which includes a framework for developing and assessing student competencies in a systematic and structured way. Anderson and Krathwohl propose changes in the way teachers plan and implement assessment, emphasizing the importance of clear learning objectives and assessment methods that are tailored to measure the achievement of these objectives (Anderson & Krathwohl, 2001). Also, the results of the paper by Orhani (2024) it is evident that the use of Bloom's Taxonomy in the preparation of mathematics tests brings progress in the clarity of learning objectives and the level of difficulty of the tests. This study provides a valuable contribution to education practitioners and educators who are interested in improving test preparation methods for developing students' mathematics skills (Orhani, 2024).

The study by Jang, Wagner, and Park (2021) proposes a new framework for competency-based education that includes the use of performance tasks to assess students' abilities. The authors argue that performance tasks can provide a more accurate and complete assessment of students' competencies, taking into account the context and practical application of their skills (Jang, Wagner & Park, 2021).

The report of authors Soland, Hamilton, and Stecher (2019) guides teachers in measuring 21st-century competencies, including critical thinking skills, problem-solving, and effective communication. The authors emphasize the importance of using a variety of assessment methods, including traditional tests, projects, and assessments based on performance (Soland, Hamilton & Stecher, 2019).

Authors Thompson and Cook (2020) conducted a systematic literature review examining the use of e-portfolios to assess student competency development. The authors find that e-portfolios can be an effective tool for assessing competencies, providing a structured way to document and reflect on student progress (Thompson & Cook, 2020).

III. METHODOLOGY

This study used a mixed methodological design that included literature review and practices borrowed from international studies, as well as quantitative and qualitative data collection and analysis. This combined approach was necessary to fully address the research questions and provide a deep understanding of the effectiveness of assessing student competencies according to the Kosovo Curriculum Framework.

The literature review included analysis of key educational policy documents, research reports, and academic studies on competency-based approaches and their evaluation. This analysis helped identify best practices and key challenges in implementing competency-based curricula.

International studies from different countries were reviewed to identify successful competency-based assessment practices. These practices were analyzed for their potential to be applied in the context of Kosovo, taking into account the cultural and institutional specificities of the country.

PURPOSE OF THE STUDY

The main purpose of this research is to evaluate the effectiveness of the practices of assessing students' competencies by the Kosovo Curriculum Framework and to identify areas for improvement. This research aims to provide an in-depth and balanced analysis of how student competencies are assessed and determine the impact of these practices on overall student development.

OBJECTIVES OF THE STUDY

This study aims to evaluate the effectiveness of the practices of assessing students' competencies by the Kosovo Curricular Framework and to identify areas for improvement. To achieve this goal, several main objectives have been defined:

To assess how effective are the current practices of assessing students' competencies by the Kosovo Curriculum Framework.

To identify the main challenges faced by teachers and students in the competence assessment process.

To propose practices from different countries that have evaluated the students' competencies

To provide recommendations for improving assessment practices, teacher training, and development of teaching materials.

This study can contribute to the improvement of Kosovo's education system by providing an in-depth and balanced analysis of the assessment of student competencies, identifying challenges, and providing evidence-based solutions for its improvement.

IV. RESULTS

Many countries have implemented different practices for assessing student competencies, which can provide models and practical examples to be implemented in Kosovo. Here are some of the main findings from international studies that analyze the concrete practices of assessing student competencies.

KOSOVO: FRAME CURRICULUM

In Kosovo, the assessment of students' competencies is based on the Kosovo Curricular Framework (KKK), which clearly defines the competencies that students must achieve during pre-university education. The Kosovo Curricular Framework emphasizes a competency-based approach that includes the development of applicable and transferable knowledge, skills, and attitudes (MEST, 2016).

Core Competencies:

Communication and expression competence

Thinking competence

Learning competence

Competence for life, work, and environment

Personal competence

Civic competence

Evaluation Methods:

Internal Assessment: It is carried out by teachers at the school/class level. Includes continuous assessment, final assessment, and graded assessment. This type of assessment includes internal tests, projects, presentations, and various assignments that aim to assess student achievement continuously and comprehensively.

Concrete example: Students in the lower secondary schools of Kosovo carry out research projects that are presented and evaluated by teachers and peers. These projects may include research in science, history, or innovative projects that solve specific problems in their community.

External Evaluation: Organized by the Ministry of Education, Science and Technology (MEST), to measure the level of achievement of learning outcomes and mastery of competencies at the end of different levels of pre-university education. External assessment includes standardized national tests.

Concrete example: The achievement test for grade IX and the Matura test for grade XII are examples of external assessments in Kosovo, which include standardized tests in various subjects to assess the academic competence of students who graduate from high school. medium-low, respectively high.

ALBANIA: NATIONAL CURRICULUM

In Albania, competency assessment is integrated into the national curriculum and is structured to support the development of students' key competencies. The Albanian curriculum emphasizes the importance of a competency-based approach that includes the development of knowledge, skills, and attitudes necessary for student success (MAS, 2014).

Core Competencies:

Communication competence in the mother tongue

Communication competence in foreign languages

Mathematical competence and basic skills in science and technology

Digital competence

Social and civic competence

Entrepreneurial competence

Competence to learn

Cultural and expressive competence

Evaluation Methods:

Internal Assessment: It is carried out by teachers to ensure a continuous and comprehensive assessment of student achievement. This type of assessment includes internal tests, projects, presentations, and various assignments.

Concrete example: Students in secondary schools in Albania can carry out research projects and participate in group activities that are evaluated by teachers. These projects often involve interdisciplinary topics that help students develop critical thinking and collaboration skills.

External Evaluation: Organized by the Ministry of Education and Sports, to measure the achievements of students at the end of the educational cycles. External assessment includes standardized national tests.

Concrete example: The State Matura exams are an example of external assessment in Albania. These exams include standardized tests in various subjects and aim to assess students' academic achievement and mastery of key competencies.

SOUTH KOREA: PERFORMANCE TASKS

Jang, Wagner & Park (2021) propose a new framework for competency-based education that includes the use of performance tasks to assess students' abilities. In South Korea, performance tasks have been widely used to assess students' practical and applied skills (Jang, Wagner & Park, 2021).

Concrete example: In Korean schools, a performance assignment involves students creating an engineering project that solves a real problem in their community. Students must plan, design and implement the project, using their engineering knowledge and skills. Teachers evaluate projects based on creativity, effectiveness, and ability to apply theory to practice. This approach helps develop critical thinking and problem-solving skills.

NEW ZEALAND: FORMATIVE AND SUMMATIVE ASSESSMENT

Nusche et al. (2012) provide a detailed review of assessment and evaluation systems in New Zealand. In this country, competency-based assessment involves the use of formative and summative methods to support the development of students' skills and knowledge (Nusche et al., 2012).

Concrete example: In New Zealand, a math teacher uses formative assessment throughout the school year by giving students short tests, practice assignments, and group projects. At the end of the school year, the teacher uses summative assessment to measure student achievement with a final exam. The combination of formative and summative assessment provides a complete picture of the progress and achievements of students during the year.

UNITED STATES: E-WALLETS

Thompson & Cook (2020) examine the use of e-portfolios to assess student competency development in the United States. E-portfolios are digital tools that allow students to document and reflect on their progress in a structured way (Thompson & Cook, 2020).

Concrete example: In a school in the United States, students use e-portfolios to document their science projects throughout the year. Each student creates a portfolio that includes their research, experiments, analysis, and conclusions. Teachers provide feedback on each project and students reflect on lessons learned. E-portfolios help students track their progress and identify areas for improvement.

GERMANY: COMPETENCIES IN ENGINEERING EDUCATION

Vogt et al. (2020) analyze different approaches to competency-based assessment in engineering education in five different countries, including Germany. In Germany, the assessment of technical and soft competencies includes the use of projects, internships, and performance-based assessments (Vogt et al., 2020).

Concrete example: In German engineering universities, students have to complete a complex project as part of their final assessment. This project involves designing and building a prototype that solves a specific engineering problem. Students present their project to a panel of teachers and industry experts who evaluate the project based on innovation, functionality, and technical presentation.

OECD: COMPETENCE PROGRESS RATE

Looney & Michel (2021) discuss changing assessment cultures from traditional approaches to competency-based approaches. They provide examples from OECD member countries that have adopted competency-based approaches and improved student outcomes through innovations in policy and practice (Looney & Michel, 2021).

Concrete example: In some OECD member countries, schools use progress rates to measure and report student achievement. These scales describe different levels of competency mastery and provide clear guidelines for student progress. Students and parents receive periodic reports showing progress in each competency, enabling the identification of areas where further support is needed and the development of individual learning plans.

SINGAPORE: INTEGRATING TECHNOLOGY INTO ASSESSMENT

Chua and Tan's (2021) study examines the use of technology in competency-based assessment in Singapore. Technology is used to create interactive and dynamic assessments that help measure students' critical thinking and problem-solving skills (Chua & Tan, 2021).

Concrete example: Students in Singapore use digital applications and online platforms to complete various tasks that simulate real situations. For example, an assignment might involve creating a business plan using special software, where students have to analyze the market, design products, and develop marketing strategies. This approach helps develop technological and analytical skills.

JAPAN: COMPETENCY-BASED PROJECT ASSESSMENT

This study by Yamamoto and Nagai (2019) examines the use of project-based learning to assess competencies in Japan. Project-based learning has been integrated into school curricula to help students develop practical and applied skills (Yamamoto & Nagai, 2019).

Concrete example: In Japan, a natural science class might have a project where students have to design and build a greenhouse that optimizes the conditions for plant growth. Students have to research, develop models, and test different environmental changes in their greenhouse. This project assesses their skills in research, problem-solving, and collaboration.

CHINA: ASSESSMENT OF SOCIAL AND EMOTIONAL SKILLS

This study by Zhang and Liu (2020) presents a framework for assessing social and emotional competencies in Chinese schools. The framework includes various assessment methods, such as observation, self-assessment, and peer assessment (Zhang & Liu, 2020).

Concrete example: Students in Chinese schools participate in group activities where their skills to cooperate, communicate, and manage emotions are assessed. For example, an activity might involve resolving a conflict in a simulated environment, where teachers and other students observe and provide feedback on how each student manages the situation.

FINLAND: PHENOMENON-BASED ASSESSMENT

Sahlberg (2018) in his study examines the use of phenomenon-based assessment in Finnish schools. In Finland, students learn through interdisciplinary topics that connect theoretical concepts with practical applications (Sahlberg, 2018).

Concrete example: In a school in Finland, a topic based on the phenomenon might be "Climate Change". Students study climate change from a variety of angles, including science, geography, economics, and politics. They create projects that address the impact of climate change on their local community and propose solutions. This approach assesses their ability to integrate and apply knowledge in real situations.

GREAT BRITAIN: PROJECT-BASED ASSESSMENT AND PRACTICE

This study by Gibbs and Simpson (2015) examines the conditions under which assessment supports student learning in the UK. The authors emphasize the importance of assessment based on projects and practices to develop students' practical and professional skills (Gibbs & Simpson, 2015).

Concrete example: In a high school in Great Britain, students in a fashion design course have to create collections of clothes that they present in a fashion show. The project includes researching fashion trends, creating original designs, and making clothes. Teachers assess students' creativity, technical skills, and presentation, helping to develop the practical skills necessary for their future careers.

TURKEY: ASSESSMENT OF COMPETENCIES IN TECHNOLOGY AND INNOVATION

The study by Yıldız and Akpınar (2018) examines the methods of assessing competencies in technology and innovation in the Turkish education system. Methods include evaluating innovative projects and using technology to create and evaluate different tasks (Yıldız & Akpınar, 2018).

Concrete example: In Turkish schools, students participate in innovation competitions where they have to create technological solutions for real problems. An example could be creating a mobile application that helps manage recyclable waste in their community. Students present their projects to a panel of judges who evaluate the innovation, functionality, and impact of the projects.

The results of the study show that competency-based assessment practices are different and adapted to different educational contexts. Models and practices from other countries can provide valuable knowledge for improving the assessment system in Kosovo. The use of performance tasks, formative and summative assessments, e-portfolios, projects, and progress rates are some of the methods that have shown success in assessing students' competencies and can be integrated into the Kosovo education system to support an education based on competencies.

COMPETENCY ASSESSMENT PRACTICES IN KOSOVO

Inconsistency in assessment practices: One of the main challenges is the inconsistency in assessment practices between different teachers and schools. This creates uncertainty and inequality in student outcomes. Some teachers may use more sophisticated assessment methods, while others may rely on traditional methods that do not fully reflect student achievement.

Different levels of teacher preparation: Teachers have different levels of preparation and training to implement competency-based assessment. Some teachers are well-equipped with the necessary knowledge and skills, while others have not had the opportunity to receive appropriate training. This affects the quality of assessment and the way teachers apply the assessment methods defined by the KKK.

Tailored learning materials: There is a great need for tailored learning materials that support competency assessment. Current materials are often not sufficient or adapted to meet the demands of the new

curriculum. The lack of appropriate materials prevents teachers from effectively implementing the evaluation methodologies defined by the KKK.

Use of technology in assessment: The use of technology in the assessment of competencies is still limited. Integrating technology can help create more interactive and dynamic assessments that can measure students' critical thinking and problem-solving skills. Improving the technological infrastructure and training teachers in the use of technology can increase the effectiveness of assessment.

Formative and summative assessment: Many current practices include formative and summative assessment, and there is a need for a better balance between these two approaches. Formative assessment helps to provide continuous feedback and support the learning process, while summative assessment measures achievement at the end of certain periods of schooling. Applying a fair balance between these methods can improve the effectiveness of the evaluation.

The current practices of assessing students' competencies in Kosovo are in line with the Kosovo Curriculum Framework, but face some challenges that affect their effectiveness. Inconsistencies in assessment practices, varying levels of teacher preparation, and the need for tailored teaching materials are some of the main challenges. Improving teacher training, developing adapted materials, and integrating technology into assessment are some of the recommendations to increase the effectiveness of assessing student competencies in Kosovo. Improving these aspects will help to achieve the goals of the Curricular Framework and to better prepare students for the challenges of the 21st century.

V. DISCUSSION

Assessment of student competencies is a key component in modern education systems, helping to develop the skills needed for personal and professional success. By examining the different practices of competency-based assessment in different countries, we can learn valuable lessons for improving the education system in Kosovo.

In Albania, the assessment of competencies is structured to support the development of students' key competencies. Students in Albanian schools carry out research projects and participate in group activities that are evaluated by teachers. These projects often involve interdisciplinary topics that help students develop critical thinking and collaboration skills. This approach can also be used in Kosovo, cooperating between the two states, as is the case with the unification of "Abetare".

In South Korea, performance tasks have been widely used to assess students' practical and applied skills. Performance tasks, such as creating engineering projects that solve real-world problems, help develop critical thinking and problem-solving skills. This approach can also be useful for Kosovo, encouraging students to apply their knowledge in real situations and develop practical skills that are needed in the labor market.

In New Zealand, the combination of formative and summative assessment provides a complete picture of student progress and achievement during the school year. Formative assessment, which includes short tests, practical assignments, and group projects, can provide continuous feedback and help students improve continuously. Summative assessment, like final exams, measures the achievements of students at the end of certain periods of schooling. This model can also be adopted in Kosovo to ensure a fair and comprehensive evaluation of student achievements.

The use of e-portfolios in the United States to document and reflect on student progress is an effective method for assessing competencies. E-portfolios allow students to document their work and receive feedback from teachers in a structured way. This method helps develop self-reflection and self-evaluation skills, encouraging deeper and more consistent learning. The adoption of e-portfolios in Kosovo's education systems can help develop students' digital skills and improve the assessment process.

In Germany, the assessment of technical and soft skills involves the use of projects, internships, and performance-based assessments. This assessment model is particularly important in the field of vocational and technical education, where practical skills are essential. The use of complex projects as part of the final assessment helps to develop students' practical and applied skills. This approach can also be useful in Kosovo to develop the technical and professional skills of students and to better prepare them for the labor market.

Competency progression scales used in some OECD member countries provide a structured way to measure and report student achievement. These scales describe different levels of competency mastery and provide clear guidelines for student progress. Students and parents receive periodic reports showing progress in each competency, enabling the identification of areas where further support is needed and the development of individual learning plans. This approach can also be adopted in Kosovo to ensure a fair and comprehensive assessment of student achievement.

In Singapore, the integration of technology into competency-based assessment has helped create interactive and dynamic assessments. Using digital applications and online platforms to complete various tasks helps measure students' critical thinking and problem-solving skills. This approach can also be encouraged in Kosovo to develop students' technological skills and improve the assessment process.

Project-based learning in Japan helps develop students' practical and applied skills. Using projects that require research, design, and testing helps students develop critical thinking, problem-solving, and collaboration skills. This approach can also be useful in Kosovo to encourage more active and student-centered learning.

In China, the assessment of social and emotional skills is an important component of the education system. The use of different assessment methods, such as observation, self-assessment, and peer assessment, helps develop students' social and emotional skills. This approach can also be adopted in Kosovo to support the holistic development of students and improve their emotional and social well-being.

In Finland, the use of phenomenon-based assessment helps to connect theoretical concepts with practical applications. Students learn through interdisciplinary topics that address real problems, developing critical thinking and problem-solving skills. This approach can also be adopted in Kosovo to encourage more inclusive and student-centered learning.

The use of project-based assessment and practice in the UK helps develop students' practical and professional skills. Students complete projects that require research, creativity, and technical skills, helping to prepare them for the job market. This approach can also be adopted in Kosovo to develop the practical and professional skills of students.

In Turkey, methods of assessing competencies in technology and innovation include the use of innovative projects and technology to create and evaluate various tasks. The use of innovative competitions and the creation of technological solutions to real problems helps to develop the technological and innovative skills of students. This approach can also be adopted in Kosovo to encourage innovation and the use of technology in the assessment process.

The process of assessing students' competencies in Kosovo faces several main challenges that affect the effectiveness and fairness of this process. These challenges affect both teachers and students, creating barriers to achieving the goals of the Kosovo Curriculum Framework. Some of the main challenges are identified below:

There is great variation in the way teachers assess students' competencies. Some teachers use more advanced and comprehensive methods, while others may rely on traditional and limited methods that do not fully reflect student achievement. This discrepancy creates disparities in student assessment, leading to different outcomes for students who may have similar competencies. Uncertainty in assessment methods can negatively affect student motivation and performance.

Teachers have varying levels of preparation and training to implement competency-based assessments. Some teachers are well-equipped with the necessary knowledge and skills, while others have not had the opportunity to receive the appropriate training to implement the new assessment methodologies. Teachers who are not well trained may feel insecure and dissatisfied in implementing competency-based assessment, negatively affecting the quality of assessment and preparing students for future challenges.

There is a lack of tailored learning materials that support competency assessment. Current materials are often not sufficient or adapted to meet the demands of the new curriculum. Without tailored materials, teachers have difficulty implementing competency-based assessment methodologies. This can lead to an incomplete and inaccurate assessment of student achievement.

The use of technology in the assessment of competencies is still limited. The technology infrastructure in some schools may be inadequate and teachers may not have adequate training to use technology effectively. Lack of use of technology can limit the creation of more interactive and dynamic assessments that are needed to measure students' critical thinking and problem-solving skills. This can affect the preparation of students for an increasingly digitized world.

summative assessment, like the final exams, has a great weight in the overall assessment of the students. While formative assessment is used to provide continuous feedback, it is often overshadowed by summative assessment. Too much focus on summative assessment can create a lot of pressure on students and teachers. This can lead to a learning culture focused on passing exams, neglecting the deep and comprehensive development of competencies.

Confronting the identified challenges and implementing the recommendations for improvement will help to increase the effectiveness of the assessment of students' competencies in Kosovo. This will contribute to the better preparation of students for the challenges of the 21st century and to the achievement of the goals of the Kosovo Curriculum Framework.

VI. CONCLUSION

Curriculum Framework (KKK) provides a clear and well-organized structure for the development of students' key competencies, which are necessary for success in the 21st century. However, its implementation in practice faces many challenges. Variations in assessment practices, different levels of teacher preparation, and lack of adapted teaching materials are some of the main obstacles. To achieve the full potential of this framework, it is essential to address these challenges and ensure uniform implementation across all schools in the country.

The use of sophisticated and comprehensive assessment methods, such as performance tasks, e-portfolios, and project-based assessment, has shown successful results in countries with similar education systems. The integration of technology in the assessment process and the right balance between formative and summative assessment are aspects that can significantly improve the effectiveness of competence assessment in Kosovo. Improving these aspects will contribute to the development of students' practical and applied skills, better preparing them for future challenges.

Training and continuing professional development for teachers is necessary to ensure that they are equipped with the knowledge and skills necessary to effectively implement competency-based assessment methodologies. In addition, the development and distribution of adapted teaching materials and the review of assessment policies will ensure a fairer and more effective implementation of the CQF.

If these recommendations are properly implemented, Kosovo's education system can become fairer, more inclusive, and better suited to meet the needs and challenges of modern times. This will contribute to the better preparation of students for the challenges of the 21st century and to the achievement of the goals of the Kosovo Curriculum Framework, helping to create a well-educated society ready to face global challenges.

VII. RECOMMENDATIONS FOR IMPROVEMENT

- Teacher training and professional development: Investment in teacher training and professional development is essential to ensure that they are equipped with the skills and knowledge needed to effectively implement competency-based assessment methodologies.
- Development of tailored learning materials: The development and distribution of tailored learning materials that support competency assessment is imperative. These materials must be accessible to all teachers and comply with the requirements of the KKK.
- Integrating technology into the assessment process: Improving technology infrastructure and training teachers in the use of technology in assessment can help create more effective and fair assessments. The use of e-portfolios and digital platforms can help document and reflect on student progress.
- Improving the balanced approach to formative and summative assessment: Ensuring a fair balance between formative and summative assessment can improve the effectiveness of assessment and better support student learning. Teachers should receive clear guidance and support to implement both methods in a balanced way.
- Review and improve assessment policies: Review and improve assessment policies to ensure they are consistent with the goals and standards of the KKK. This includes clearly defining assessment procedures and criteria and ensuring ongoing monitoring and support for teachers.

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