


# Pass or fail? Assessing assessment

A EuroClio (hybrid) Webinar Series  
Online | 13 July - 25 August 2021

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	2nd	3rd	Sem	3rd								
Gen. Science	B	B	A	C	B	B	A	-	B	B	B	B
Home Economics	A	B	A	A	A	A	B	B	B	B	B	B
Citizenship	A	A	B	A	A	B	A	A	A	A	A	A
English	B	A	A	A	B	A	A	B	A	A	A	A
Phy. Ed.	B	B	B	-	B	B	C	B	-	B	B	B
Days Absent	0	0	2				0	1/2	0			
No. Times Tardy	0	0	0				0	0	0			

Regular attendance and promptness are essential for good progress in school. In order to maintain the best home-and-school relationships, a note signed by the parent or guardian is required for any absence or tardiness.

## Programme

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*Opening session*  
*Presentation and discussion: Do exams kill creativity?*  
*Live session on 13 July 2021 | 17:00 – 19:00 Amsterdam Time*

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Hosted by Ilona De Haas, [ECSWE](#) and Niko Ginter, History Educator and former representative for the European Council of Steiner/Waldorf Education (ECSWE) for Austria

Both hosts are part of the team of the project “[Personalised and Formative Assessment Practices Supporting School and Learner Development](#)”.

The project is currently collecting practices on innovative and formative assessment methods, to answer the question: [how can the unfolding of the unique potential of each and every child/youngster through contextualised, individualised, participatory assessment processes that give learners a feeling of agency and self-efficacy be best supported?](#)

Niko Ginter is a history educator and former representative for the European Council of Steiner/Waldorf Education (ECSWE) for Austria. As part of his history program, he developed a simulation-experience for his class 10 history course. The “Game of Ginter” as it was called by his students developed over time to be a vital part of the school’s upper school program and proved to be quite successful in engaging students in their own learning process.

Students did several self- and peer assessments and participated in countless ways in this game. Our webinar will bring you a bit closer to this innovative and highly engaging method of teaching history. As with many good practice examples, there is also a way of looking at students’ progress and defining learning outcomes that are part of this unique approach.

Steiner Schools already have a unique learning experience through the invention of the main lesson. Throughout the year students can engage in subjects that are the main focus for a period of three to four weeks. It allows for a very intense learning experience to take place in a very compact form. Most of the subjects profit highly from this kind of experience. Languages and Mathematics have additional weekly hours in the schedule.

The “game” is also part of Nikolaus’s recent script “Living Education” that should be released as a book later this year.

We would invite you to talk with us about this experience and the ideas behind the simulation experience.

This session will take place, live, on zoom. To ensure the safety of the sharing space, we will not record this session.

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*Online formative assessment*  
*Pre-recorded session published on 21 July 2021*

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In the past year and a half, most of our teaching practice has been transferred online, including assessment. Despite the slow return to in-person teaching, it looks like online lessons and online assessment are here to stay. In this pre-recorded session, we will present some tools and practical tips and tricks to carry out online formative assessment.

The session will be hosted by Sally Thorne (The Historical Association) and Simone Beale (co-founder of the [History Teacher Book Club](#)).

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*Improving the learning process with formative assessment*  
*Pre-recorded session published on 28 July 2021*

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Assessment is sometimes seen as a negative, and as judging, rather than a tool for development and improvement. This session will be focused on how to use assessment as a tool to improve the learning process. In addition, we will focus also on how to keep the assessment process open enough, so that students can understand the benefits? In other words, how to not treat formative assessment as a secret.

The session will be hosted by Ute Ackermann Boeros (EuroClio Ambassador and Board Member).

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*Using the Council of Europe Competence Butterfly for assessment*  
*Pre-recorded session published on 04 August 2021*

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In 2016, the Council of Europe issued the “Competences for Democratic Culture”, a document which highlights various competences and skills that we should help our students develop to be active and engaged citizens. This session will focus on how to use the “butterfly” (a visual organizer that shows what the Competences for Democratic Culture are) to design assessment.

The session will be hosted by Ann-Laure Liéval (EuroClio Ambassador and Board Member) and Benny Christensen (EuroClio Ambassador)

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*The use of rubrics to differentiate assessment*  
*Pre-recorded session published on 11 August 2021*

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In this session, we will focus on the use of rubrics. Anthony and Majella will introduce us to what kind of rubrics are available for teacher, how to design your own rubric, and how to use rubrics to assess each student in a way that fits their personal needs.

The session will be hosted by Anthony Malone and Majella Dempsey at Maynooth University.

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*Keynote lecture on “The ethical implications of assessing values and attitudes”*  
*Live session on 19 August 2021 | 14:00 – 16:00 Amsterdam Time*

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Hosted by [Prof. TAN Oon Seng](#) - Centre for Research in Child Development (CRCD) at the Nanyang Technological University, Singapore.

During this session, we will focus on how to assess students’ values and attitudes, and on its ethical implications. In particular, we will be talking about assessing values and attitudes in the history classroom, both in theory and in practice.

The keynote lecture would be followed by a short Q&A and sharing session, with a question prepared to guide the conversation.

This session will take place, live, on zoom. To ensure the safety of the sharing space, we will not record this session.

### **About the Speaker**

Professor Tan Oon Seng is Director at the Centre for Research in Child Development at the Nanyang Technological University in Singapore. His areas of expertise include teacher education, teacher professional development, learning innovation, and educational psychology.

Recently, Prof. Tan has worked on the Attitudes and values component of the OECD Learning Compass 2030, which you can find here: <https://www.oecd.org/education/2030->

[project/teaching-and-learning/learning/attitudes-and-values/Attitudes and Values for 2030 concept note.pdf](#).

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*Closing session*

*Active discussion groups on assessment and sharing of best practices*

*Live Session on 25 August 2021 | 17:00 – 19:00 Amsterdam Time*

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During the last session, we will host separate breakout rooms on the four topics of the pre-recorded sessions. Participants will be able to join one or more rooms, to discuss their thoughts about the topic at hand. In the second half of the session, we will host a sharing of best assessment practices in the form of a virtual poster marketplace or speed dating exercise, depending on the amount of participants.

The session will be moderated by Alice Modena and Ulrika Stevens at the EuroClio Secretariat. Other room hosts will be confirmed soon.