SHOULD WE CHANGE OUR APPROACH TO SUMMATIVE ASSESSMENT?
Zoom toolbar

- Close your video – Отключите видео
- Use chat for questions/comments (write to everyone) - Используйте чат для вопросов/комментариев (пишите в общий чат)
- Choose to view all participants or speaker only - Выберите возможность видеть всех участников или только докладчика
- Mute your microphone - Отключите микрофон
- See list of all participants - Посмотреть список участников
- Select the language for Interpretation and keep all the time the selected channel - Выберите язык для перевода и оставайтесь на этом канале
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
GO TO WWW.MENTI.COM AND USE THE CODE 49 83 96 3
Assessments should be valid, fair and reliable

- **Validity in assessment** refers 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"

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

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

BUT they may be less valid for measurement of complex competences
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, portfolios, 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.
THANK YOU

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You will find the Powerpoint on ETF Open Space
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.