



# EFFECTIVE ASSESSMENT FOR LEARNING

**CIDREE conference**

**21-22 June, 2012  
Ljubljana, Slovenia**



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Zavod  
Republike  
Slovenije  
za šolstvo

## EFFECTIVE ASSESSMENT FOR LEARNING

Thursday, June 21, 2012

9.30 – 11.00	Welcome – Gregor Mohorčič, director of NEI  <b>Keynote 1 – Building a common understanding of assessment – Norman Emerson</b>  Discussion on key issues (in small groups)	215
11.00 – 11.30	Coffee Break	
11.30 – 12.30	<b>Session 1 (national level) – Complementary role of teachers, pupils, parents</b> Presentations: Scotland – Alan Armstrong Slovenia – Natalija Komljanc, Leonida Novak, Majda Frančič, Mateja Peršolja Hungary – Matild Sagi	215
12.30 – 13.15	Discussion in groups A, B, C	215I., II., 107
13.15 – 14.15	Lunch Break	Multimedia
14.15 – 14.25 14.25 – 15.05	Hot Issues <b>Session 2 (school, class level) – Assessing and reporting on learner's progress in subjects and soft skills</b> Presentations: Slovenia – Manica Seljak Slovenia – Vilma Brodnik	215
15.05 – 15.50	Discussion in groups A, B, C	215I., II., 107
15.50 – 16.10	Coffee Break	Multimedia
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16.50 – 17.35	Discussion in groups A, B, C Hot issues	215I., II., 107
19.30	Dinner	

**Friday, June 22, 2012**

9.00 – 10.00	<b>Keynote 2 – How to make change work - Sonja Sentočnik</b>	215
10.00 – 10.30	Slovenia, A Case study – Zora Rutar Ilc and Barbara Klemenčič Discussion and sharing of national experience in small groups focusing on changes on class or system/government level	
10.30 – 11.00	Coffee Break	Multimedia
11.00 – 11.40	<b>Session 4 – Sharing Standards and Benchmarking</b> Presentations: France – Maryline Coquide Scotland – Norman Emerson	215
11.45 – 12.30	Discussion in groups A, B, C	215 I., II., 107
12.30 – 13.30	Lunch Break	Multimedia
13.30 – 14.30	Hot issues Feedback of Rapporteurs from four session discussions Panel Discussion	215
14.30 – 15.30	<b>Session 5 – Areas of potential change</b> Personal action plan - opportunity for participants to consider how good practice they have identified at the Conference could be adapted in their country. Speakers and rapporteurs will be available for further discussion and to provide support to individuals Evaluation and conclusion	

## FACILITATORS AND RAPORTEURS IN DISCUSSION GROUPS

21 and 22 June, 2012, Ljubljana, Slovenia

Day 1	Time	Sessions/Facilitators	Rooms	Rapporteurs at panel discussion
	9.30 – 9.45 9.45 – 10.15 10.15 – 11.00	Welcome – Gregor Mohorčič, director NEI <b>Keynote 1 – Building a common understanding of assessment - Norman Emerson</b> Discussion on key issues (in small groups)	215	Norman Emerson
	11.00 – 11.30	Coffee Break	Multimedija	
	<b>12.30 – 13.15</b>  <b>Discussion 1</b>	<b>Session 1 (national level) - Complementary role of teachers, pupils, parents</b> A – Alan Armstrong, Brigita Žarkovič Adlešič B – Rudi Schollaert, Natalija Komljanc C – Matild Sagi, Mateja Peršolja	215 I 215 II 107	<b>Alan Armstrong</b>
	13.15 – 14.15	Lunch Break	Multimedija	
	14.15 - 14.25	Hot issues	215	
	<b>15.05 – 15.50</b>  <b>Discussion 2</b>	<b>Session 2 - Assessing and reporting on learner's progress in subjects and soft skills</b> A – Gregor Mohorčič, Sonja Sentočnik B – Jenne van der Velde, Manica Seljak C – Rudi Schollaert, Vilma Brodnik	215 I 215 II 107	<b>Rudi Schollaert</b>
	15.50 – 16.10	Coffee Break	20	
	<b>16.50 – 17.35</b>  <b>Discussion 3</b>	<b>Session 3 - In classroom assessment</b> A – Maria Jurimäe, Vineta Eržen B – Anita Kärner, Tanja Rupnik Vec C – Noel Loftus, Amalija Žakelj	215 I. 215 II. 107	<b>Vineta Eržen</b>

Day 2	Time	Sessions/Facilitator	Rooms	Rapporteurs at panel discussion
	9.00 – 9.30 9.30 – 10.00 10.00 – 10.30	<b>Key note 2 – How to make change work – Sonja Sentočnik</b> Presentations – Slovenia A Case study – Zora Rutar Ilc and Barbara Klemenčič Discussion and sharing of national experience in small groups focusing on changes on class or system/government level	215	Sonja Sentočnik Rudi Schollaert
	10.30 – 11.00	Coffee Break	Multimedija	
	<b>11.45 – 12.30 Discussion 4</b>	<b>Session 4 – Sharing Standards and Benchmarking</b> A – Maryline Coquide, Fani Nolimal B – Jenne Van der Velde, Meta Borstner C – Norman Emerson, Ada Holcar	215 I. 215 II 107	<b>Meta Borstner</b>
	12.30 – 13.30	Lunch Break	Multimedija	
	<b>13.30 – 14.30 5 minutes per rapporteur</b>	<b>Panel Discussion</b> Reporting of one rapporteur from each session (Session 1-4) who collects feedback from all parallel groups A, B, C  Discussion	215	<b>Alan Armstrong Rudi Schollaert Vineta Eržen Meta Borstner</b>
	14.30 – 15.15  15.15 – 15.30	<b>Session 5 – Areas of potential change</b> Personal action plan  Evaluation and conclusion	215	

## CIDREE INITIATIVE – PROJECT ON ASSESSMENT FOR LEARNING

At the Lyon CIDREE conference in November 2011 it was agreed that the National Education Institute of Slovenia (ZRSS) with support from Education Scotland will lead a CIDREE project on assessment for learning. This will be a solution-focused project, which will enable CIDREE members with specific assessment issues or challenges related to the Project Outline (on page 3) to learn from successful policy and practices that have solved a similar challenge in other member countries.

The project aims to help those CIDREE members participating:

- to facilitate effective policy and practice change by networking and information exchange;
- to relate this information to current practice;
- to review this information with a view to implementing policy change in learning and teaching.

The National Education Institute of Slovenia and Education Scotland have designed the programme for the first conference on assessment methodologies.

**CIDREE members who take an active role as presenters, facilitators and rapporteurs at the conference:**

1. Slovenia
2. Scotland
3. France
4. Hungary
5. Albania
6. Estonia
7. The Netherlands
8. Ireland

The conference will be attended also by three representatives of Agency for Pre-primary, Primary and Secondary Education from Bosnia and Herzegovina.

### **Outline for CIDREE project Effective assessment for learning**

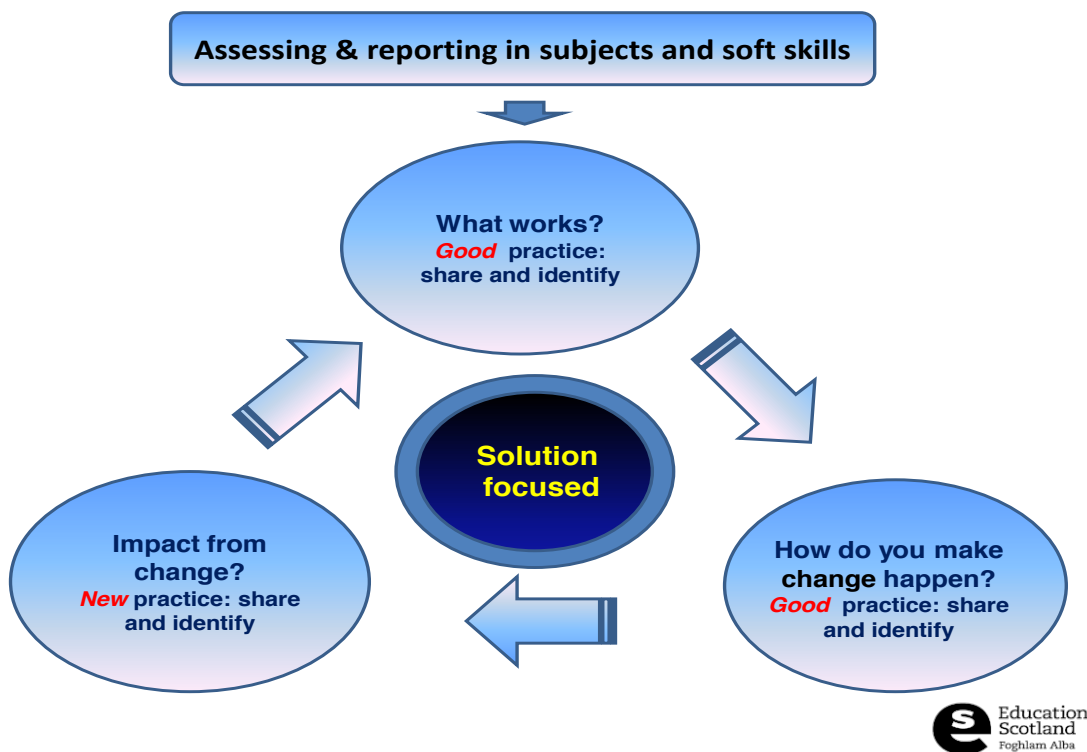
**Project aim:** To help countries seeking to change their assessment policy and practices by identifying effective, evidence-based assessment methodologies that they can adapt and implement to improve their current arrangements and improve learners' achievements

**Key issues** for consideration under the project are effective, evidence/research-based approaches for:

- assessment for learning: in-classroom assessment by teachers, and pupil and parent involvement
- assessing and reporting on learners' progress in subjects and in soft skills
- ensuring the complementary roles of:
  - the teacher
  - the pupil

- parents
- other adults in school
- teachers sharing standards and benchmarking their expectations of learners' achievements.

**Output:** Two CIDREE conferences which will focus on sharing and identifying evidence-based practice relating to specific aspects of the project.



### Plan

- The first conference will examine assessment methodologies and will answer the question “What works” in different countries? It will be organised in Slovenia on June 21-22, 2012. Project members will be able to discuss the good practice they identify at the conference with senior colleagues in their countries and decide before the second conference on the related changes they would like to make to their policy and practices.
- The second work meeting will look at the process of change and answer the question: “How effective evidence is based change in assessment policy and practice implemented at national and local levels?” It will be organised either as an expert meeting of those CIDREE member experts working on the project or it could be connected to the November 2012 conference in Sweden as an extra day.
- The process of change in partner countries will start after the second conference when new practices will be shared and identified. The impact of change in the short-, medium- and longer-terms will be discussed at CIDREE meetings, in CIDREE member organisations and disseminated as joint CIDREE member papers, conference presentations or symposia at various international education conferences and events (ECER, ATEE) in the following months and years.





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## PERSONAL ACTION PLAN

1. List the key issues that caught your attention during this conference – what made you think?

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2. Note the solutions or aspects of good practice that you plan to consider adapting to policy or practice in your country. Set out a few bullet points highlighting the next steps you will take to make this happen.

Solutions / good practice identified?	National / local level? Both?	What next steps will you take to make change happen?
<p><b>Session 1 (national level) – Complementary role of teachers, pupils, parents</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>		
<p><b>Session 2 (school, class level) – Assessing and reporting on learner's progression subjects and soft skills</b></p> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>		

Solutions / good practice identified?	National / local level? Both?	What next steps will you take to make change happen?
<p><b>Session 3 – In classroom assessment</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>Session 4 – Sharing Standards and Benchmarking</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>Keynote 2 – How to make change work</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>		

## Norman Emerson, Education Scotland, Scotland

### Change in Assessment

Recent reviews of educational systems across the world have highlighted a number of common themes emerging in relation to assessment. The following changes have been noted in international comparisons:

- Education systems placing increased focus on assessment for learning
- Countries investing in the development of teachers' understanding of assessment procedures
- An interest in widening the scope of what is assessed including using a less traditional range of assessment techniques e.g. focusing on skill development
- An increased emphasis in describing learning outcomes in terms of standards achieved.
- A merging of curriculum and assessment planning

#### **Why this drive to change assessment practice in so many countries?**

Countries are recognizing the need to have young people develop the appropriate range of skills to suit the technological age. It is understood that traditional assessment approaches measuring only knowledge and understanding will no longer be appropriate for the 21<sup>st</sup> century work place. There is an international drive to broaden assessment approaches to provide a greater focus on problem solving, thinking skills and a range of competencies.

All countries in attempting to change familiar and long established practices in assessment are finding that the process of change is slow, complicated and open to challenge.

A number of countries have introduced assessment for learning approaches as a way of looking at widening the scope of what is assessed and to give greater autonomy to teachers in the assessment process. In Scotland, **Assessment for Learning (formative assessment)** has been developed to be:

- Integral to the learning process
- Motivate pupils
- Promote understanding of goals and criteria
- Help learners know how to improve
- Develop the capacity for self-assessment
- Recognize a broad range of achievement

This marks **assessment for learning** out from **summative assessment** which comes at the end of the learning process and aims to assess knowledge and understanding at a given point in time. Summative assessment also tends to be one way – from teacher to learner while formative assessment tends to provide ongoing feedback to the student. Summative assessment tends to provide the learner with a set of pre-set questions while assessment for learning is much more dynamic and interactive. There is a great deal of focus on summative tests when they are developed to make sure that they are **valid and reliable**.

Some countries where there has been a move towards a greater dependence on teachers' judgements of learners' performance have introduced systems of **moderation** to ensure that the judgements made reliable and consistent.

Countries are also addressing issues associated with the need to provide information on the progress of individual pupils, schools, regions and countries. In Scotland we have tried to reduce these tensions by aiming to develop a coherent assessment system which looks to ensure that we have a system of **accountability** which does not have negative unintended consequences in classroom practice. A major part of this coherent system is the role of the Scottish Survey of Literacy and Numeracy which samples pupils the performance of schools without identifying individual pupils or schools. The sample allows the Scottish Government to know how well learners are doing across the country without the individual schools being held to account for their performance.

#### **Exploration of what we mean by:**

- formative assessment/-assessment for learning
- summative assessment
- reliability and validity
- moderation
- standards
- accountability
- sampling surveys

## **Alan Armstrong, Education Scotland, Scotland**

### **Ensuring the complementary roles of teachers, pupils and parents**

Education systems, schools and teachers must ensure all our children and young people achieve the high standards required for life and work in the 21<sup>st</sup> Century. The knowledge and understanding, skills and capabilities that they will need for their future will be different from those in the past. Their environment will be more challenging but with greater opportunities if we prepare them properly. They must be adaptable, resilient, creative and enthusiastic learners who know how to learn now – and throughout their lives.

So – it follows that all partners involved in the education of children and young people must work together to promote the most effective learning, in whatever setting it takes place, including the school, home or community. Those involved in planning, supporting, designing and providing learning opportunities include:

- teachers and other practitioners at all levels – early years, primary, secondary, voluntary organizations, youth workers
- young people, their parents, careers and families, other children’s services (health, social work, police).

How can all partners work together to combine and share assessment information that will help to improve learning? What is the right assessment information to share? When do partners find the time to share and discuss? How do we make sure all learners in all schools benefit from the involvement of all partners? No child must be left behind.

This presentation will demonstrate how Education Scotland is supporting schools as they work to enhance the roles of parents, pupils and teachers in assessment practice. It will highlight the support that Education Scotland Development Officers have provided to schools in taking forward their partnership work for reporting to parents and profiling progress. A significant focus of this partnership has aimed to broaden the scope of what we have traditionally recognised as “achievement”. Over the last year, Education Scotland has been working with over 60 schools to support them in the development of these processes. A range of practical materials completed by the schools and quality assured nationally has now been published on the National Assessment Resource, with associated support and advice for teachers.

How did these schools meet the challenges of preparing teachers and other practitioners, pupils and parents to play their roles in the assessment processes? How did Education Scotland work with the schools to help them, quality assure their approaches, and share their good practice across the country to promote change?

## Natalija Komljanc, The National Education Institute, Slovenia

'Reformers, dreaming about changing the education for the better, almost always see a need to include assessment and testing in their plans. They frequently see them as the main instruments of their reforms' (*Black and Wiliam, 1998, p.80, Inside the Black Box, London, King's College Press*).

Over two decades, there has been a major interest in a number of countries on 'assessment for learning' (AfL) or 'formative assessment' (FA). One of the driving forces for this has been the work of *Black and Wiliam (1998)*, from the Assessment Reform Group in London. From 2005 ahead, also in Slovenia, we have a research-applicable project, titled 'Didactic of assessment knowledge – Formative assessment'.

Researchers encourage teachers to use assessment for effective learning, because it has benefits for pupils and teachers, in their learning process. They are more informed and willing to make their knowledge in more affective and optimal way. The formative assessment became the moving force of learning process, especially effective feedback system, because it provides data about instructional units in progress and students in action. The data helps to develop the final curriculum product and help students adjust to their learning tasks, using the feedback they receive.

The Slovene programme of AfL includes:

1. 'Prior knowledge': strong and weak prior knowledge
2. 'Goals': the contents of learning and its process
3. 'Achievements': working and presenting the achievement

With formative assessment, knowledge builds on strong, already formed knowledge and personal interests. With strong knowledge, students can eliminate weaknesses and explore new knowledge. Student is directed to a personal goal, written as the expected result, adjusted with the standard of knowledge. The expected result is a student's statement about what he/she would like to learn and present the outcome. Personal goals offer opportunities for independent, collective learning and performance outcome respectively. Portfolio represents a student's progress, achieved with quality formative assessment of a teacher, parent's encouragement and the use of different sources and learning opportunities. From the teacher's point of view, formative assessment is adapting lessons to the standard. From a student's point of view, formative assessment is adopting prior knowledge to the expected results.

Summative assessment is the final goal of an educational activity, which includes the data from formative assessment knowledge.

Action research in research-applicative project is recommended for implementing AfL in classroom.

## **Matild Sagi, Oktatáskutató és Fejlesztő Intézet – OFI, Hungary**

### **Expanding utilization of National Assessment of Basic Competences**

National Assessment of Basic Competences was introduced in Hungary in 2001. Since 2007 all students in grades 6, 8 and 10 are assessed at the end of every academic year (on a given date everywhere in the country) as part of the normal school-year schedule. Assessment currently covers two key competences of reading and mathematical literacy. Besides of the institutional-level background questionnaire, all students' parents are asked to complete a/the questionnaire related to family background. Parental background questionnaire is optional, the response rate is about 80 %. In addition to the school-level results - which are available for public - data on every pupil is available for their parents and teachers.

The Aim of my presentation is to provide review of results of National Assessment of Basic Competences that are used at school and system levels as well as in the educational career of individual pupils. We focus on the question of how the assessment gives rise to heightened quality of schools, teaching and learning.

Results of assessments are used in various ways by various stakeholders. Schools are the primary users of the outcomes of the NABC. During the last decade increasing proportion of schools interpret and analyze results, hold meetings discussing their standings and analyze relevance of results on school development plan. Accountability of schools and teachers has become a dominant issue. Results help schools' internal evaluation processes by providing them data about their performance. National reports are becoming an important part of policy decision making as well, along with the use of the assessment database for research purposes.

Difficulties in appropriate way of interpretation of findings constrain extension of utilization of results as an instrument for school-level development strategy. Ensuring that national assessment findings influence school leaders as well as the practice of classroom teachers to improve student learning is a challenging and complex task. The contribution of individuals who are in close contact with the day-to-day operation of schools (teachers, inspectors, supervisors, or advisers) are particularly important in the development process.

Our proposed development project will try to find and improve the best practice of school-level utilization of results of National Assessment of Basic Competences. In the process of development we will pay a special attention on the question of how the results can be shared more widely across schools and teachers.

## **Manica Seljak, Gimnazija Jurija Vege Idrija, Slovenia**

The project Raising Consumer Awareness was carried out in the third grade of grammar school (17-year-old students). The project is a cross-curricular one and it is based on authentic project work. Teachers of different subjects are involved: English, biology, chemistry and PE.

The overall aim of the project is to raise the awareness of students as consumers. In the end students are expected to be able to critically view information that a consumer has access to and are capable of making better choices for a healthier diet.

In the introductory part the teachers of biology and English were both present in the classroom. The film Food Inc. was watched and discussed. Being familiar with the situation in the US, students were asked to make hypotheses about the situation in Slovenia. Then they were divided into pairs and they were given the topic they were going to research in detail (e.g. meat, fruit, vegetables, milk, eggs, etc.). Teachers provided questions that served as the basis for research. As part of the research, analysis of the food market in Slovenia was required. They also contacted food producers, farmers, shops, etc. They critically judged the information that a Slovenian consumer has access to.

In the stage of research, each pair had at least one consultation with a teacher. They checked how research was progressing and what else could/should be done to find adequate information. The teacher advised the students and already gave them some feedback on the work that had been carried out.

In the end the research was presented in front of the class. A short discussion followed each presentation and students were able to ask questions and contribute their ideas and experience.

The project was concluded by a discussion on the general situation in Slovenia and how right/wrong they were in their hypotheses. Students were also expected to suggest ways of improving consumer awareness.

In the end, each student got feedback in the form of a conversation, based on assessment criteria for biology and English. What was included in the formative assessment was also how well the student took part in the final discussion that followed the presentation, which showed his understanding of the topic.

To make the project sustainable we plan to carry it out every few years. In addition, short summaries of research will be published on the school web page. Students themselves stated that after the project they were much more aware of how important it is to think about what you eat and to critically judge the information we are given in this world where the most important idea is to sell the products, no matter how good they are for the consumer.



## **Edlira Sina-Mezini, Instituti i Zhvillimit të Arsimit - IZHA, Albania**

### **“Working Together for Assessment of learning” *Student’s assessment; a possibility of teachers’ professional growth***

Educators, curriculum specialists are emphasizing that teaching goals must encourage to students skills such as critical thinking, research, and problem-solving. Student’s assessment is an integral part of instruction (teaching) process which gives students the chance to express freely their thoughts, ideas; to reason and take part actively expressing their abilities and skills during the teaching process. Skills and knowledge can be acquired through a teacher-student cooperation aiming to achieve a final goal.

Assessment is a daily process for teachers; they are familiarized with techniques used to gather information from students and to communicate it to their parents, students and other teachers.

Possibilities for professional growth are going to be offered to all teachers to support them and to improve their abilities do diagnose learning needs and to assess student achievements and performances.

Re-dimensioning of assessment programs must be treated as an important part of teaching and learning process. To prepare a rich student’s assessment program, teachers should improve their teaching programs aiming their adoption to students’ needs of learning.

Learning and continuous progress requires the application of a several teaching strategies by the teacher. An integral part of these strategies there is a wide specter of practices and techniques of student’s assessment which help in the process of these forms of knowledge assessment.

The practices of assessment must be at the same line with the changes of curricula and teaching processes offered to all students. Adopting of assessment techniques might ask a change of factors such as usage frequency, criteria for judgment of student’s performance, the necessary time to complete the assessment activities and the kinds of assessment techniques.

Teachers are under continuous pressure to raise the level of responsibility towards students, parents, tutors, and other community members. A well-detailed plan on student’s assessment can help teachers to accomplish their professional duties better.

Integrating assessment plan with that of other colleagues begin by considering which colleagues constitute a natural or logical group with whom you need to integrate your student evaluation program.

Maintaining good communication channels between home and school is important with all students, but with students having difficulties in school, the importance escalates.

Student's assessment is one of the teacher's responsibilities that requires a high level of expertise and a high level of professional judgment. The improvement of assessment practices serves to the improvement of teacher's professionalism too.

The assessment club offers an opportunity and a mechanism to explore the potential for standardizing the ways of assessing your students and the improvement of teacher's professionalism.

## Vilma Brodnik, The National Education Institute, Slovenia

The updated curricula for history in primary and grammar schools are recommended with the aim of constructing various kinds of knowledge on various levels. General and operational objectives in the curriculum for primary school and general and thematic objectives in the curriculum for the grammar school include three types of knowledge:

1. declarative (knowledge and understanding of historical events, phenomena, processes),
2. procedural (developing skills and abilities) and
3. the relatively knowledge (developing and promoting relationships, attitudes, practices and views).<sup>1</sup>

All three types of knowledge are covered in the standards of knowledge, which defines the curriculum for primary school and under the expected outcomes/results in the curriculum for grammar school.

Know the objectives, standards and expected outcomes expressed, so that it covers the construction of five standards as defined in the Marzano's taxonomy, namely: the complex thinking, work with resources, effective communications, cooperative learning and cognitive habits. Writing objectives, standards and expected outcomes are considered mental processes of complex thinking as: comparing, classifying, conclusion, reasoning, analysis of the perspectives, proceedings, investigation, problem-solving and invention.<sup>2</sup> In addition to lower levels that refers to detecting and acquire knowledge, make a mental processes of complex thinking as well as the construction of more complex level, such as expanding and deepening, and meaningful use of knowledge through critical and creative thinking.

In the didactic recommendations in primary and grammar school's curriculum defined levels of verification and validation of knowledge, covering the declarative and procedural-procedural knowledge. The first area relates to the knowledge and understanding of historical event, phenomena, processes and concepts and the second area relates to the analysis, synthesis and interpretation of historical sources.

In both of these areas are set out indicative criteria for the verification and validation of knowledge, which are in conformity with the objectives, standards and expected outcomes of knowledge. Both the history curriculum for primary and grammar schools bring also the indicative criteria for verification and evaluation of products in the context of project work.

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<sup>1</sup> Programme elementary school. History. Curriculum. Ljubljana: Ministry of education and sport, National Education Institute, 2011.

Curriculum. Gymnasium. History. General Gymnasium: compulsory subject (280 hours). Ljubljana: Ministry of education and sport, National Education Institute, 2008.

<sup>2</sup> Marzano, R. J., Pickering, D., Mc Tigh, J. (1993). *Assessing Student Outcomes, Performance Assessment Using the Dimension of Learning Model*. Alexandria: Association for Supervision and Curriculum Development.

## Maria Jürimäe, Anita Kärner, University of Tartu, Estonia

**Formative assessment** (*kujundav hindamine*) as term was introduced in Estonian National Curricula for Basic and for Upper Secondary Schools in 2011. The whole idea has been familiar to some of our teachers, especially class-teachers (some of them with Step-by-Step background), and some private schools (e.g. Waldorf schools) having special approach to teaching and learning, characterized by student-centeredness, motivating ways of pupils' assessment to give the students more ownership and responsibility in the learning process.

### **The study**

Conceptions and understandings connected with assessment in general, and formative assessment as focus were investigated. We were interested, how teachers and parents understand the main functions of assessment and which factors support the use of formative assessment. Focus group interviews with teachers and parents were conducted in 8 Estonian schools, half of them with previous experiences in formative assessment. Teachers of different subject areas and school levels were represented. Altogether 50 parents and 54 teachers participated.

### **Results**

Analyse indicated **the concept of assessment is organically connected with the concept of teaching and learning**. In FA schools teachers see themselves more as partners and motivators of students learning. They emphasize their belief in all students' ability to learn and achieve the intended outcomes. These values are shared by the parents of these schools, and also by some parents in "ordinary" schools.

Teachers and some parents in ordinary schools believe in teachers' most active role in the teaching-learning process. Their arguments support the traditional knowledge transmission model of education.

Teachers in FA schools interpreted the concept of *assessment* broader: as feedback to all agents of the teaching-learning process, motivating students, shared goals and success criteria, discussions, self- and peer-assessment, etc. Similar ideas were expressed by some teachers of ordinary schools. However, in many ordinary schools and also in the schools using the FA for a shorter period, "assessment" and "grading" were used as synonyms.

The **informative function** of assessment was considered important in all schools. In relation to the **motivating function** ordinary schools teachers expressed the idea about extrinsic motivation/ performance goal/ performance avoidance goal. The **selective function** of assessment was mostly stressed by the teachers of a school choosing pupils through the competition by using attendance tests.

Motivated teachers, active learners, positive attitude of parents, pressure from learners and parents, support from school leadership occurred as factors in implementation of formative assessment.

## **Noel Loftus, National Council for Curriculum and Assessment (NCCA), Ireland**

### **Assessment for Learning: Re-envisioning assessment in the Irish primary school**

This presentation provides an overview of a small scale project in Ireland that supported primary teachers in re-envisioning their classroom assessment practice. This work was part of the wider Primary School Network that was established by the National Council for Curriculum and Assessment (NCCA) to facilitate teachers coming together, sharing their experiences and expertise, and using it to build new knowledge around curriculum and assessment.

The assessment strand of the Primary School Network was concerned with developing responses to the challenges reported by teachers in a review of the Primary School Curriculum in Ireland in 2008. It also helped identify new insights about assessment which are now informing a new phase of curriculum development in Ireland. The reported challenges in assessment related to using a greater range of assessment methods, providing feedback to children, and making judgments about children's progress. The presentation will look at how the teachers were supported over the course of the work as they engaged in a re-envisioning of their assessment practice and, in particular, as they tried out the assessment for learning (AfL) approach in their classrooms.

As the teachers shared their experiences with their network colleagues they developed a range of materials which they, in turn, were willing to share with other teachers. The materials—presented using a multi-media approach— include a range of video footage showing teachers using the AfL approach to support pupil learning, samples of children's work with teacher commentary, and some assessment techniques that the teachers reported as useful in their classrooms. Excerpts from some of the materials will form part of the presentation.

The materials are based on the practical experiences of the network teachers and reflect their understanding of what works well in AfL, especially what works well in their classrooms. They reflect the view that assessment is an everyday part of teaching and children's learning. Collectively, the materials are a 'way in' for teachers and schools to gain practical insights into the positive contribution that assessment can make to children's learning. They are not intended as 'the answer' or a 'quick fix' to assessment challenges, but instead offer practical support to the individual teacher or whole school staff in re-thinking assessment practice. To that end, the presentation will also explore how the assessment materials were shared more widely with other teachers in Ireland.

## Sonja Sentočnik, The National Education Institute, Slovenia

### How to Make Change Work

There is substantial theoretical knowledge about change implementation and change management in schools. We know how change works and why it often does not work. We know that:

- implementing change in schools requires understanding schools as complex systems, consisting of autonomous entities that are continually searching for an identity and direction;
- loosely coupled character of schools means that change cannot be implemented by a top-down, rational approach;
- expanding the coupling between the parts means that teachers must be involved in the decisions about the change objectives (why is change necessary? What exactly do we want to change?), and given discretion on how to put the change in practice;
- as professionals, teachers value autonomy in their work, in their own development, and in their relationships with colleagues and clients (students, parents, community) – school faculties are fragmented as a result of everyone following their own direction, which makes establishing learning communities difficult;
- change in school will be successful if teachers have the ownership of the innovation;
- »quick fixes« lead to superficial change, deep and meaningful change requires building professional skill and capacity in those involved in change – which requires time; teachers need on-going professional development training and support to develop the necessary knowledge, skills and competencies necessary for realizing change objectives;
- individual needs are paramount in the process of change, change is a personal experience requiring intimate agreement for which emotional and mental paradigm shift is often necessary;
- conflict and disagreement are not only inevitable but fundamental to successful change provided that the psychological basis of resistance is understood by the change agents;
- effective leadership is the key – leaders need to understand the deeper norms, values and beliefs of their teachers and clients, reinforce the positive, provide moral support, create a climate of trust, confront and deal with problems, provide clear sense of direction (set clear expectations), establish collaborative culture of inquiry, self-evaluate the progress and celebrate successes, and share their leadership with others;
- changing the culture of schools is the real agenda, not implementing single innovations;
- schools do not operate in the vacuum, change needs to be supported at the national level – without state-level policies and resources large-scale sustainable change is impossible. On the other hand, trying to control everything and imposing top-down control does not work, rather, a balanced »pressure and support« is necessary;
- etc.

When considering implementing the change such as creating a better balance between assessment of learning and assessment for learning in schools, we have to be aware that we are talking about deep change, often referred to as a »tectonic« change (because of its strong and widespread impact). Assessment of learning has been a norm in schools throughout Europe for a long time. While assessment of learning is important for auditing purposes, it should not dominate within the classroom. Why not? Research has shown that assessment for learning can be the most powerful tool for effective learning (Black&White, 1998; Wiggins, 1998). It raises student achievement as reflected in periodic summative assessments, and helps especially low achievers more than other students to raise their achievement (Fullan, 2003).

Changing deep seated habits of testing and grading practices, which rely on national statewide testing programs and on international test scores to determine whether schools are delivering and students are learning, is not easy. Relying on the assessment of learning results to judge the quality and accountability of schools on the national level has a deep effect on the schools and teachers, who spend a lot of time conducting grading at the end of instruction to determine what students have learned, instead of focusing on the assessment for learning to support learning. Another reason for the prevailing focus on the assessment of learning in schools is that teacher preparation programmes at the universities fail to prepare teachers for the use of formative assessment in the classroom. Teachers are not certain how to provide effective and informative feedback to students throughout the learning process, required by the assessment for learning, with the expectation that the students will then self-regulate and be actively involved in their own learning. They doubt their students' ability to do so, and they also have doubts about whether giving students the responsibility for learning will not threaten their authority as teachers. Their perception of shortage of time due to the need for content coverage (often imposed by the external final exams) does not support their efforts to adjust teaching based on the results of assessment. On top of that, teachers often do not recognize the profound influence that assessment has on the motivation and self-esteem of students, thus remaining unaware that changing their assessment paradigm is a moral imperative – students are entitled to a more educative and user-friendly assessment system.

What can governments (ministries) and agencies do to promote assessment for learning?

What can schools do?

What can teachers do?

## Zora Rutar Ilc, The National Education institute, Slovenia

One of the main aims of the Slovenian National Education Institute is to support schools in implementing changes in the practice of teachers and experience of students. One of the most important areas for change implementation is the area of assessment, especially assessment of so called complex outcomes (for example outcomes from interdisciplinary learning and projects).

This area is especially delicate and demands great attention and thoughtful strategy.

Therefore we had to investigate both:

1. the concept level of change implementation, that is concepts and models of assessment
2. and the strategic level: how to implement these concepts and models.

In this presentation we discuss both levels: conceptual ground for assessment of complex outcomes (especially assessing of understanding) and principles of our work with schools with the intention to describe the implementation of new practice of assessment into schools with the support of school development teams.

The experience from our past projects was that the top down activities with schools lead to resistance, low motivation and weaker dedication.

We realised that only the co-creation of the process make the teachers feel the changes as their own. We stimulated schools therefore to establish different development teams for different fields of action as change agents, which should facilitate the change processes and manage it on their field. One of such project teams was also the project team for assessment of complex outcomes.

The main principle of our approach with schools was the implementation of new practice through common training and inner multipliers – inner project teams for assessment.

That means that they were educated in such a way that they could use this method in their own work in their own schools. The presentations, the workshops and the cases could be used in the same (or adapted) way with their colleagues.

All these project teams from different schools established also a supportive net for exchange of cases and experience and support each other with experience, critical friendship and reflection.

Our role was in offering consultations and giving the feedback on their cases, that were put into the common e class.

The concepts which were especially exposed, highlighted and discussed in our education programme for project teams, were the following:

- concepts of complex outcomes and concepts of knowledge and competences for all
- concept of understanding, learning for understanding and teaching for understanding



- the principles of validity in connection with designing tasks for assessment (content validity, taxonomic structure, authenticity) and in connection with defining criteria and descriptors.

The steps in two year process of connecting the education programme for project teams for assessment and the implementing changes in their schools were therefore as follows:

- Discussing concepts of knowledge and competences and the nature of complex learning outcomes
- Defining learning outcomes
- Connecting learning outcomes and criteria
- Defining descriptors
- Designing tasks for assessment (content validity, taxonomic structure, authenticity).

## **Barbara Klemencič, Gimnazija Jožeta Plečnika, Ljubljana, Slovenia**

### **TEAM EVALUATION AND ASSESSMENT IN SLOVENIAN, MATHS AND ENGLISH CLASSES AT GIMNAZIJA JOŽETA PLEČNIKA LJUBLJANA**

In the school year 2009/10 interactive team teaching programme was introduced at the Gimnazija Jožeta Plečnika, Ljubljana, as part of the update of the high school programmes. For the third year running the 4<sup>th</sup> year students attend weekly team-taught lessons in the three compulsory matura exam subjects: Slovenian, Maths and English. The introduction of the new teaching method enables a different approach to the evaluation and assessment of the academic achievements, especially with more complex contents (writing invitations and reports, preparing a panel in Slovenian; writing an essay, a report, a formal letter, giving a presentation in English).

Team evaluation and assessment has been planned from the beginning of the school year 2011/2012. By the beginning of the 4<sup>th</sup> year students have already adopted certain ways of assessment and they have familiarized with the criteria for the external assessment at the matura exam. Therefore introducing a new method of evaluation and assessment which involves two teachers demanded thorough planning on the part of the teachers, as well as providing clear instructions for the students and their familiarization with the criteria. In the course of planning team evaluation and assessment the two teachers worked closely together, shared their expert knowledge in the subject matter, brainstormed for new ideas or provided suggestions that worked well in the previous tests. Team teachers prepare evaluation and assessment papers together and they also grade them in pairs. Such assessment provides increased objectivity; the final grade is a result of harmonization of both teachers' grades. There are less conflict situations in class since the student is given an explanation for the grade from both teachers.

In English classes we have carried out team evaluation and assessment in writing an essay, a report and a formal letter, giving a presentation with visual support and a simulation of the matura oral exam. In order to carry out successfully such a project we find it essential for both teachers to have a similar understanding of the aims of evaluation and assessment of the academic achievements. The criteria need to be agreed upon and implemented in the same way, which requires a lot of training and experience. Both teachers need to be open for new experiences; they encourage the students' self-confidence by focusing on individual students rather than on a group. They offer advice and encouragement and suggest improvements of the students' weaker points.

The work so far has been favourably accepted by the students who acknowledge the benefits of team teaching and of team evaluation and assessment of their academic achievements. The team teachers follow the students' development and more easily centre their attention to the points which require additional explanation or practice. In the future we would like to introduce more alternative ways of team assessment of less standard student work such as project reports, seminars, reading diaries, which have up to now been assessed individually.

**Maryline Coquidé, IFE – Institut Français de l'Éducation, Lyon, France**

### **EFFECTIVE ASSESSMENT FOR LEARNING**

The introduction to the common base of knowledge and skills is a key issue in France where it was necessary to set up a new tool for assessing students: the book of knowledge and skills.

The French contribution shall be based on the appropriation of the competence "practicing a scientific investigation and problem solving" by the science teachers. What are the activities that teachers of physics or biology offer in terms of learning activities and evaluation?

This approach analyses the evaluation situations related to middle school that are being proposed by the Ministerial website "Eduscol", and the situations of two academic institutional websites (*academies* i.e. regional educational authorities in the areas of Orleans-Tours and Créteil). Each of the activities proposed in these situations had been analysed in form and content.

The main results show that the proposed situations on the national site Eduscol are to be used both in terms of learning and assessment. The situations provided over the two academic websites were developed by science teachers. They represent their interpretation and their evaluation of capacity and competence studied.

The analysis presented shall highlight different interpretations of the assessment of this skill.

## **Norman Emerson, Education Scotland, Scotland**

### **Sharing Standards and Benchmarking**

Following the National Debate on the future of education in Scotland in 2001, the policy on assessment was changed to a move away from an over-reliance on summative assessments towards a greater emphasis on the judgements of teachers in assessing the progress of learners. High stakes tests continue to be a feature of the examination system for 16-18 year old students but for learners aged 3-15, the professional judgements of teachers should provide the main basis for measuring the progress of individual students.

This shift in policy towards assessing progress of learners based on teachers' judgements has been welcomed but it also presents a major challenge- How do we make sure that the judgements made by teachers in Scotland are consistent and robust and that the standards applied in Edinburgh are the same as those teachers in the Western Isles? In Scotland we are attempting to answer this question through the development of a National Framework for Quality Assurance and Moderation.

This presentation will describe how Education Scotland is supporting quality assurance and moderation arrangements and how we are working with Education Authorities to develop teachers' skills and assessment expertise so that they have a secure understanding of the standards which children and young people are expected to achieve in their learning.

This session will explore how this understanding of standards is being supported through the provision of a range of illustrative materials on the National Assessment Resource and how teachers use this material as a basis for judging their own student's performance. There will also be an opportunity to review how moderation groups come together within individual schools, clusters and regional groups to quality assure planned approaches to learning, teaching and assessment as well as sampling and checking learners' work to ensure consistency in applying standards. A feature of the session will be the role that portfolios of evidence play in the moderation process and how teachers and students select a range of work done throughout the year as the basis for sharing evidence of progress.

An important part of the session will explore Education Scotland's role in supporting the development of consistency in teachers' understanding of standards across the country. This includes a partnership approach with local authorities to provide opportunities for staff to collaborate in moderation activities at authority level, cross authority level and national level. The important role of the National Coordinators in taking forward this aspect of the development will be highlighted.

## **Glossary of Assessment Terminology**

**Prepared by Sonja Sentočnik, The National Education Institute,  
Slovenia**

### **ASSESSMENT**

**The term assessment** is an umbrella term for assessment and grading. It refers to all the activities undertaken by teachers and by their students aimed at assessing the characteristics and quality of a teaching and learning process and its results. It occurs throughout the learning process as well as at the end of the learning unit. When an individual or school assesses their own learning process, we talk about **self-assessment**.

*Assessment and evaluation are not synonymous. Wiggins (1998, p. 192) offers the following explanation of the terms: In assessment, we place student performance on a continuum, for example, we might describe the performance as novice and the work as strong in voice but inconsistent on organization, as judged against performance standards. An evaluation adds another layer of judgment, which can be posed as a question: Given where a student is as determined by assessment, is that acceptable or unacceptable performance at this point in the student's career? We make a judgment whether such performance is good or bad in light of the fixed (institutional, national) passing score or standard.*

#### **Differentiating Assessment According to its Purpose**

**Assessment for Learning** comprises two phases: diagnostic assessment and formative assessment, the latter should be based on a variety of information sources (e.g., portfolios, works in progress, conversation, student-teacher conferences). These data sources are used to promote student learning. It is essential that a student receives *feedback*, which is specific, descriptive, and relates to the student's intent versus his effect in relation to the standards and learning outcomes, thus helping students to recognize what they have done, and empowering them to decide what they want to do in light of the expected outcomes and standards. As teachers check on understanding, they can adjust their subsequent teaching strategies to enable students to achieve their learning targets. No grades or scores are given, rather, the focus is on record-keeping of individual growth throughout the learning process.

**Assessment as Learning** occurs throughout the learning process, and is aimed at making students aware of the goals of instruction and performance standards. Teachers can embed such assessment into the learning process by including students in setting learning outcomes, monitoring their progress, and reflecting on it, which supports the development of their metacognitive skills. It implies students' ownership and responsibility for moving their thinking forward.

**Assessment of Learning** comprises summative assessment and grading, and occurs at the end of the learning unit. Results in a form of a letter or number grade are communicated to the students and parents.

### **Functions of Assessment**

**Diagnostic Assessment** is used to determine what a student does or does not know about the topic (prior knowledge). It is also used to determine a student's learning style or preferences so that teachers are better able to accommodate a diversity of intelligences, talents, and interests. It occurs at the beginning of a unit of study, and makes up the initial phase of assessment of learning. The purpose is to inform instruction.

**Formative Assessment** is used to determine progress in students' knowledge and skills, including learning gaps, as they progress through the unit of study. It occurs during the course of a unit of study, and makes up the subsequent phase of assessment for learning. The purpose is to a) *inform instruction* (it informs teachers how to adapt their teaching to students' needs, and use suitable interventions to prevent individual student failure), and b) *guide learning* (students get feedback and support to self-regulate their learning).

**Summative Assessment** is used to determine the level of student achievement (extent and quality of knowledge, and level of understanding) against expected standards. If the minimal standard is not achieved, the summative assessment results serve to inform further instruction aimed at eliminating the gaps in learning. If the results of summative assessment are satisfactory, teachers can proceed to assessment with the purpose of assigning grades to students.

### **Grading**

**Grading** occurs at the end of the learning process, and is used to sum up/measure students' achievement in a form of a descriptive, number or letter grade. Its purpose is guiding and selecting, rather than educative.

### **Perspectives on Assessment for Grading and Reporting**

**Criterion-Referenced Assessment** – the assignment of grades by comparing a student's performance to a defined set of standards to be achieved, targets to be learned, or knowledge to be acquired. It requires clear standards and assessment criteria. It is based on the research that has shown that the seemingly direct relationship between aptitude or intelligence and school achievement depends on instructional conditions, not on a normal probability curve. When the instructional quality is high and well matched to the students' needs, the magnitude of the relationship diminishes drastically and approaches zero.

**Norm-Referenced Assessment** – the assignment of grades by comparing a student's performance with the performance of other students in a well-defined group who took the same test. It connects to the belief that the distribution of students' intelligence test scores approximates a normal probability curve. Since innate

intelligence and school achievement were thought to be directly related, distribution of grades on the curve (some advocates even specified the precise percentage of students that should be assigned each grade, e.g., 6-22-44-22-6: 6 percent would get an A, 22 percent B's, and so forth) seemed to be fair, a means to avoid teacher subjectivity. Today we consider the fairness of grading on the curve a myth (Guskey, 1996).

**Assessment (Learning) Criteria/Scoring Rubrics** consist of a set of criteria that describe the characteristics of student performance for each score point. Each criteria is described on a three to five point scale, the descriptions contain quality indicators and standards

**Standards** point to and describe a specific or desirable *level* of exemplary performance. Minimal standards are normed - they define a level that we believe a large number of students ought to meet if they persist and are well taught. There are essentially three kinds of educational standards:

- ❖ *Content Standards*: What should students know and be able to do?
- ❖ *Performance Standards*: How well must students do their work? How well is well enough?
- ❖ *Task (work-design standards)*: What is worthy and rigorous work? What tasks should students be able to do?

Standards are made concrete by **criteria**. It is a standard that students should leave school able to write well. Criteria identify what we mean by well.

### Characteristics of Assessment Results

**Validity of Assessment Results** is the soundness of a teacher's interpretations and uses of students' assessment results. Assessments used in grading should reflect the important content and learning outcomes specified in your lesson plans and curricula, and emphasize what you have taught.

- ❖ **Content validity** – the degree to which the grade (test or task) covers everything that is important in a given subject.
- ❖ **Construct Validity** – the degree to which the assessment procedure measures what it intends to measure (e.g., Does this set of questions, presentation, etc. intended to measure problem solving really reflect higher order abilities rather than just recall?).
- ❖ **Internal validity** – the degree to which test items, tasks, procedures, and assessment criteria are in sync with instructional content and goals.
- ❖ **Predictive validity** – the extent to which individual's future performance can be predicted from their prior performance on an assessment instrument.
- ❖ **Consequential validity** – the effect the assessment has on student learning and performance.

**Objectivity** is the degree to which two or more qualified assessors will agree on the score or grade to assign a student's performance.

**Reliability** refers to the consistency of assessment results.

**Performance Assessment** requires students physically *to carry out* a complex, extended *process* (e.g., present an argument orally, play a musical instrument) or produce an important *product* (e.g., write a poem, report on an experiment, or create a painting). The complexity of the task distinguishes performance assessment from the short answers, decontextualized math problems or brief (one class period) essay tasks found on typical paper-and-pencil assessments.

**Authentic Tasks** are performance tasks that replicate the kinds of challenges that adults face in the workplace and in their personal lives. They require students to use their knowledge and skills wisely and effectively to solve unstructured problems, the solution of which involves more than following a set routine or procedure. Instead of reciting, restating, or replicating through demonstration what he or she was taught or what is already known, the student has to carry out exploration/investigation, etc. (e.g., *do* history, science, etc. in realistic simulations or actual use), thus using his/her knowledge innovatively to fashion a quality product or performance. Authentic intellectual work thus demands construction of knowledge, disciplined inquiry, and value beyond school. Teachers' scaffolding is used to provide opportunities for students to rehearse, practice, consult resources, and get usable feedback to self-adjust and refine performance and products as needed (Sentočnik, 2000; Wiggins, 1998).

## **Student Growth Portfolio Showcase Portfolio**

### **Goals and Objectives**

#### **Educational Goals**

#### **Performance Goals**

#### **Learning Goals; Benchmarks**

**Desired Results** – identifying desired results is the first step in backward design of the learning process (Wiggins & McTighe, 1998). Teachers start planning the learning process by posing the following questions: *What should students know, understand, and be able to do? What is worthy of understanding? What enduring understandings are desired?* Criteria or filters for determining: what is worth for the students to be familiar with, what is important for them to know and do, and what is enduring understanding are: 1) *To what extent does the idea, topic, or process represent a »big idea« having enduring value beyond classroom?* 2) *To what extent does the idea, topic, or process reside in the heart of the discipline?* 3) *To what extent does the idea, topic, or process require uncoverage?* 4) *To what extent does the idea, topic, or process offer potential for engaging students?*



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3. the organisation (timing, management...)?				
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To what extent				
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