



A classroom without formal assessments

How can we motivate students to learn?

Go to www.menti.com and use the code 4511 8069

 Mentimeter

Motivation and learning environment

Go to

www.menti.com

Enter the code

4511 8069



Or use QR code

The Norwegian school system

Age of pupils	School level	Formal assessment	Education rights
6-12 years old	Primary school	no grades	Compulsary + education rights
13-15 years old	Lower secondary school	grades 6-1	Compulsary + education rights
16-18 years old	Upper secondary school	Grades 6-1	Voluntary, education rights
19 years and older	Higher education: University, college, tertiary vocational education	Grades A-F	No education rights

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What kind of formal assessment (grade scale) do you use at your school?

 Mentimeter

Press S to show image



Why grades? - or why not?

Reasons for formal assessment:

- rank students
- admission requirement for upper secondary schools
- admission requirement for universities and colleges
- check/control/monitor the students' learning
- feedback to students, control

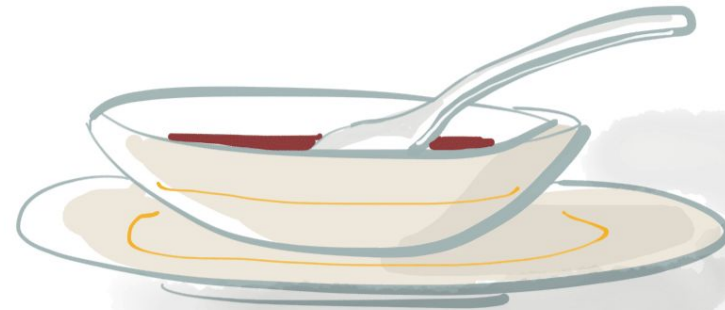
their own learning



FORMATIVE SUMMATIVE



WHEN THE **CHEF**
TASTES THE SOUP



WHEN THE **GUESTS**
TASTE THE SOUP

@bryanMMathers

FROM STEVE WHEELER'S BLOG "THE AFL TRUTH ABOUT ASSESSMENT"



The Norwegian Directorate for Education and Training

In the mid-term assessment in subjects, students, apprentices, apprentice candidates and trainee letter candidates must

- a. participate in the assessment of their own work and reflect on their own learning and professional development
- b. understand what they are going to learn and what is expected of them
- c. get to know what they master
- d. get advice on how they can work further to increase their competence.

Children learn things in primary school, without formal assessment. Why? How?



... because they are curious – they want to learn!

Reasons why grades should be less important:

- We want to promote an internal motivation for learning
- Less stress/pressure - no «tests»
- Trying and failing should be allowed
- Students assess themselves – participate actively in their own learning process
- More internal motivation

How?

Go to www.menti.com and use the code 4511 8069

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What makes a good learning environment? Give an example, a story, or some ideas ...



Press S to show image





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Work in progress

Holistic approach

Mastering and
self-efficacy

Methods
and
philosophy

Formative assessment and self-assessment

What do you feel now?

Why do you feel that?

Prove your feeling – show me
your work

Can we talk about it?

To sum up

- Less formal grading
- Holistic view – varied and broad competence – not only tests and assignments
- Evaluate students' development and learning over time
- Second chance – room for trying and failing

- We don't «hide» anything from the students: If they want to know their grades, they can

Sources and resources

Udir.no – formative assessment -

<https://www.udir.no/laring-og-trivsel/vurdering/om-vurdering/underveis-vurdering/>

NOKUT: «General information about education in Norway» at

<https://www.nokut.no/en/norwegian-education/general-information-about-education-in-norway/>

Grades in higher education:

<https://www.uib.no/en/student/126257/grading-scale>

Formative assessment, definition:

<https://www.edglossary.org/formative-assessment/>

Ko, Amy J. 2019: «Grading is ineffective, harmful, and unjust—let's stop doing it" at

<https://medium.com/bits-and-behavior/grading-is-ineffective-harmful-and-unjust-lets-stop-doing-it-52d2ef8ffc47>

Formative and summative assessment:

<https://pediaa.com/difference-between-formative-and-summative-assessment/>

