



Coordinating Organization

- University of Cyprus, Cyprus



Participating Organizations

- National and Kapodistrian University of Athens, Greece
- University of Antwerp, Belgium
- University of Twente, the Netherlands
- Cyprus Ministry of Education, Culture, Sport and Youth
- Flemish Agency for Higher Education, Adult Education, Qualifications and Study Loans, Belgium
- Ministry of Education, Culture and Science, the Netherlands
- Ministry of Education, Research and Religious Affairs, Greece



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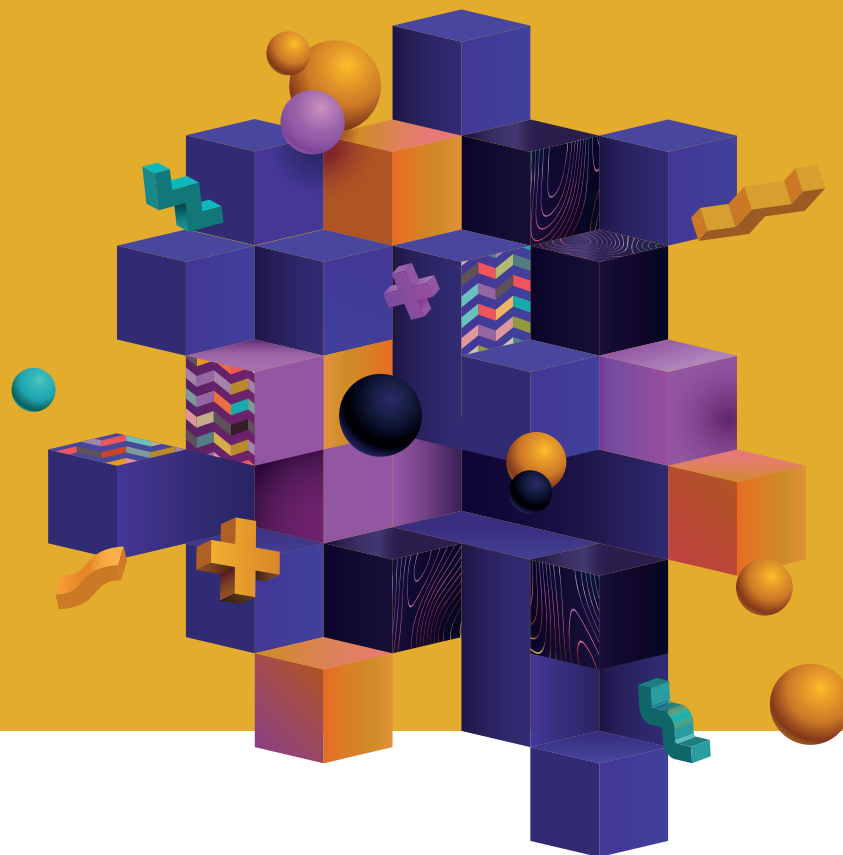
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University
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ΥΠΟΥΡΓΕΙΟ ΠΑΙΔΕΙΑΣ, ΠΟΛΙΤΙΣΜΟΥ,
ΑΘΛΗΤΙΣΜΟΥ ΚΑΙ ΝΕΟΛΟΓΙΑΣ



Vlaanderen
is onderwijs & vorming

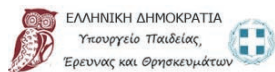
UNIVERSITY
OF TWENTE.



Ministry of Education, Culture and
Science of the Netherlands



HELLENIC REPUBLIC
National and Kapodistrian
University of Athens



ΕΛΛΗΝΙΚΗ ΔΗΜΟΚΡΑΤΙΑ
Υπουργείο Παιδείας,
Έρευνας και Θρησκευμάτων



University
of Antwerp

formas

Promoting Formative Assessment:

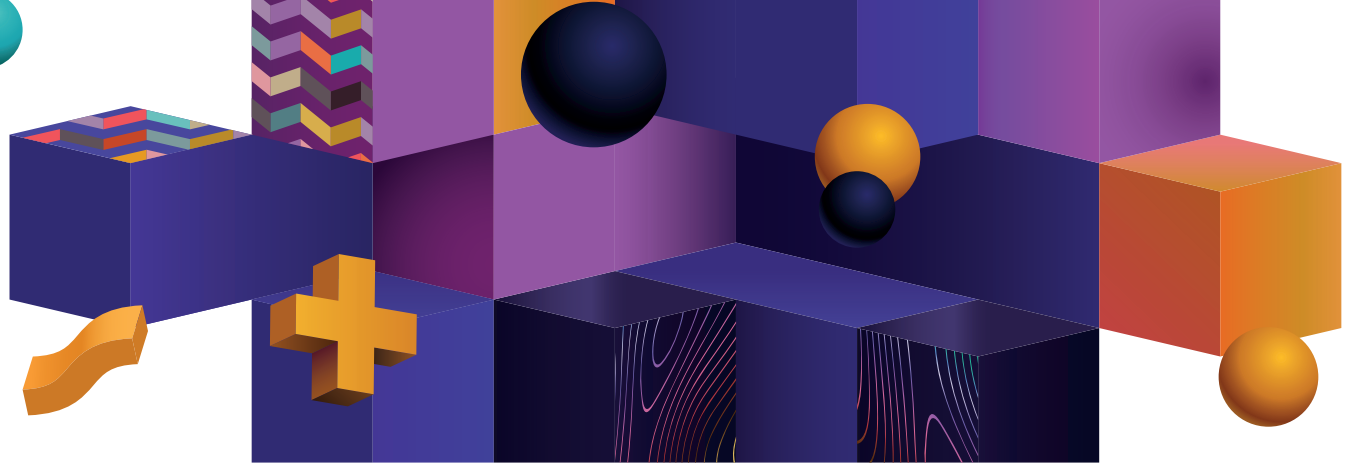
From Theory to Policy & Practice



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This 3-year project aims to generate guidelines on how to use assessment for formative purposes and how to develop teacher professional development (TPD) mechanisms to support teachers in the implementation of assessment for learning. An evidence-based and theory-driven approach for the development of national policy on student assessment is proposed.



Aims of the project

- A great percentage of everyday assessment practice is summative oriented, even though formative assessment practices have long been argued to have a positive effect on student learning outcomes.
- The project aimed to:
 - Develop a theoretical framework for measuring teacher assessment skills.
 - Establish valid instruments to measure teachers' professional needs in student assessment.
 - Design a TPD course on student assessment and evaluate its impact on improving teachers' skills in assessment and student learning outcomes (cognitive and meta-cognitive).



Methods

- More than 200 secondary school mathematics teachers in four European countries (i.e., Belgium, Cyprus, Greece, and the Netherlands) were selected at the beginning of the school year 2019-2020.
 - The teacher sample was randomly split into the experimental and the control group.
- Data on cognitive and meta-cognitive outcomes in mathematics of grade 7, 8 and 9 students were collected at the beginning and at the end of the school year.
- Before and at the end of the TPD course, teacher assessment skills of both groups were evaluated by using a teacher questionnaire.
 - Teacher assessment skills were grouped into three types of assessment behaviour, which are discerned in a distinctive way and move gradually from easier to more advanced skills.
- Based on the needs identified by the initial measurement of teacher assessment skills, a TPD course was offered to teachers of the experimental group.



Results and Implications

- Statistically significant effects of the TPD course have been identified not only on improving the assessment skills of the participating teachers, but also on promoting their students' learning outcomes in mathematics (cognitive and meta-cognitive).
- In each country, teachers of the experimental group managed to improve their assessment skills, whereas no improvement was observed among the teachers of the control group.
- In each country, students of the experimental group made more progress in their cognitive and meta-cognitive learning outcomes in Mathematics than students of the control group.
- Implications for the development of policy on formative assessment including TPD are provided.
 - Professional standards on formative assessment based on the findings of this project are proposed.
 - A TPD course on formative assessment in mathematics has been designed.
 - A handbook for trainers and a handbook for teachers that can be used in providing professional support to teachers to promote formative assessment have been developed.

This project reveals the importance of utilising theory-driven and evidence-based approaches to design national policies on formative assessment in order to promote quality in education.