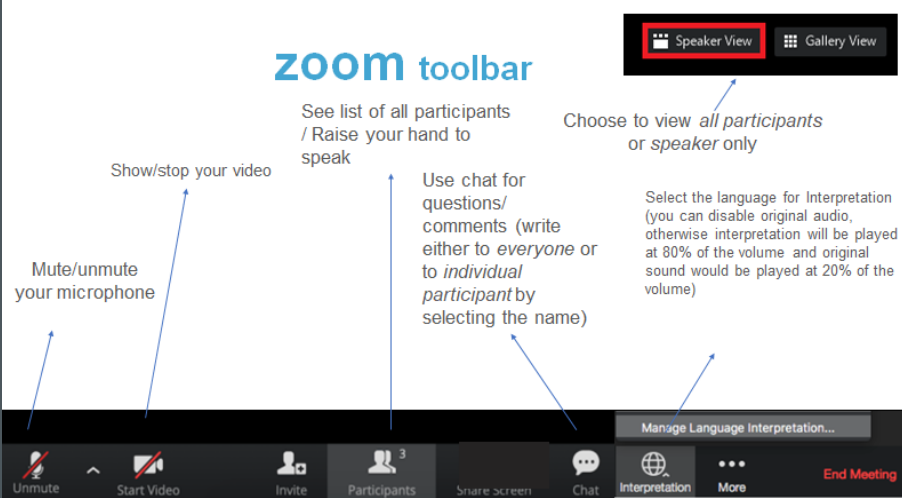


# EUROPEAN TRAINING FOUNDATION

## New ideas for assessment: Assessment for learning

29 September 2020  
10.30 - 12.00 CET



### zoom toolbar

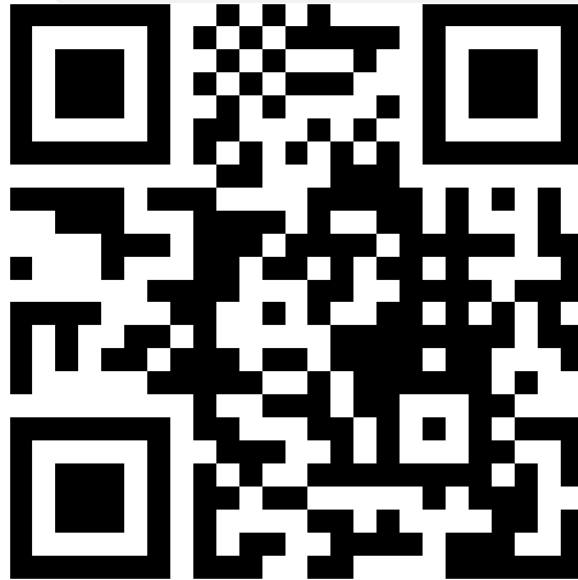
- Unmute**: Mute/unmute your microphone
- Start Video**: Show/stop your video
- Invite**: See list of all participants / Raise your hand to speak
- Participants**: Use chat for questions/ comments (write either to *everyone* or to *individual participant* by selecting the name)
- Share screen**: Share your screen
- Chat**: Open chat window
- Interpretation**: 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)
- More**: Manage Language Interpretation...
- Speaker View**: Choose to view *all participants* or *speaker* only
- Gallery View**: Choose to view *all participants* or *speaker* only

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

GO TO [WWW.MENTI.COM](https://www.menti.com) AND USE THE CODE 12 98 68 2





## **Assessment for learning instead of assessment of learning**

Janet Looney

Director, European Institute of Education and Social Policy -EIESP  
/ Institut Européen d'éducation et de Politique Sociale -IEEPS

# 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 William, 2001)

# A criterion-referenced approach



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

**Active engagement of learners**

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



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

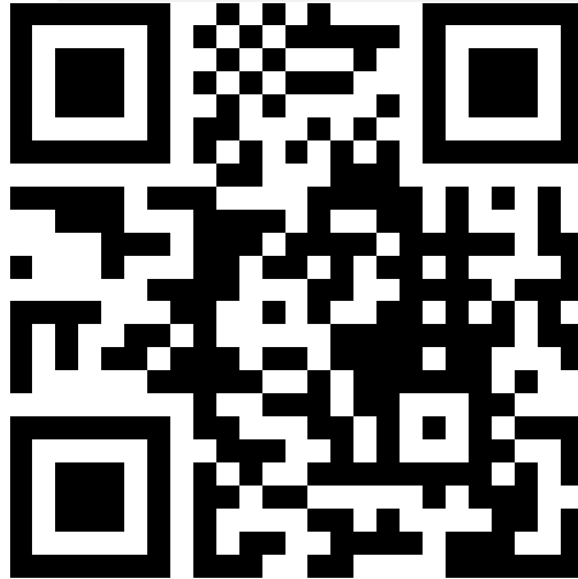
## **Spain**

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](https://openspace.etf.europa.eu).**



**THANK YOU**

You will find all information on: