

Assessment *for* learning



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Inputs from outside



Outputs from inside



What's happening in the classroom?

- Does improving assessment (formative) raise standards?
- Is there room for improvement?
- How can we improve assessment?
- Are we serious about raising standards?

Principal motive power

- **Communication and interaction between teachers and students**
- **Competent and motivate teachers**

Tools for assessment

- **Observation and interview**
- **Reflective discussion**
- **Collegial supervision and network**
- **Pedagogical documentation**

Process-oriented assessment

- **Step by step**
- **Dialogue**
- **Support instead of judged**
- **Pedagogical documentation**

Feedback – an essential component

- **Recognition of the desired goal**
- **Evidence about present elements**
- **Understanding way to close the gap**

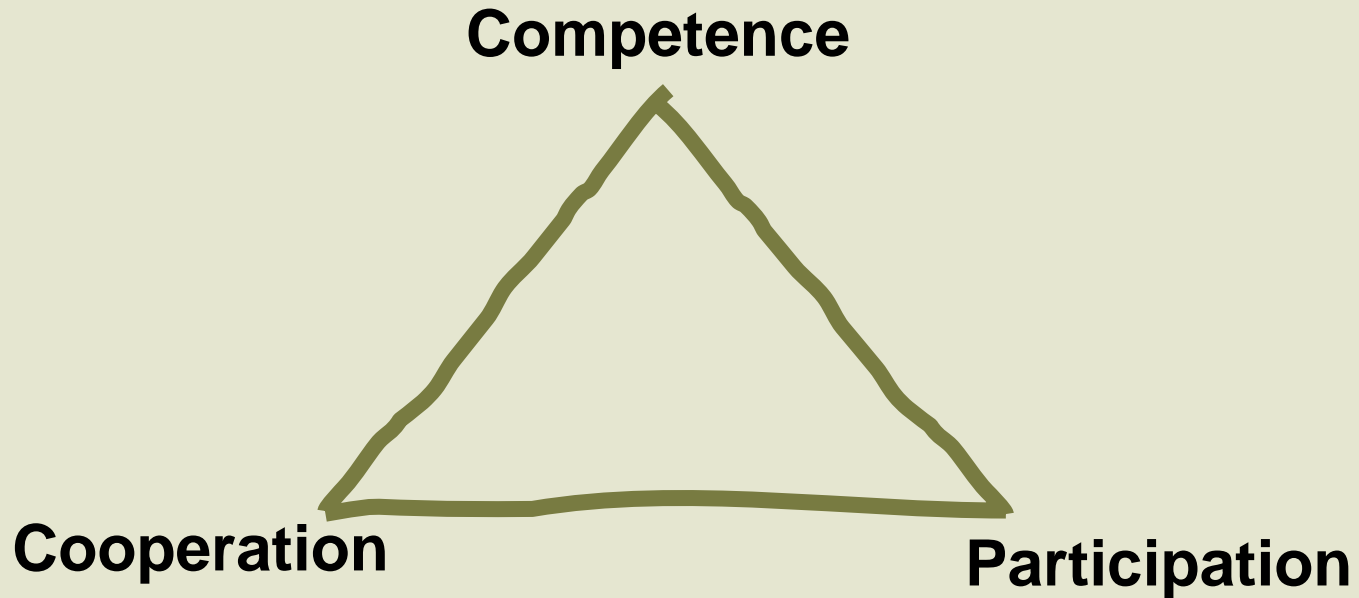
Mediated Learning Experience

- **Mediation of intentionality and reciprocity**
- **Mediation of transcendence**
- **Mediation of meaning**
- **Mediation of feelings of competence**
- **Mediation of challenge**
- **Mediation of the feeling of belonging**

Like a puzzle



Central objectives



Team discussion

- **How to set up groups**
- **Build up cooperative skills**
- **Adapt curriculum and syllabuses**
- **Assess groups and individuals**
- **Deal with conflicts within groups**

Teachers need

- **Teachers received adequate preparation**
- **Material and personal supports**
- **Extra time for planning**
- **A positive team approach**

Individual educational plan

- **What?**
- **Why?**
- **How?**
- **When?**
- **With whom?**

Indicators of assessment and inclusion

- The professionals are sharing the same superior targets
- The dialogue is more important than consensus
- The contacts with parents are open and respectful
- The leadership is explicit and clear
- Special support to students are varying

The future



The future



Our future depends on not acting out of fear, but allowing for diversity

Norman Kunc