

EUROPEAN TRAINING FOUNDATION

New ideas for assessment: Assessment for learning

29 September 2020

10.30 - 12.00 CET

zoom toolbar

See list of all participants / Raise your hand to speak

Choose to view *all participants* or *speaker* only

Use chat for questions/ comments (write either to *everyone* or to *individual participant* by selecting the name)

Select the language for Interpretation (you can disable original audio, otherwise interpretation will be played at 80% of the volume and original sound would be played at 20% of the volume)

Mute/unmute your microphone

Show/stop your video

Unmute Start Video Invite Participants Share screen Chat Interpretation More

Manage Language Interpretation...

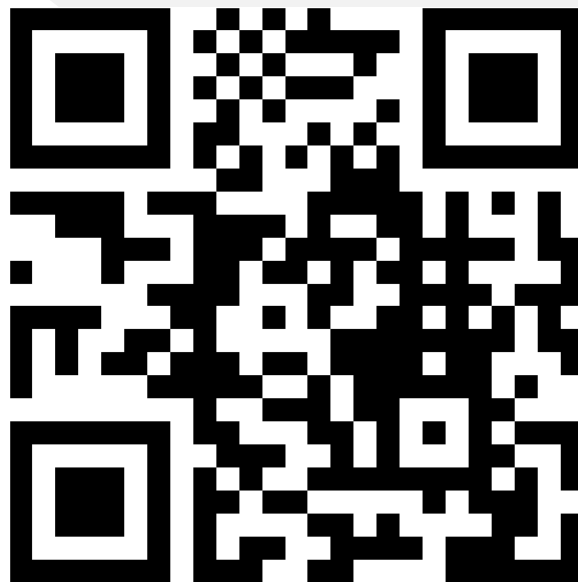
Speaker View Gallery View

End Meeting

AGENDA

- Welcome
- What is formative assessment and why is it important
- Sharing examples and experiences:
 - Georgia
 - Albania
 - Spain
 - Tunisia
- Discussion and future steps

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Assessment for learning instead of assessment of learning

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WHAT IS FORMATIVE ASSESSMENT?

“(...) It's an approach to teaching and learning, a **dynamic process** in which teachers (and learners) **adapt** according to conditions and needs

(Clark, 2010)

ENCOMPASSES:



Teacher assessment
activities undertaken by the teacher



Student assessment
Students' assessment of their own work and their peers

Information



Feedback



adapt the teaching work to meet the needs

FORMATIVE ASSESSMENT

(Black and Wiliam, 2001)

A criterion-referenced approach



Expected learning outcomes and the criteria for assessment are clearly defined. Teachers/learners identify the “gap” between the expected ss achieved outcomes



In some cases, teachers may co-construct learning goals and criteria for assessment with students



Croussard and Pryor (2012) also point to the need for more exploratory approaches where learning outcomes are not already defined, and which provides room for “contingencies” and meaning-making in classrooms

THE ELEMENTS OF FORMATIVE ASSESSMENT

**Varied opportunities
for learning and
development
of theoretical and
practical
competences**

**Varied approaches and
tools to assess
progress**

**Feedback and
adaptation of teaching
to address
gaps/learning needs**

**Learning
environments and
cultures that
encourage interaction,
reflection and use of
assessment tools**

**Establishment of
learning/problem-
solving goals**

**Active engagement
of learners**



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THANK YOU

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You will find the PowerPoint on ETF Open
Space

Sharing examples and experiences

Georgia

The use of simulations

Albania

Formative assessment during the pandemic

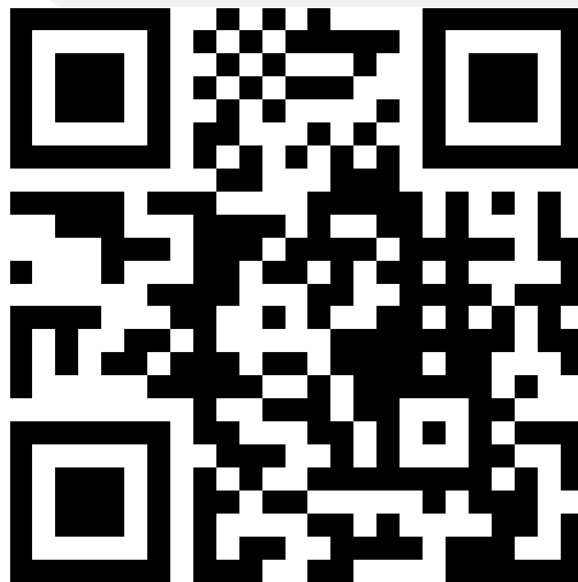
Spain

New forms of formative assessment in the VET 4.0 Erasmus+ project 'Plant irrigation'

Tunisia

Self-assessment of the entrepreneurial spirit

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Next Steps

Webinar on summative assessment
November 2020

**Interactive online events on
assessment**
January 2021

Paper on formative and summative
assessment

**Invitation to continue discussion
on openspace.etf.europa.eu.**



THANK YOU

The words 'THANK YOU' are rendered in a large, bold, sans-serif font. Each letter is a different color: 'T' is yellow, 'H' is magenta, 'A' is light grey, 'N' is light green, 'K' is orange, 'Y' is blue, and 'O' is yellow. The 'U' is light green and overlaps the 'O'.

You will find all information on: