CEDEFOP

Assessing learners' competences: policies and practices to support successful and inclusive education

European Education Area Strategic Framework - Working Group on Schools, sub-group Pathways to School Success

Description

The report provides guidance on how to improve and make classroom-based assessment more inclusive and better integrated. It is one of the key outcomes of the European Education Area Working Group on Schools.

Report's key messages

Ensure a balanced and coherent approach to assessing student competences
For example, by developing a clear and shared vision on education, in cooperation with all relevant stakeholders, ensuring consistency between curriculum, learning standards and assessment; fully embedding the principles of inclusion, equity and participation in the design and implementation of effective assessment of competences.

Ensure that student assessment approaches are 'fit for purpose'
For example, by supporting teachers to use a combination of assessment approaches, starting with initial teacher education and throughout opportunities for continuous professional development, networking and learning communities and by promoting and disseminating high-quality research and proven good practices of classroom-based assessments.

Develop a long-term strategy to integrate new approaches to assessment across systems
For example, by piloting and refining new assessment approaches in selected schools prior to introducing system-wide change, supporting school leaders and ensuring that teacher certification examinations, professional standards, teacher appraisal and school evaluations require to demonstrate competences related to classroom-based summative and formative assessment.

Countries

EU level

Downloads

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Related intervention approaches

Professional development for inclusive teaching and training