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SHOULD WE CHANGE OUR APPROACH

TO SUMMATIVE ASSESSMENT?

THE EU AGENCY SUPPORTING COUNTRIES · TO DEVELOP THROUGH LEARNING ·

20 November 2020
10.30 - 12.00 CET

zoom toolbar

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AGENDA

Welcome and aims of the workshop

What happened with summative assessment in 2020?

Mentimeter intermezzo

Authentic modular assessment in Finland

Independent standardised assessment in Kazakhstan

Standardised or authentic assessment?

Q&A and discussion

Closure

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Towards regionally-based standards of occupations

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Assessments should be valid, fair and reliable

- **Validity in assessment** refers to to the degree to which assessments measure what they are intended to measure

- **Fairness in assessment** refers to the consideration of learner's needs and characteristics... Ideally an assessment should not discriminate between learners except on grounds of the ability being assessed

- Assessments are **reliable** if the results may be replicated (over time and across different sites)

STANDARDISED
VS
AUTHENTIC

ASSESSMENTS

Standardised assessments

Defined by the IBE as "Tests that are administered and scored under uniform (standardised) conditions"

Feature close-ended questions (multiple choice, true/false, short answer) – and in the case of large-scale assessments are machine-scored

They re frequently favoured for high stakes tests and examinations, such as graduation or certification; they are more reliable

BUT they may be less valid for measurement of complex competences

Authentic/performance-based assessments

Learners may perform meaningful tasks to show evidence of competence. These may include routine tasks as well as more complex tasks

They may include: simulations; multi-media portfolios; essays; demonstrations of collaborative problem-solving; interviews in which learners talk through their problem-solving approaches

In VET education, assessments in work-based settings provide opportunities for learners to demonstrate their 'real-world' competences of tasks performed in a specific context

BUT they cannot be machine-scored. Investments in training of human raters (internal and external to the programme) and appropriate assessment rubrics are needed to ensure reliability

Balancing validity, fairness, reliability

- One approach to resolving problems in balancing **validity**, **fairness** and **reliability** in the assessment of competences has been to combine multiple choice and performance-based assessments (known as complex assessments).

- A combination of standardised and authentic assessments (work-based, porfolios, etc.) may also allow assessment of a broader range of competences.

- Research and development is underway on more effective ICT-based assessments (virtual reality simulations), but for large-scale assessments, challenges related to validity and reliability remain.

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You will find the Powerpoint on ETF Open Space

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Next Steps
Feedback ☺

Interactive online events on assessment
February - March 2021

Paper on formative and summative assessment

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