

Session 3: In classroom assessment



Vineta Eržen



Zavod Republike Slovenije za šolstvo

What are the advantages, benefits, best features of what you've heard?

- Bottom up approach : AFL cannot be forced. If you want a change, you have to go deeper - to teachers' perceptions, misunderstandings, etc.
- Teachers need practical support, also tailored advice - the practice that works for THAT teacher.
- Changing the focus of classroom conversation (e.g. through self assessment and peer assessment): the involved learners can and are eager to talk about their learning; they motivate teachers to change too.

What do you see as potential difficulties in your country/environment to adopt such an approach?

- AFL takes a lot of time at the start.
- AFL might be seen as a new trend that will fade over time.
- The culture of teaching (teachers' role as authorities, knowledge transmission model, etc).
- Challenges for secondary education - pupils move from class to class and may experience very different assessment.
- Assessment tools could be a barrier, too - teachers focus on tools (using the "tricks") and may forget the ideas behind the original purpose of assessment.
- Assessment criteria are sometimes difficult to identify (solution: the same success criteria can be used in many lessons; success criteria support students in self assessing their own work at home).
- Curriculum is not supporting AFL enough, exams may work against it.
- Education and involvement of parents are crucial; parents need to be involved from the start - help them move away from valuing grades only.

What are the solutions – 3 to 5 good ways of solving it?

- Making AfL compulsory? Or giving more autonomy to schools - let them decide when and how to assess and grade the student?
- Teaching and learning without grades?
- Using different channels, incl. ICT to experience, communicate and promote AFL - for teachers and learners; new technologies, e.g. the mobile phone camera, allow teachers and students to easily record moments in learning that, in turn, can support peer assessment.
- Promoting examples of good practice: help moving the change from classroom level to school level, then to groups of schools, whole districts, country, world:
- (inter)national consensus, consistency and communication.