

ASSESS

**Empowering Teachers to Design Innovative Assessment
Tools in a Digital Era**

2020-1-PT01-KA201-078733

Intellectual Output 1: Needs-analysis report

2021



Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

ASSESS is a project, co-financed by the Erasmus+ Agency of the European, that aims to bring an innovative framework and innovative tools for student assessment. Focusing on the development of academic, environmental, emotional, and social skills, the project also aims to promote an inclusive mindset around student assessment. By doing so, the main goal is to create an assessment that is integrated as part of the learning experience and through which students encounter multiple opportunities for development. In sum, ASSESS aims to provide teachers as students a shift in the assessment, turning it into a powerful tool for learning and development.

ASSESS is a project directed to schools and to teachers. As such, the first step in the development of the project was to involve teachers in the process to co-create with them a framework and tools that are adjusted to their needs and wishes. The first step of their involvement in the project was the creation of a needs-analysis survey. This document reports on the results of this survey in Portugal, Spain, and Greece.

The results here reported constitute a valuable vision of the needs that teachers face in terms of assessment and will be the basis for the further development of the project.

Purpose of this document

This document aims to report and demonstrate the needs-analysis made in the framework of the ASSESS project. The data here contained can be a valuable resource for the national and international organisations as well as for policy makers working in the field of education.

Methods

Designing the tool

The survey was designed based on the objectives of the project. Considering that innovative tools were going to be designed, the survey was created focusing on the different purposes of such tools. The team reflected about what information should be retrieved by the teachers (who are the main target users of the project outputs) and based on this reflection, the survey was created. This study was the first pilot test of the tool.

Data gathering

After the tool was designed, an announcement was created, which partners of the project used to invite teachers to participate in the project and answer the survey. This announcement was distributed online to over 7000 teachers. The survey was created in English and translated to Greek, Portuguese and Spanish.

Data analysis

After collecting all data, partners translated the answers from their national languages to English. Open ended questions were analysed, and the individual answers were grouped in categories, according to their nature. For each open-ended item, different categories were defined, based on the answers collected from teachers. The answers were attributed to the categories and the data was gathered in graphics. Multiple choice items were reviewed, and the data was cleaned for the optimization of the analysis.

Items where answers showed inconsistency between themselves or in relation to the question were not considered in this analysis.

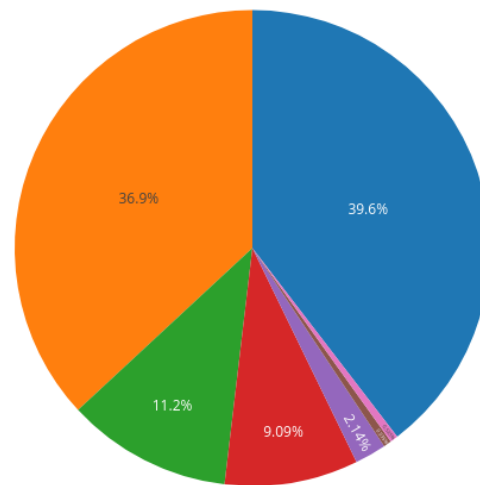
Characterization of the participants

Portugal

Number of participants: 133

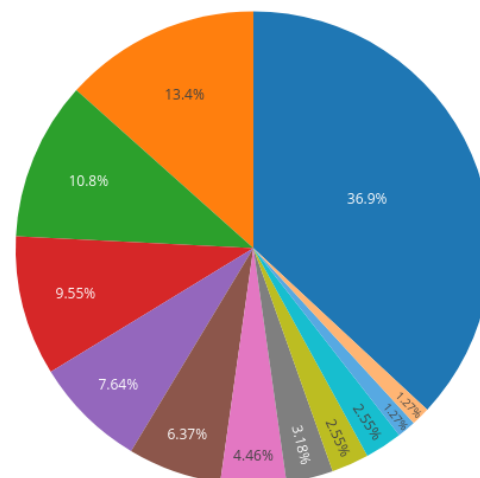
Grade Levels

- 3 - 7th - 9th grade
- 4 - 10th - 12th grade
- 2 - 5th - 6th grade
- 1 - 1st - 4th grade
- 5 - Vocational
- 6 - Vocational (equivalent to higher education)
- 7 - Adults



Subject domains

- 1 - Physics and/or Chemistry
- 2 - Biology and/or Geology
- 3 - General / applied science subjects
- 11 - 1st to 4th grade subjects
- 4 - Mathematics
- 5 - Social or Psychological Sciences / Humanities
- 9 - Languages
- 6 - IT subjects
- 10 - Psycho-pedagogical support
- 7 - Arts subjects
- 12 - Not explicit
- 8 - Physical Education

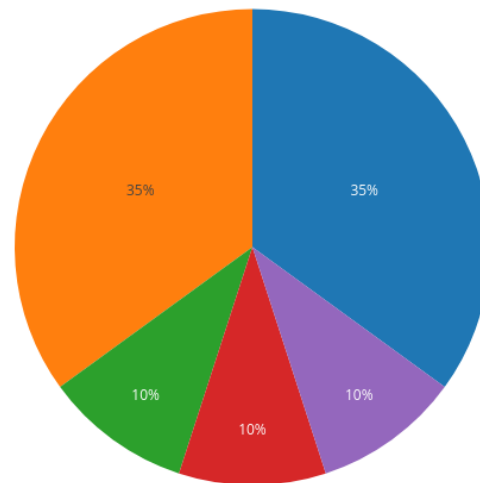


Spain

Number of participants: 9

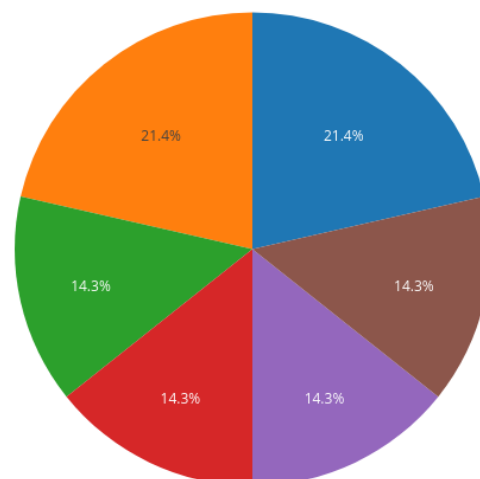
Grade Levels

- 4 - 10th - 12th grade
- 8 - Higher Education
- 1 - 1st - 4th grade
- 2 - 5th - 6th grade
- 5 - Vocational



Subject domains

- 1 - Physics and/or Chemistry
- 4 - Mathematics
- 12 - Not explicit
- 3 - General / applied science subjects
- 5 - Social or Psychological Sciences / Humanities
- 6 - IT subjects

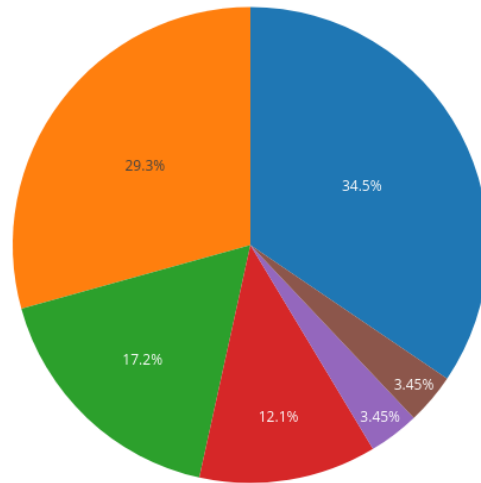


Greece

Number of participants: 33

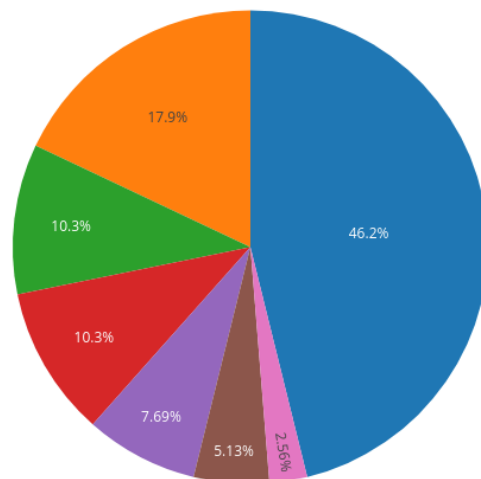
Grade Levels

- 1 - 1st - 4th grade
- 2 - 5th - 6th grade
- 3 - 7th - 9th grade
- 4 - 10th - 12th grade
- 5 - Vocational
- 7 - Adults



Subject domains

- 11 - 1st to 4th grade subjects
- 1 - Physics and/or Chemistry
- 2 - Biology and/or Geology
- 6 - IT subjects
- 4 - Mathematics
- 7 - Arts subjects
- 12 - Not explicit



Results

1. Current practices in student assessment

1.1 In your opinion, what is the purpose of student assessment?

Type of question: Open ended

Analysis: Answers were grouped in 8 different categories according to their nature. The categories are detailed in the following plots.

Portugal

Nº of respondents: 133

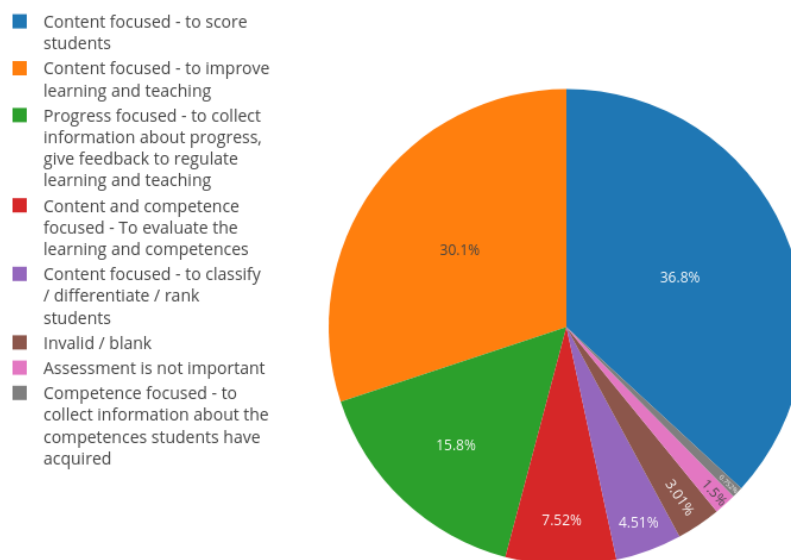


Figure 7. (Portugal) In your opinion, what is the purpose of student assessment?

Important note: When looking at these results, it is important to consider that the validity of this item is not ensured as teachers might have interpreted the question differently. While most teachers shared their own opinion about the importance of student assessment in their view, a few teachers might have shared what they think is nationally established as being important. This is applicable especially to the category “to give a classification and differentiate (rank) students”.

Spain

Nº of respondents: 9

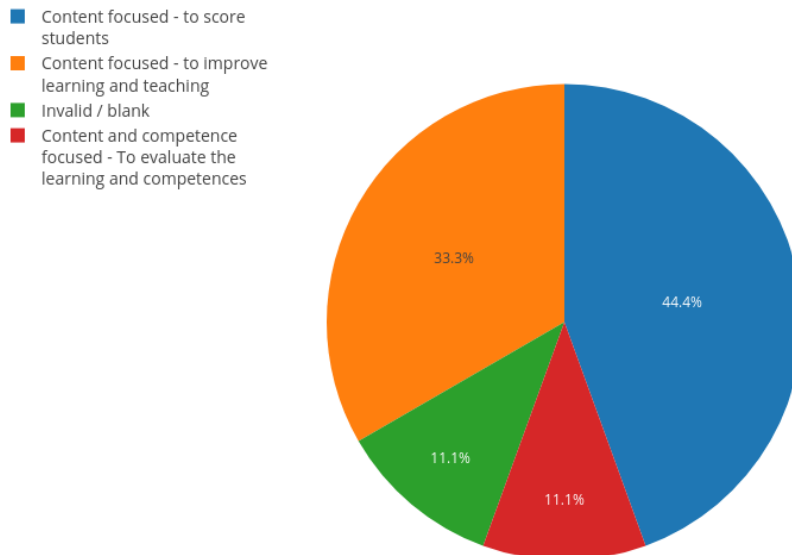


Figure 8. (Spain) In your opinion, what is the purpose of student assessment?

Greece

Nº of respondents: 33

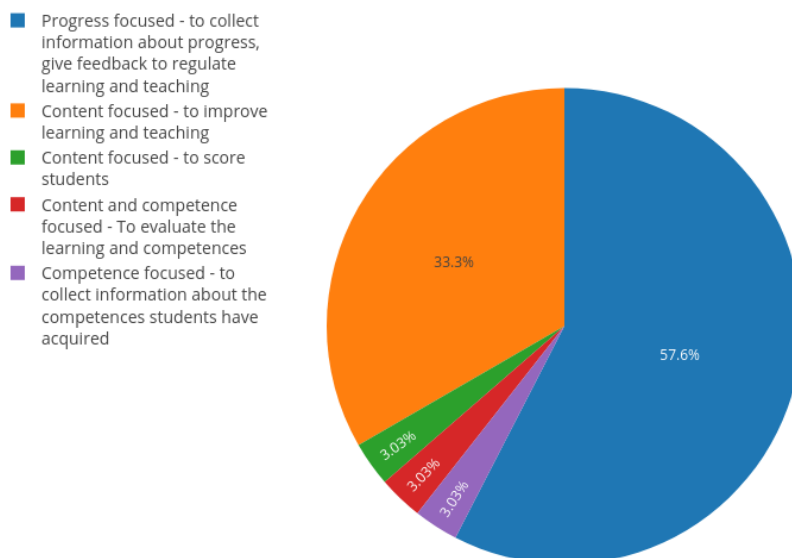


Figure 9. (Greece) In your opinion, what is the purpose of student assessment?

1.2 If it was not mandatory, would you still assess your students? If so, why?

Type of question: Open ended

Analysis: Answers were grouped in 7 different categories according to their nature. The categories are detailed in the following plots.

Portugal

Nº of respondents: 133

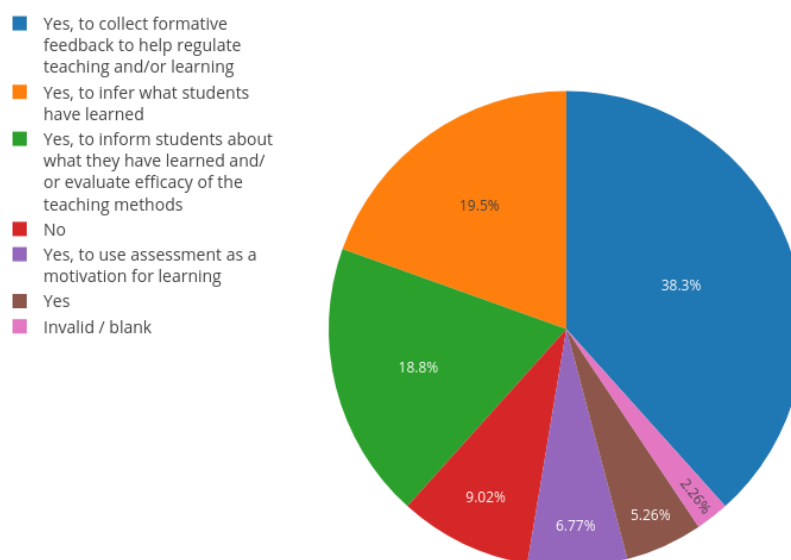


Figure 10. (Portugal) If it was not mandatory, would you still assess your students? If so, why?

Summary: Most teachers would still assess their students even if it was not mandatory. Although a minority would assess to collect information about what students learned or to classify students, many teachers mention that they would prefer a formative assessment to collect information and share it with students to promote the regulation of both teaching and learning. Several teachers mention that they would use different tools if they could.

Spain

Nº of respondents: 9

- Yes, to collect formative feedback to help regulate teaching and/or learning
- Yes, to infer what students have learned
- Invalid / blank
- Yes, to use assessment as a motivation for learning

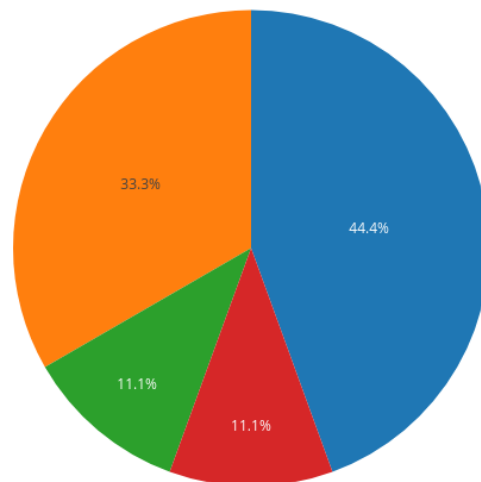


Figure 11. (Spain) If it was not mandatory, would you still assess your students? If so, why?

Summary: As in the case previous case, most teachers would still assess their students even if it wasn't mandatory, mainly to collect formative feedback and regulate their methods, as well as to infer what students have learned. One teacher however, would do it only to motivation for learning.

Greece

Nº of respondents: 33

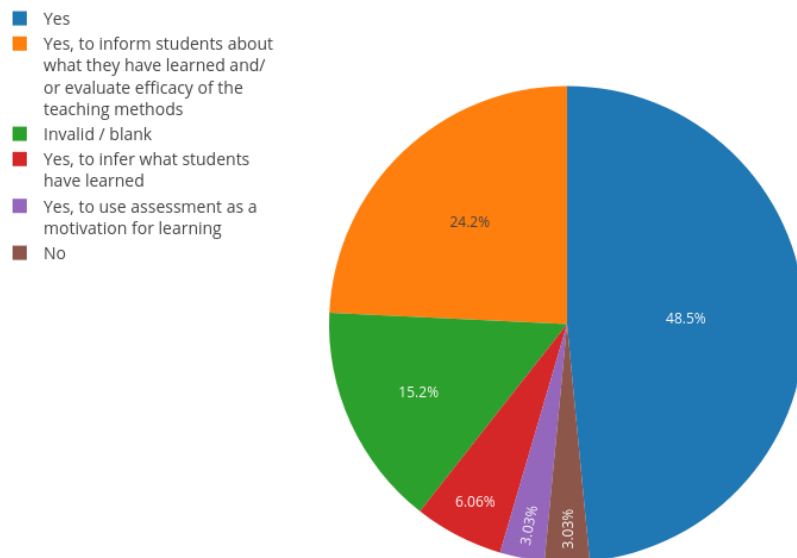


Figure 12. (Greece) If it was not mandatory, would you still assess your students? If so, why?

Summary: Almost half of the teachers would still assess their students even if it was not mandatory, but without giving any justification for saying so. When they justify it, and contrarily to the previous cases of Portugal and Spain, none of the teachers would do it to collect formative feedback, but mainly to inform student about what they have learned and to review their teaching methods. Only a few would do it for other reasons, such as; to infer only what students have learned (2 responses), and to give motivation for learning (1 response). Only one teacher would not assess his students if it was not mandatory

1.3 What type of assessment are you currently using to assess your students?

Type of question: Multiple choice. Options 1 and 2 were available by default. 3 and 4 were added by respondents.

Portugal

Nº of respondents: 133

- 1 - Formative assessment
- 2 - Summative assessment
- 3 - Diagnostic assessment
- 4 - Comparative

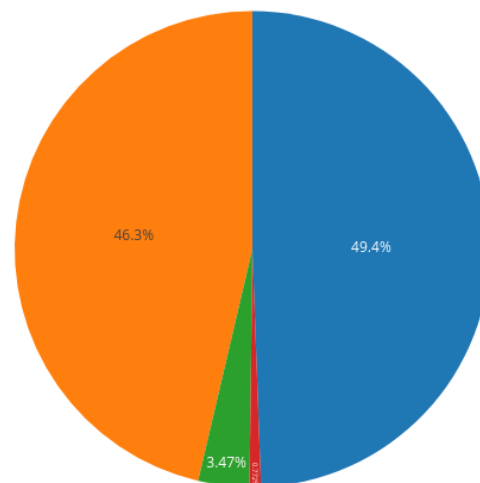


Figure 13. (Portugal) What type of assessment are you currently using to assess your students?

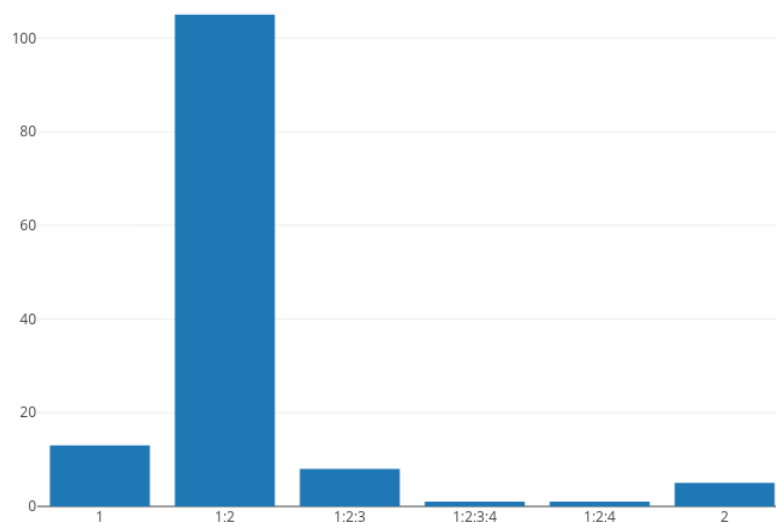


Figure 14. (Portugal) Frequency of the different combinations of choices respondents selected

Spain

Nº of respondents: 9

- 1 - Formative assessment
- 2 - Summative assessment
- 5 - Rubrics and Observation Records

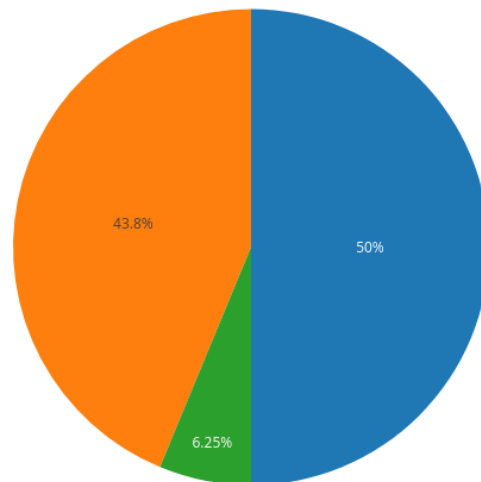


Figure 15. (Spain) What type of assessment are you currently using to assess your students?

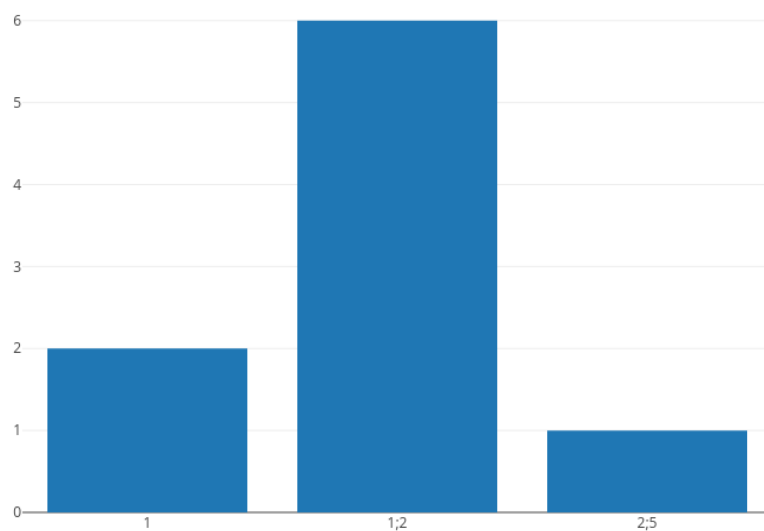


Figure 16. (Spain) Frequency of the different combinations of choices respondents selected

Greece

Nº of respondents: 33

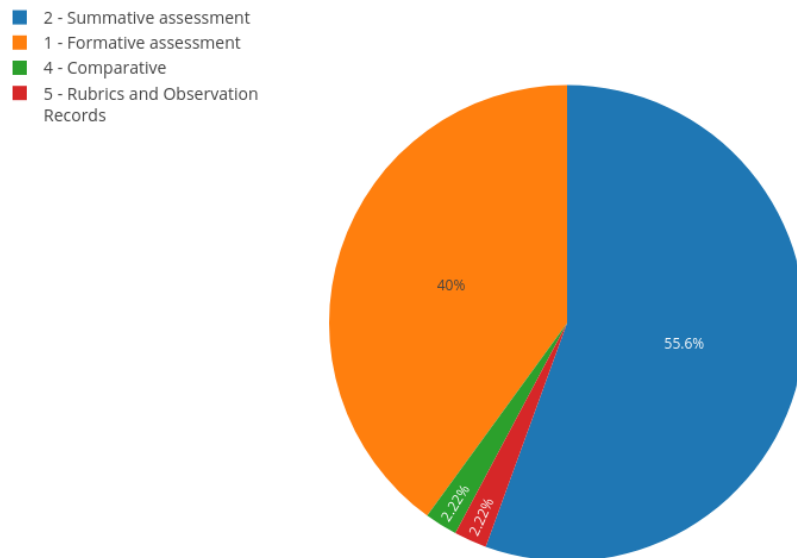


Figure 17. (Greece) What type of assessment are you currently using to assess your students?

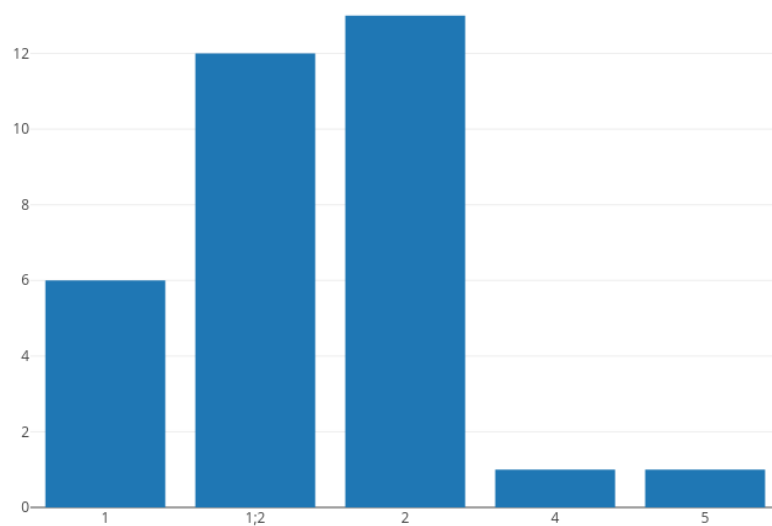


Figure 18. (Greece) Frequency of the different combinations of choices respondents selected

1.4 If you chose "formative assessment", can you please explain how you do it? Explain for example in which moments you assess your students and which tools you use?

Type of question: open ended

Analysis: Answers were grouped in 4 different categories according to their nature. The categories are detailed in the following plot.

Portugal

Nº of respondents: 133

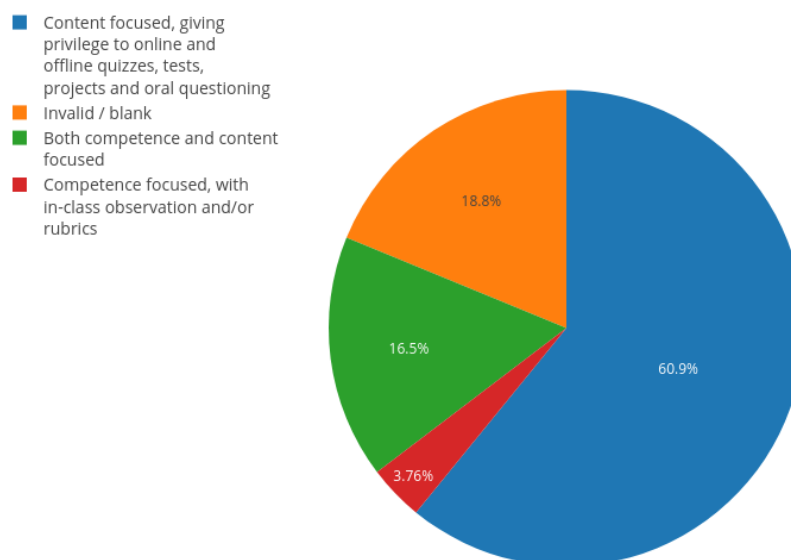


Figure 19. (Portugal) If you chose "formative assessment", can you please explain how you do it? Explain for example in which moments you assess your students and which tools you use?

Summary: Most teachers consider that they use formative assessment. While some teachers explain that they constantly evaluate their students through observation and with clear rubrics, most seem to use online or offline tools like quizzes, tests, strategic questioning, and research projects. Many teachers seem to use formative assessment to support the students' learning, giving them regular feedback and advice for improvement. One teacher mentioned that before designing the assessment, they sit with each student and discuss about their competences and/or difficulties, designing afterwards a personalised assessment based on the discussion.

Although most teachers claim to use formative assessment, it is evident in this item of the survey almost most respondents still focus their assessment efforts on evaluating the learning of the content (memorization and understanding) and use the assessment tools for this end, even if in a formative way. Furthermore, most teachers mention specific evaluation checkpoints, after a task or

once before summative assessment, for example, while only a few consider formative assessment as a constant daily activity linked to the learning process.

Spain

Nº of respondents: 9

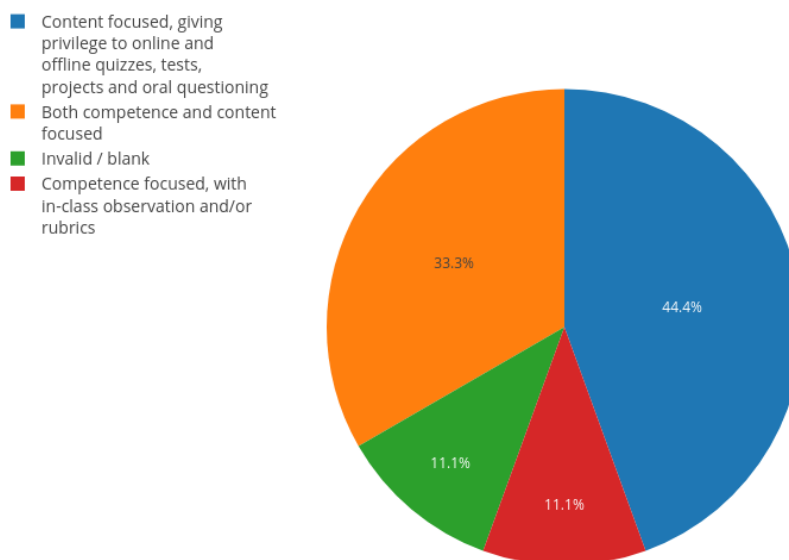


Figure 20. (Spain) If you chose "formative assessment", can you please explain how you do it? Explain for example in which moments you assess your students and which tools you use?

Summary: As in the case of Portugal, the most common explanation of how formative assessment is done is to described the tools they use to assess their students, and although many seem to be focused more on the ability to memorize and understand content, others highlight the tools (such as projects, presentations, activities, rubrics, notes, etc) that align better with the development of competences, and which, at the same, provide a mean to assess the learned content, with the exception of two teachers: one who seems to be focused only on competence development, and another whose answer was invalid.

Greece

Nº of respondents: 33

- Invalid / blank
- Content focused, giving privilege to online and offline quizzes, tests, projects and oral questioning
- Competence focused, with in-class observation and/or rubrics

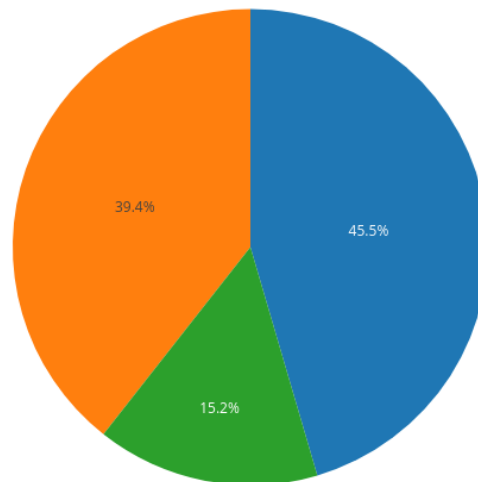


Figure 21. (Greece) If you chose "formative assessment", can you please explain how you do it?
Explain for example in which moments you assess your students and which tools you use?

Summary: As in the previous cases the majority of teachers show to be are content focused, more than competence focused.

1.5 How do you collect data to assess your students?

Type of Question: Multiple choice with option for custom choices.

Analysis: Answers were grouped in 14 different categories according to their nature. The categories are detailed in the following plots. The choices are identified by numbers to count the different combinations of choices. However, given their diversity, they are too many to show and discuss here. Suffices to say that almost all of them use choices 1 and 2. That is: tests, exams and observation. Others use the most and least popular choices in many different ways.

Portugal

Nº of respondents: 133

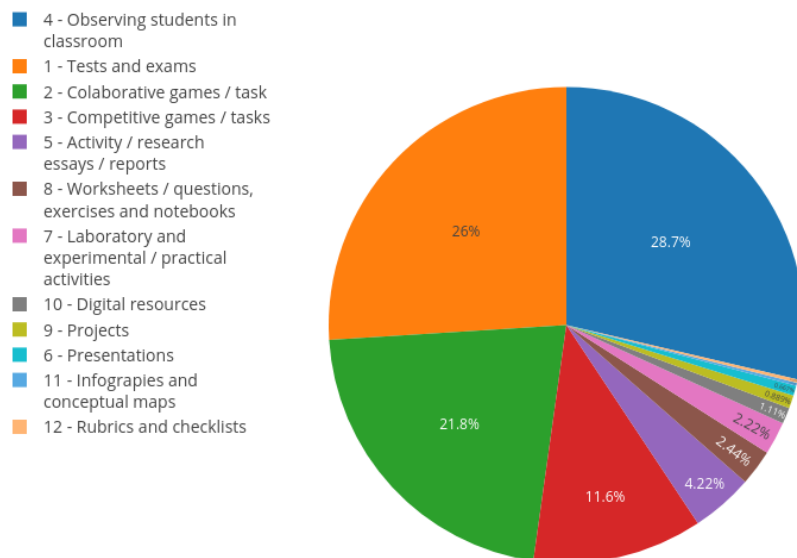


Figure 22. (Portugal) How do you collect data to assess your students?

Summary: The most common choices were the first four options in the legend above, that is: tests, exams, essays or reports of activities or research topics, observation of students in the classroom, and collaborative and competitive games / tasks. And although different combinations of multiple choices were many and diverse (39 combinations) (in fact too many to plot them here), most common combinations included 1, 2, 3 and/or 4. Showing that the traditional methods to collect data do assess students are dominant across teachers, with very few teachers using formative assessment approaches, even if approximately half of them say they do (question 1.3).

Spain

Nº of respondents: 9

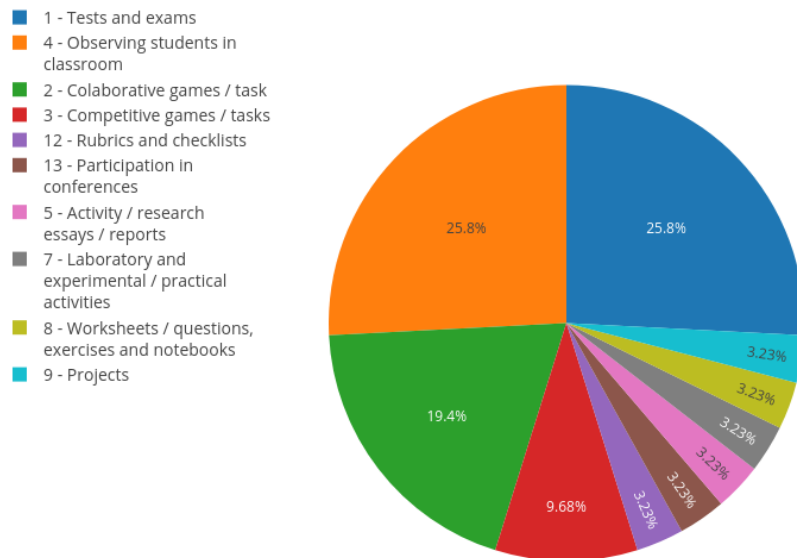


Figure 23. (Spain) How do you collect data to assess your students?

Summary: Tests, exams, essays or reports of activities or research topics, observation of students in the classroom, and collaborative and competitive games / tasks were the most common choices to describe how teachers collect data to assess their students. Although in this case, tests and exams seem to be more popular than observation, in any case, showing that traditional methods to collect data to assess students are dominant across teachers.

Greece

Nº of respondents: 33

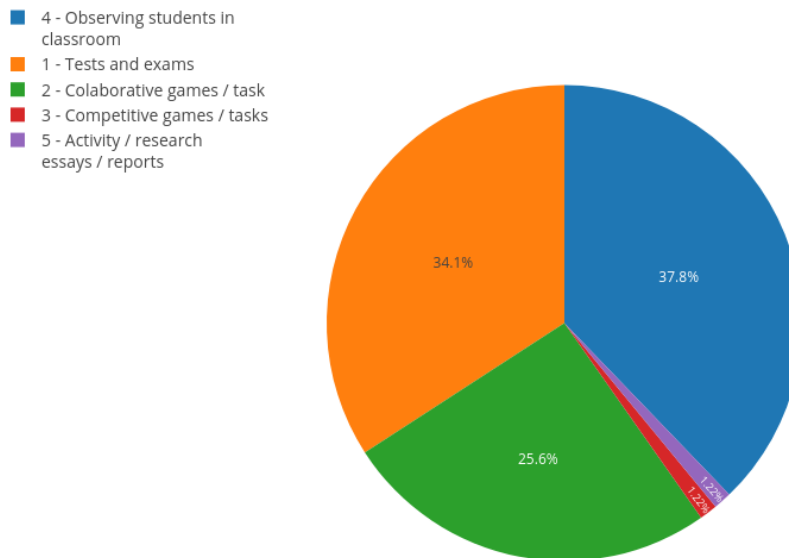


Figure 24. (Greece) How do you collect data to assess your students?

Summary: Apart of the fact that few choices were chose in total and only two teacher chose options 3 and 5. The results are similar to the case of Portugal. That is: tests, exams and observation were the most popular choices. Again, but even more clearly, this shows, that in the case for Greece. Traditional methods to assess students are dominant across teachers.

1.6.1 What tools do you currently use to assess your students

Type of Question: Open ended.

Analysis: Answers were grouped in 11 different categories according to their nature. The categories are detailed in the following plot.

Portugal

Nº of respondents: 133

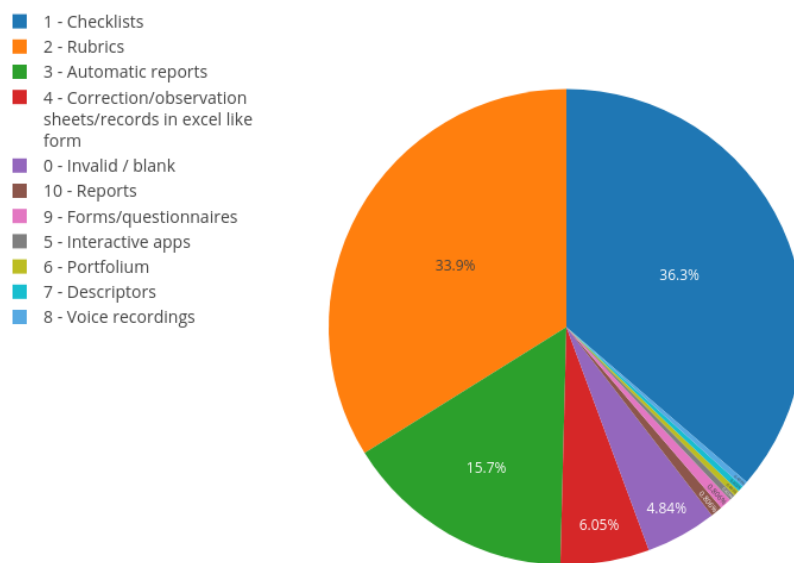


Figure 25. (Portugal) What tools do you currently use to assess your students?

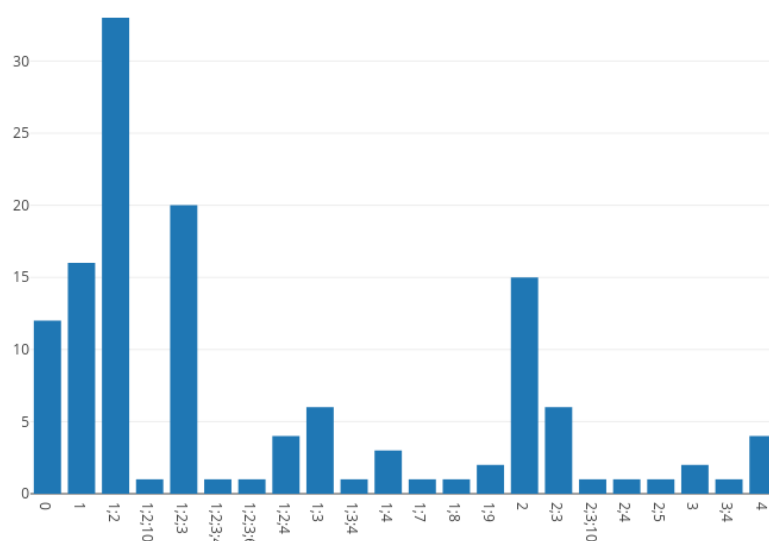


Figure 26. (Portugal) Frequency of the different combinations of choices respondents selected

Summary: Almost all teachers described a combination of tools they use when assessing students. Approximately half of these combinations include checklists and or Rubrics, and many times one or the other was selected as the only tool they use. Those combinations include other less commonly used tools as well, such as those described in Figure 26.

Spain

Nº of respondents: 9

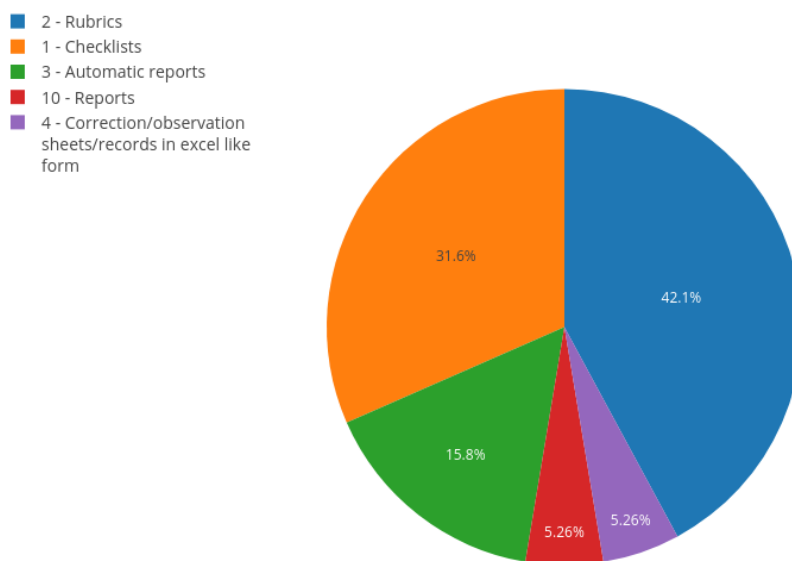


Figure 27. (Spain) What tools do you currently use to assess your students?

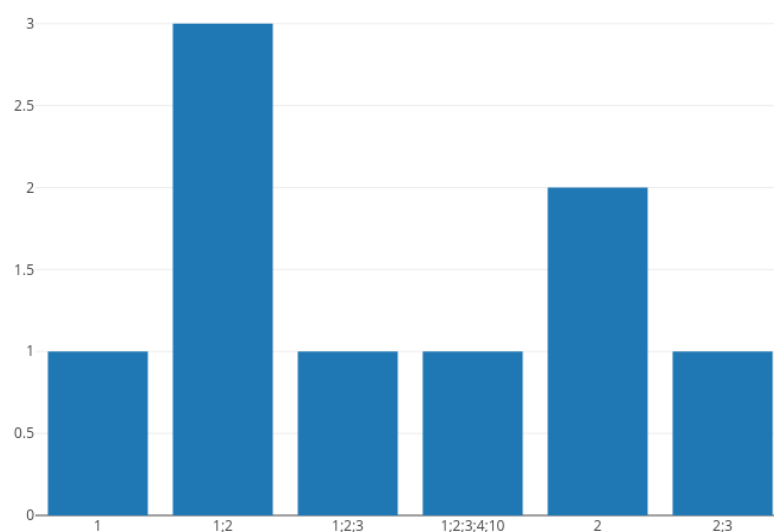


Figure 28. (Spain) Frequency of the different combinations of choices respondents selected

Summary: Again, checklists and rubrics (more rubrics than checklist) were the most common choices, not only as the sole choice but also in combination, and often together with automatic reports. One teacher combines all of the options showed in the pie plot.

Greece

N° of respondents: 33

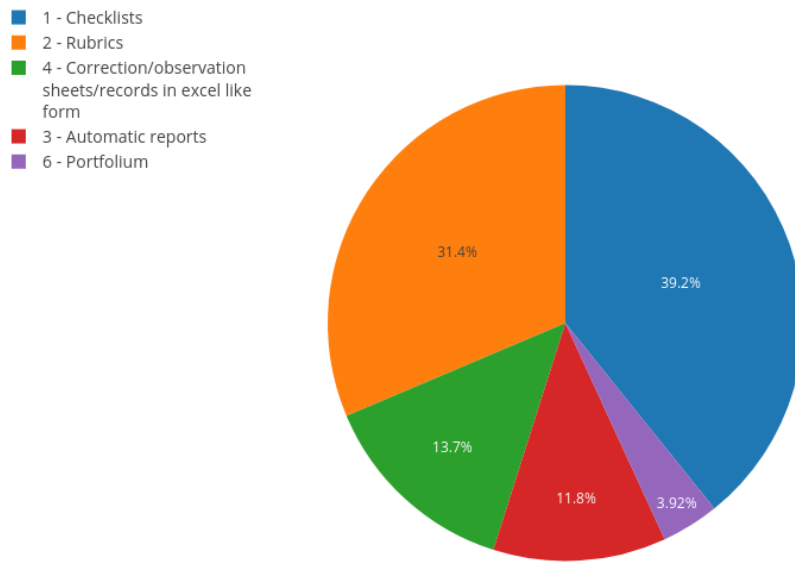


Figure 29. (Greece) What tools do you currently use to assess your students?

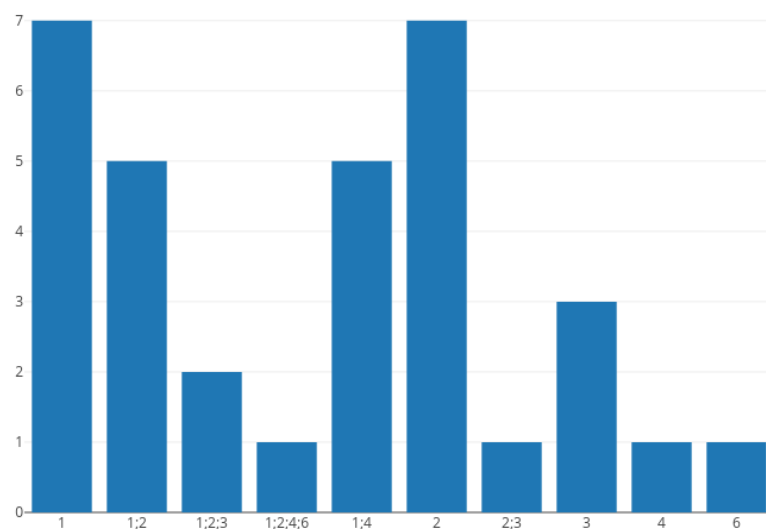


Figure 30. (Greece) Frequency of the different combinations of choices respondents selected

Summary: Considering the most frequent choices, which are rubrics and checklists, the results are not much different than those of Portugal and Spain. However, in total, sole choices of rubrics, checklists, correction / observation sheets, automatic reports or portfolium were more than their combined choices.

1.6.2 In what format do you use the tools you selected in the previous question?

Type of Question: Multiple choice.

Portugal

Nº of respondents: 133

■ 2 - Digital tools
■ 1 - Analogic tools

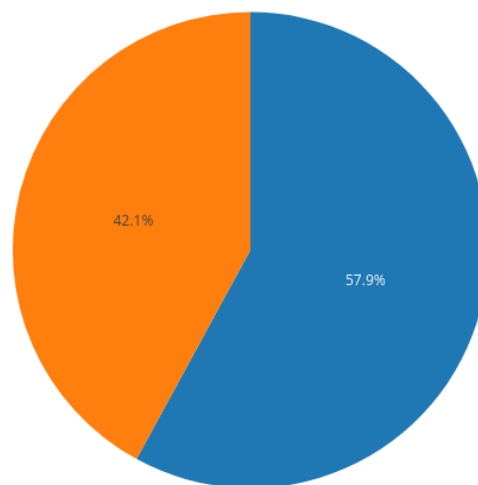


Figure 31. (Portugal) In what format do you use the tools you selected in the previous question?

Spain

Nº of respondents: 9

■ 2 - Digital tools
■ 1 - Analogic tools

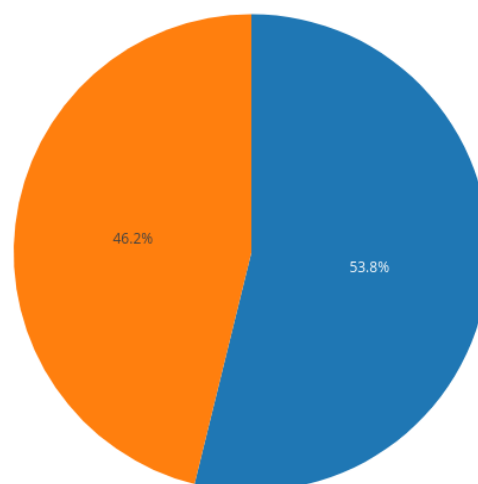


Figure 32. (Spain) In what format do you use the tools you selected in the previous question?

Greece

Nº of respondents: 33

- 2 - Digital tools
- 1 - Analogic tools

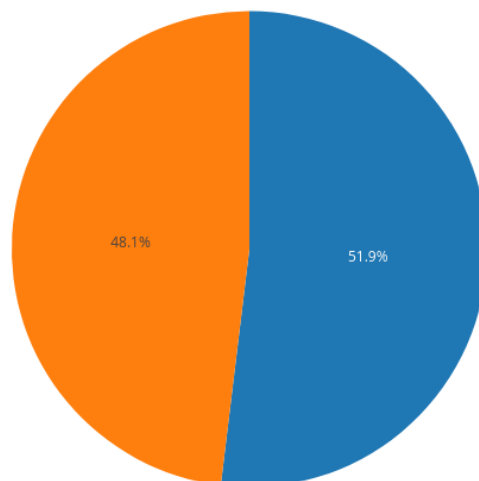


Figure 33. (Greece) In what format do you use the tools you selected in the previous question?

1.7 What is your main focus when assessing your students?

Type of Question: Multiple choice. In the available choices' description; "Knowledge acquired" is described in regard to curriculum content; "Cognitive skills" as scientific reasoning, critical thinking, creativity, communication, etc.; Emotional skills as self-regulation, well-being, interest, engagement, etc.; Social skills as respect, tolerance, friendship, solidarity, helping others, etc.

Portugal

Nº of respondents: 133

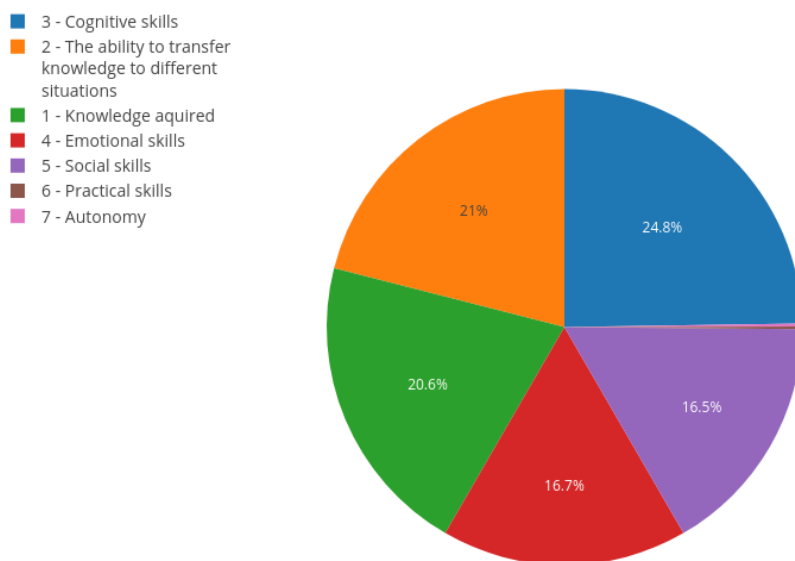


Figure 34. (Portugal) What is your main focus when assessing your students?

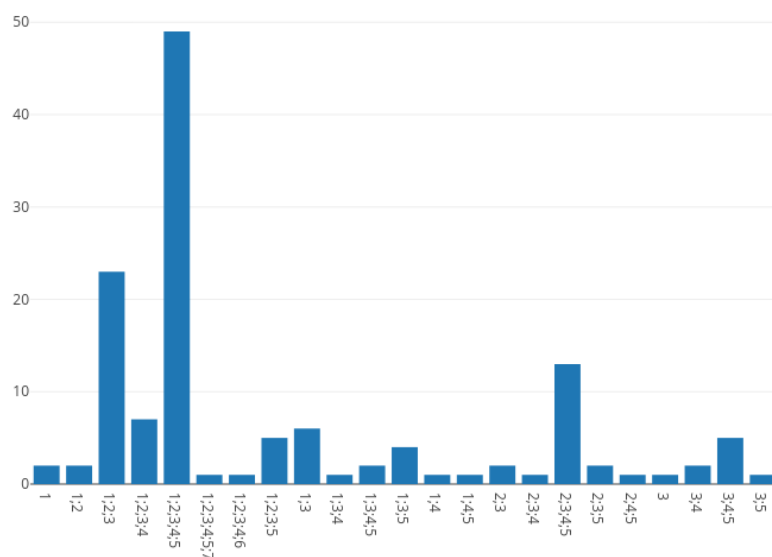


Figure 35. (Portugal) What is your main focus when assessing your students?

Spain

Nº of respondents: 9

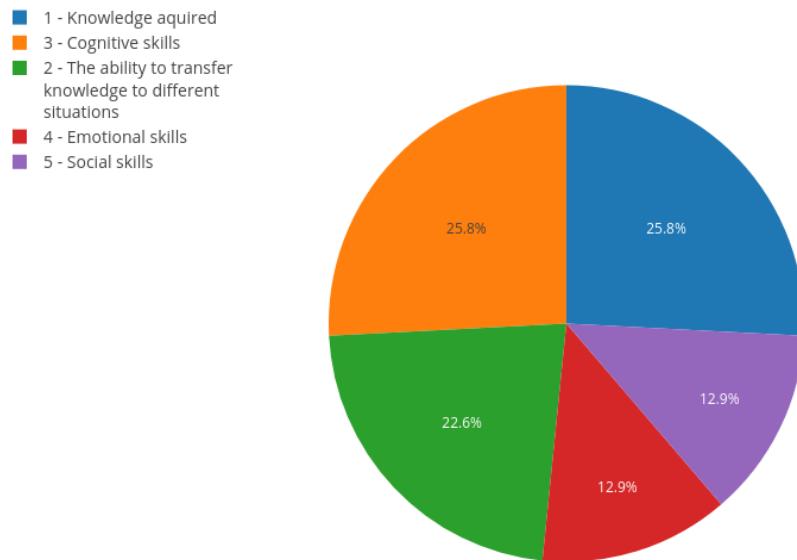


Figure 36. (Spain) What is your main focus when assessing your students?

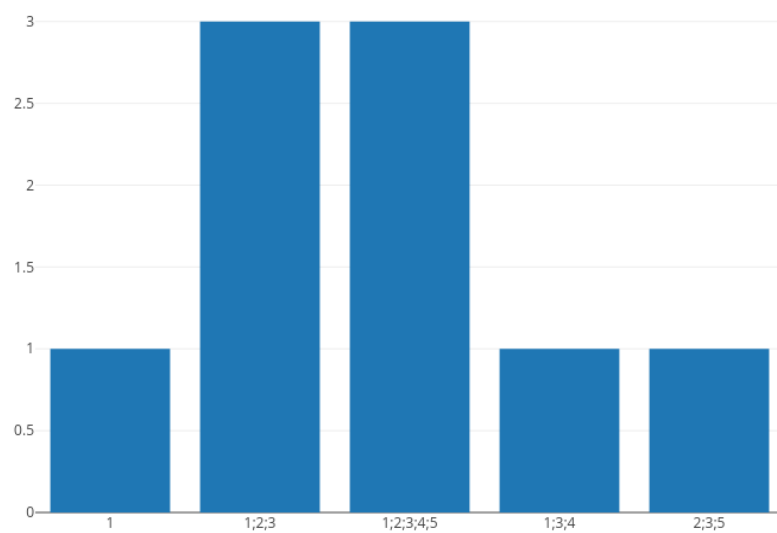


Figure 37. (Spain) What is your main focus when assessing your students?

Greece

Nº of respondents: 33

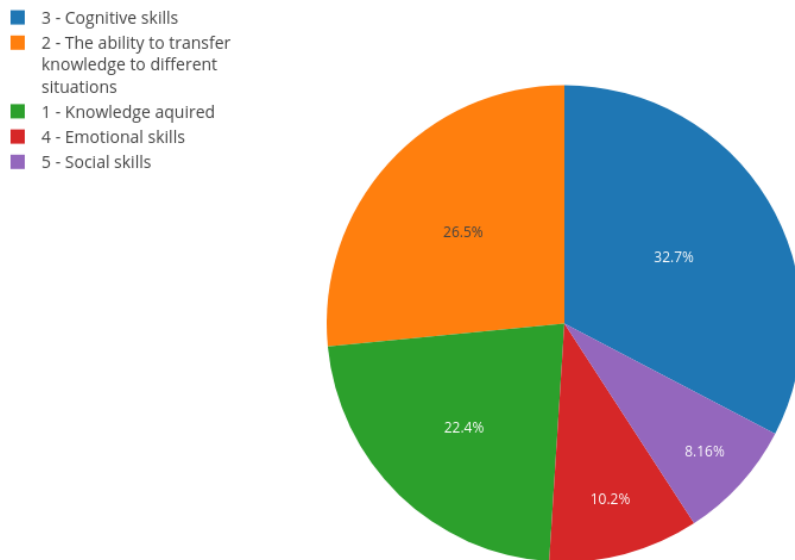


Figure 38. (Greece) What is your main focus when assessing your students?

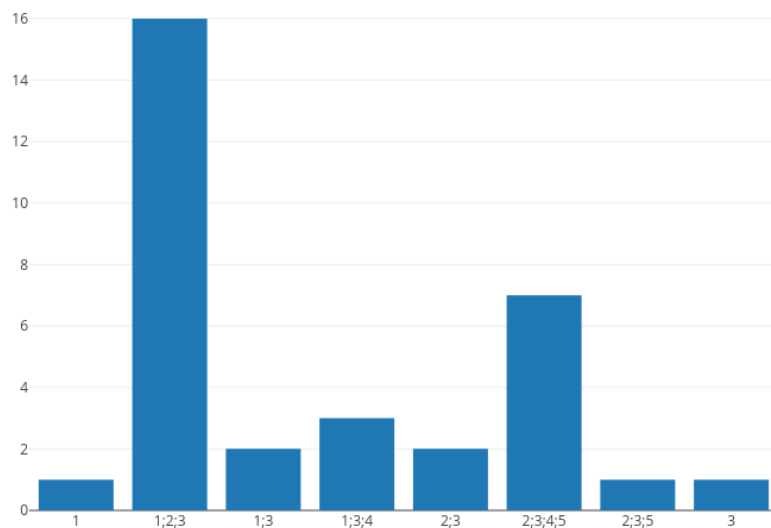


Figure 39. (Greece) What is your main focus when assessing your students?

1.8.1 When you assess your students, which of the following do you consider

Type of Question: Multiple choice.

Portugal

Nº of respondents: 133

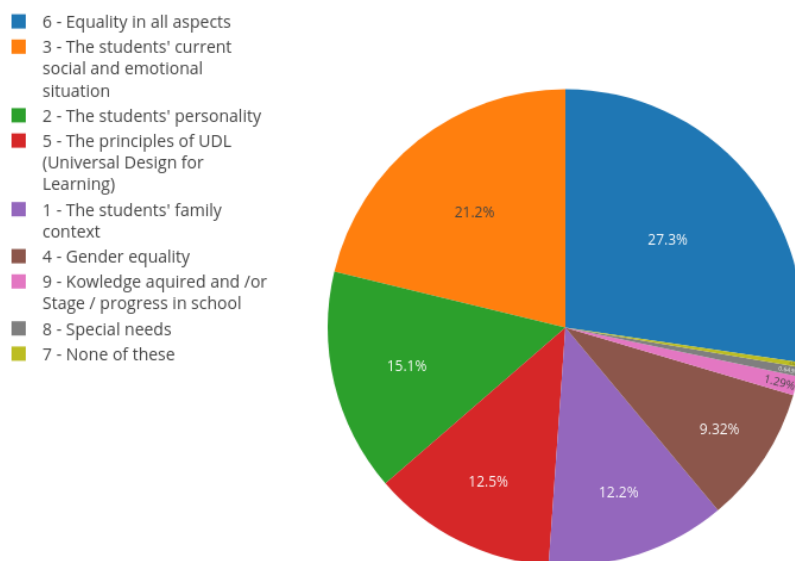


Figure 40. (Portugal) When you assess your students, which of the following do you consider?

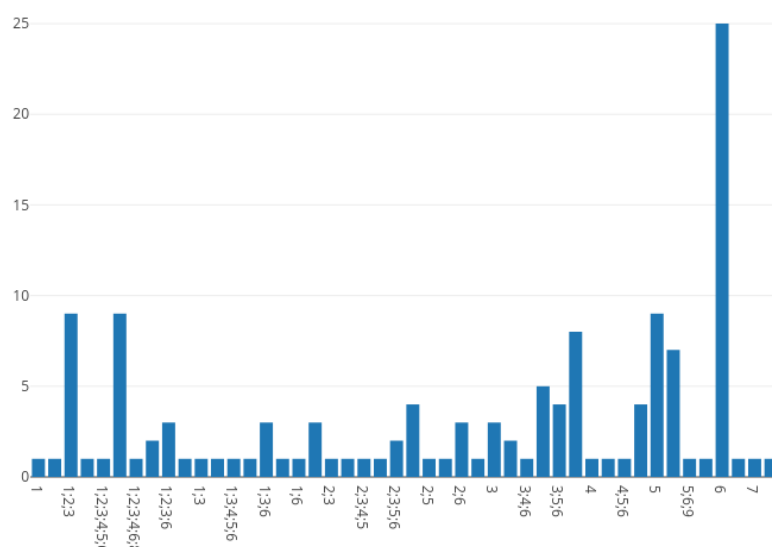


Figure 41. (Portugal) Frequency of the different combinations of choices respondents selected.

Spain

Nº of respondents: 9

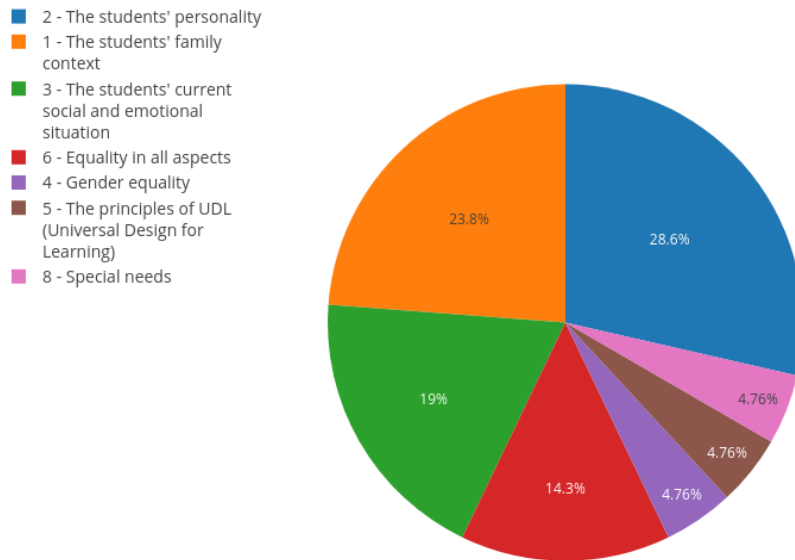


Figure 42. (Spain) When you assess your students, which of the following do you consider?

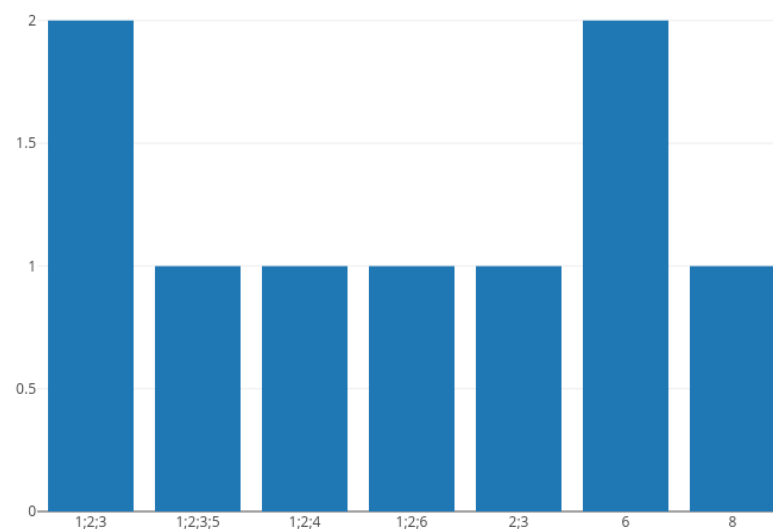


Figure 43. (Spain) Frequency of the different combinations of choices respondents selected.

Greece

Nº of respondents: 33

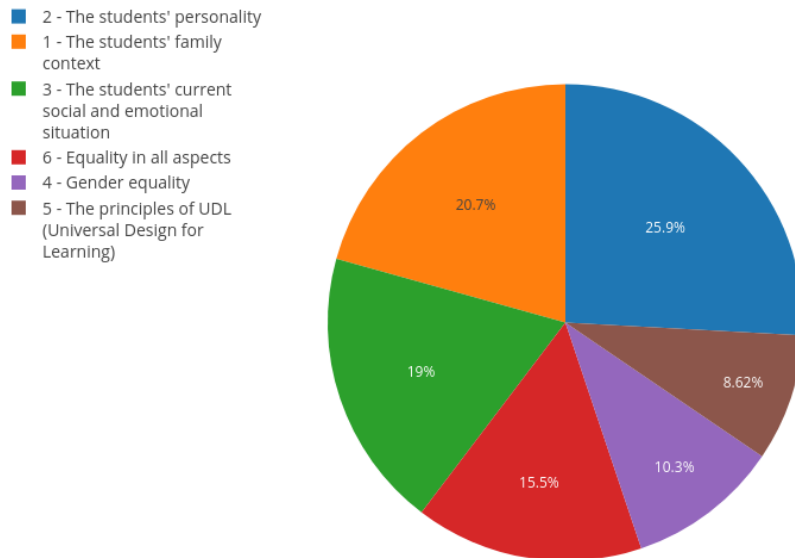


Figure 44. (Greece) When you assess your students, which of the following do you consider?

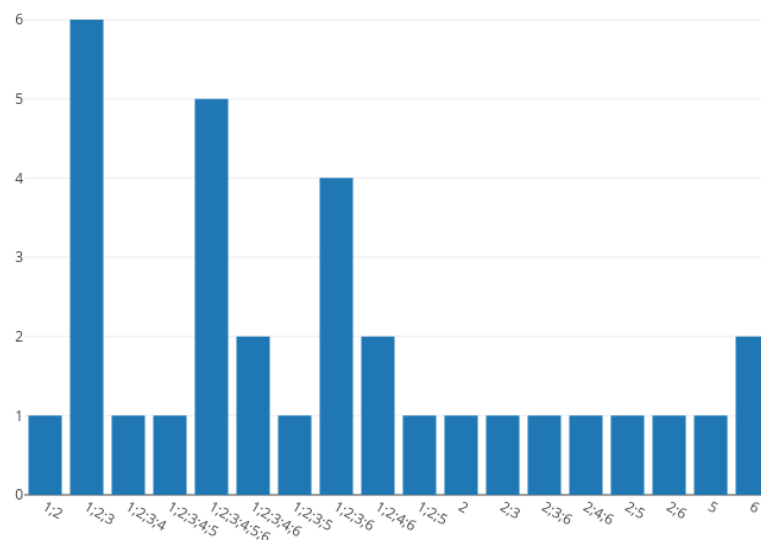


Figure 45. (Greece) Frequency of the different combinations of choices respondents selected.

1.8.2 Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

Type of Question: Open ended.

Analysis: Answers were grouped in 13 different categories according to their nature. The categories do not necessarily correspond to the teacher’s choice or choices in the previous question. They were made according to the teachers’ justification for their choices, which many times do not correspond directly to their choices but overlap or combine with others. For instance, some teachers who chose “Gender balance“ in the previous question, justified their choice on principles of fairness / equality / inclusiveness. Furthermore, many times their justification was incomplete out totally absent. For these reasons the categories detailed in the following graphics express more the teacher’s main focus when assessing students rather than a complete answer to the question above.

Portugal

Nº of respondents: 133

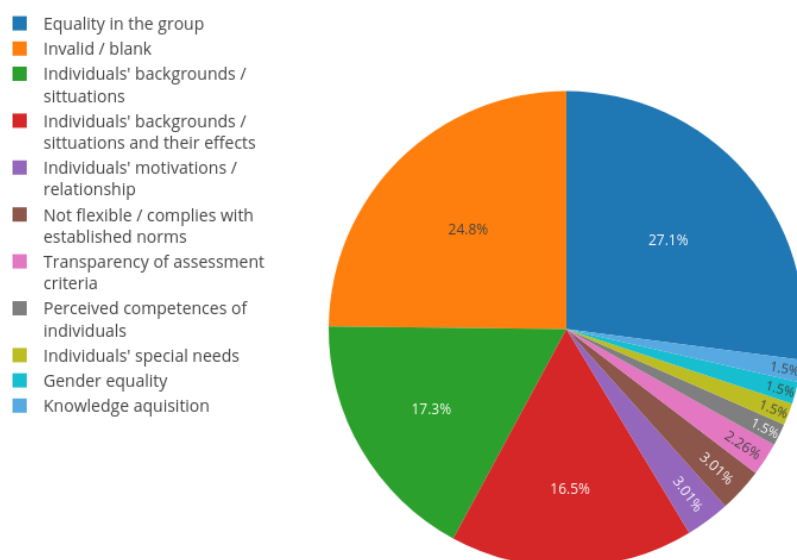


Figure 46. (Portugal) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

Summary: Most teachers chose a different combination of options in the previous question, but their justification of how and why they consider their option / options important is in general incomplete or absent. Most say they try to / adjust their teaching methods and assess tools accordingly to their choice / choices but not all of them explain it in detail or even go beyond repeating their choice. In fact, 24,8% did not answer to this question at all. Many of those who mention the importance of equality, in the first most frequent category (27,1%), justify their choices based on ideals of fairness and inclusiveness and the fundamental right of access to information / materials, equal opportunities, independently of family / social-economic context or gender and emotional situation. These teachers appear to have a more global perspective of a student class rather than an individualised one, though

a few, tend to appreciate (without specificity) diversity and individual situations as well. In the third and fourth most frequent categories “Individual-centered (background / situation)” (17.3%) and “Individual-centered (background/situation and effects)” category (16,5%), teachers selected mostly different combinations of “The student’s family context”, “The student’s personality”, “The student’s current social and emotional situation” or just one of them as a factor / factors to appreciate when assessing their students. These teachers appear to individualise more assessment according to particular needs, personality, background or situation. In the fourth category though, teachers argue for the importance of their choices based on the influence (many times negative) that the students family context / personality / current social and emotional situation may have on the student’s content/competence acquisition / performance / well-being in general. Only 9 teachers (~6,8%) with very different justifications were categorised outside the dominant categories. Their choices and justifications were not representative of the general perspective.

Spain

Nº of respondents: 9

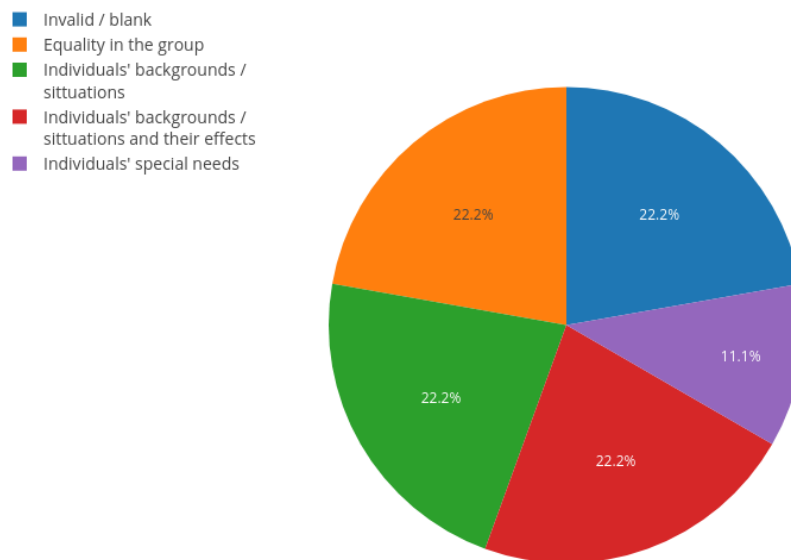


Figure 47. (Spain) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

Summary: All of the teachers chose a combination of options in the previous question, except three: One who chose 'Individuals' special needs' and two others who chose 'equality in the group' as the main aspect taken into consideration when assessing their students. Apart from the teachers who did not explain their choice / choices well or did not answer to the this question at all, most of them focus on individual aspects such as background / situation / effects and special needs as the explanation for their choices. For instance, some say that each student has its own learning pace and personality; Some students do not like to expose themselves much to others and teachers tend to adapt assessment to that. But family and socio-economic context are also mentioned as aspects that, because of their influence on students performance and learning pace, are taken in consideration as well when adapting assessment. Taken together all explanations together, in this case teachers appear to individualise more assessment mostly according to the students particular needs.

Greece

Nº of respondents: 33

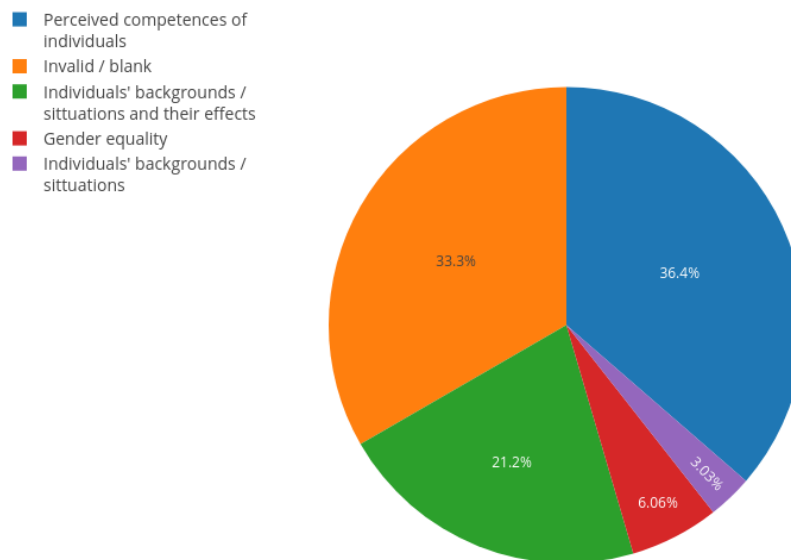


Figure 48. (Greece) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

Summary:

Most teachers (65%) that mainly consider students backgrounds / situations and their affects when assessing believe that students' social and emotional status play a key role on different levels. Awareness of their status is essential to decide if students need further support. Social and emotional status affects students' performance as it directly affects several factors like their ability to focus on homework and assignments, their overall attitude towards studying and the opportunities they have to learn in informal settings. 67% of teachers who chose to focus on the gender equality mention that equality is important to them as having equality ensures fairness when assessing students. Teachers who chose students' personality as their focus have diverse answers. The two main observations are: a) students' personalities help teachers adjust the way they assess and b) a student's personality affects his/her performance and in-class participation.

1.9 When you assess your students, which of the following do you consider

Type of Question: Multiple choice.

Portugal

Nº of respondents: 133

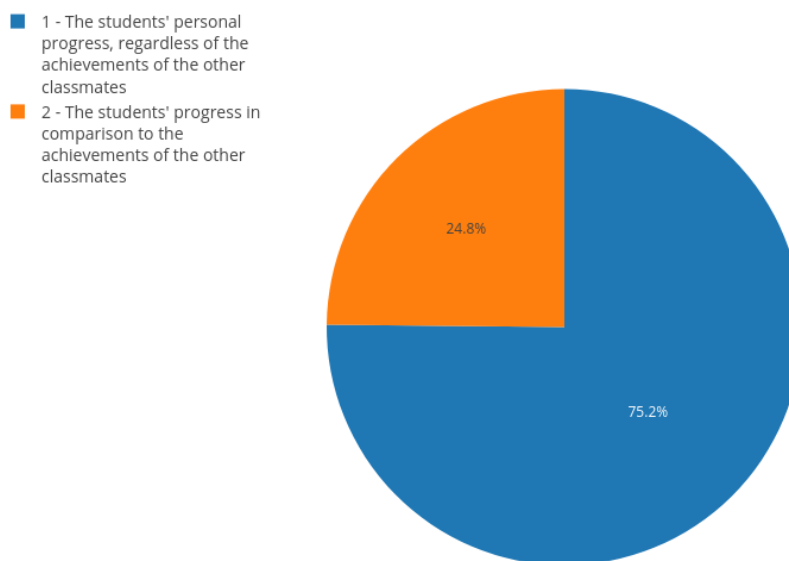


Figure 49. (Portugal) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

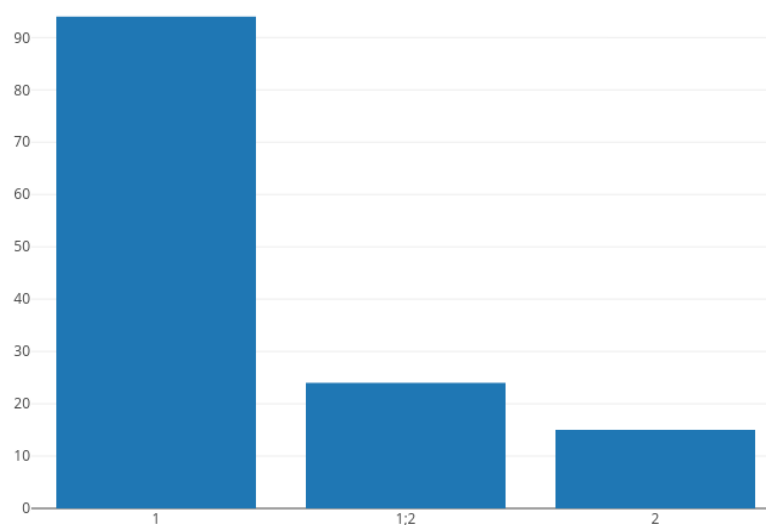


Figure 50. (Portugal) Frequency of the different combinations of choices respondents selected.

Spain

Nº of respondents: 9

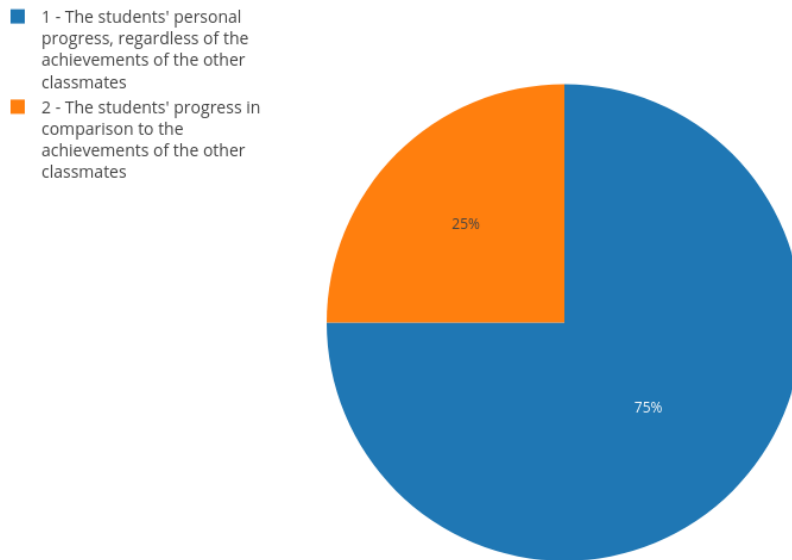


Figure 51. (Spain) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

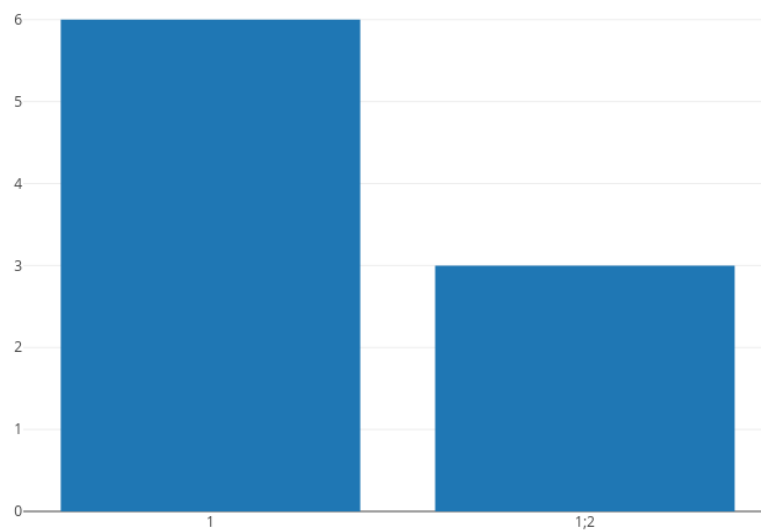


Figure 52. (Spain) Frequency of the different combinations of choices respondents selected.

Greece

Nº of respondents: 33

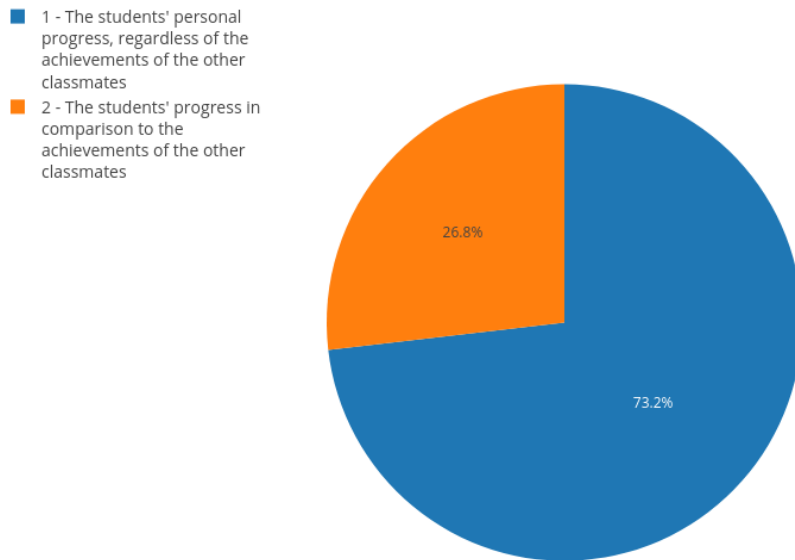


Figure 53. (Greece) Please choose one of the options you selected in the previous question and explain why you consider it important and how you consider it in the student assessment.

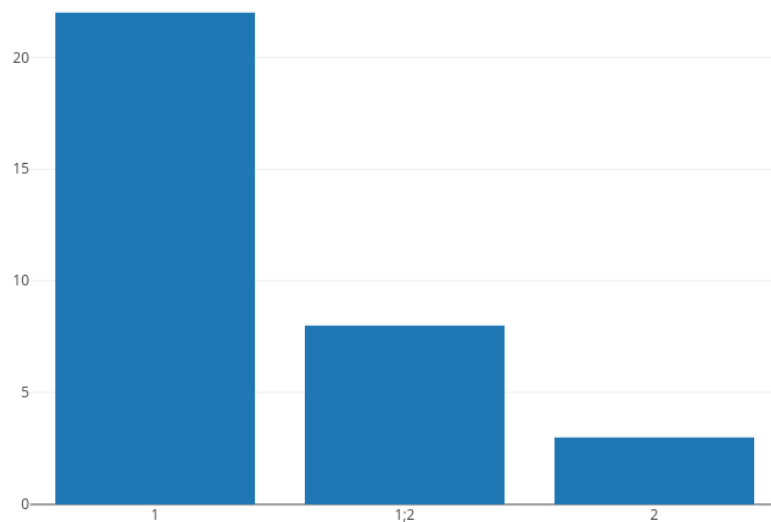


Figure 54. (Greece) Frequency of the different combinations of choices respondents selected.

2. Opinions and ideas about Innovation in student assessment

2.1 In your opinion, what are the biggest challenges when it comes to innovating in assessment?

Type of question: Open ended

Analysis: Answers were grouped in 7 different categories according to their nature. The categories are detailed in the following plots.

Portugal

Nº of respondents: 133

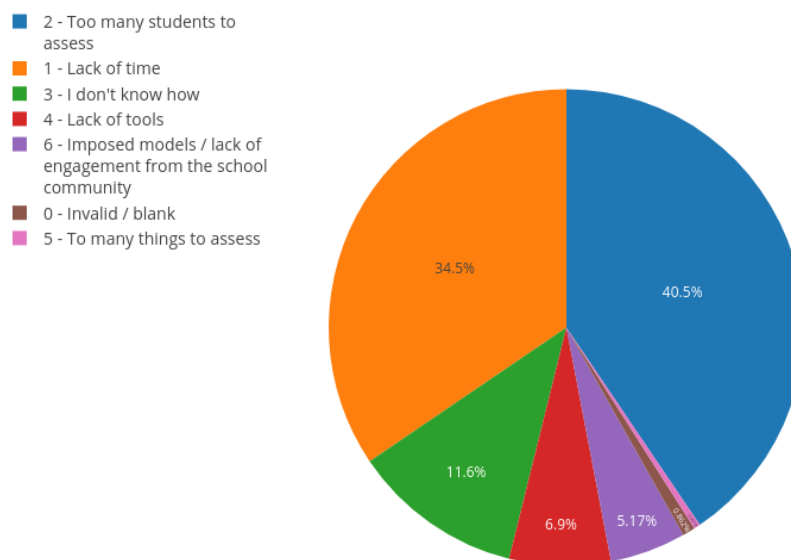


Figure 55. (Portugal) In your opinion, what are the biggest challenges when it comes to innovating in assessment?

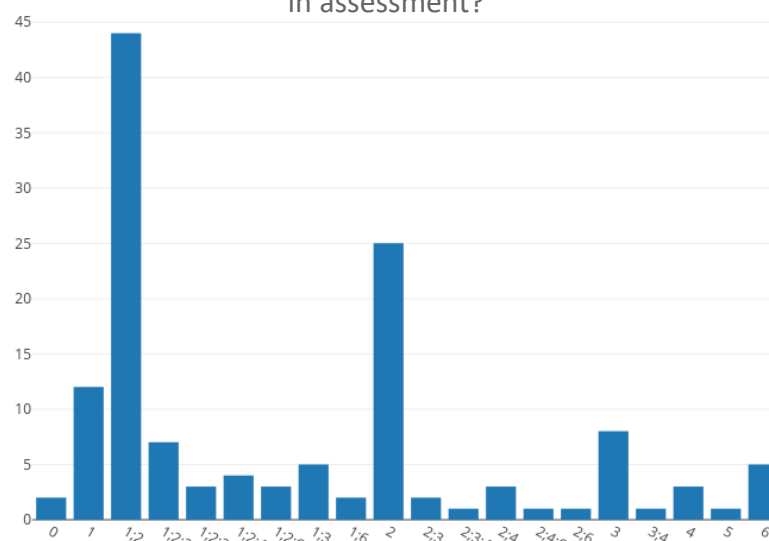


Figure 56. (Portugal) Frequency of the different combinations of categories in which answers were grouped.

Summary: The most common challenges, as identified by teachers and ordered by frequency of mentions, are the size of the student class (40,5%), the lack of time (34,5%), the lack of know-how(11,6%), the lack of tools (6.9%), and the lack of cooperation / engagement / consideration from the school community (5.17%), including teachers, parents and the students themselves (although in this category, the perception of who is non cooperative varied within the category), the models imposed by the education system and the perception that are there too many things to assess (with only 2 and 1 mentions respectively). It is worth to note that most answers comprised different combinations of each of this challenges, with the most predominant being the combination of lack of time with the size of the class (44/133 times) , “The lack of time” being the challenge that was mention the most (25/133 times) as the only challenge, which we can suppose, may depend on other factors, such as the size of the class, although not mentioned. Besides, if we consider every time “The lack of time” or “The size of the class” was identified as a challenge (in combination or not with one another or other challenges), this amounts for 113 of the total number of answers (~85%). On the other hand, when the lack of knowledge or tools is identified as the main challenge, this amounts for 38 of the answers (29%) which is also of worth consideration.

Spain

Nº of respondents: 9

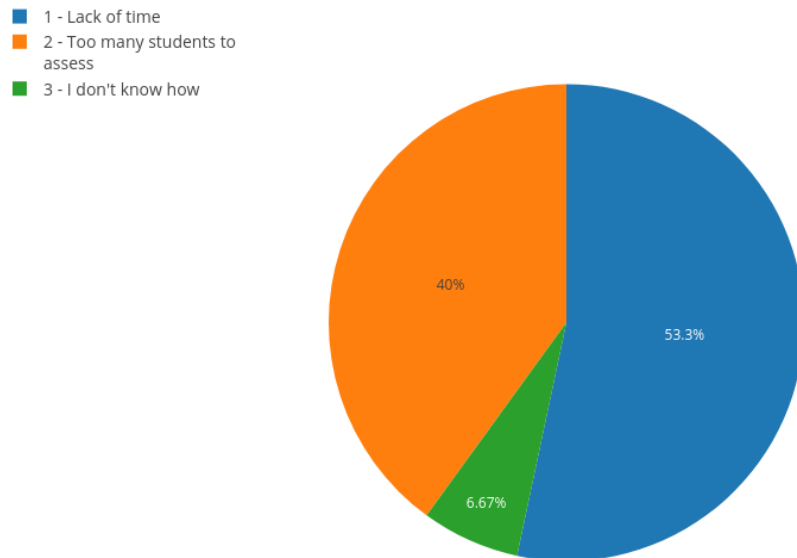


Figure 57. (Spain) In your opinion, what are the biggest challenges when it comes to innovating in assessment?

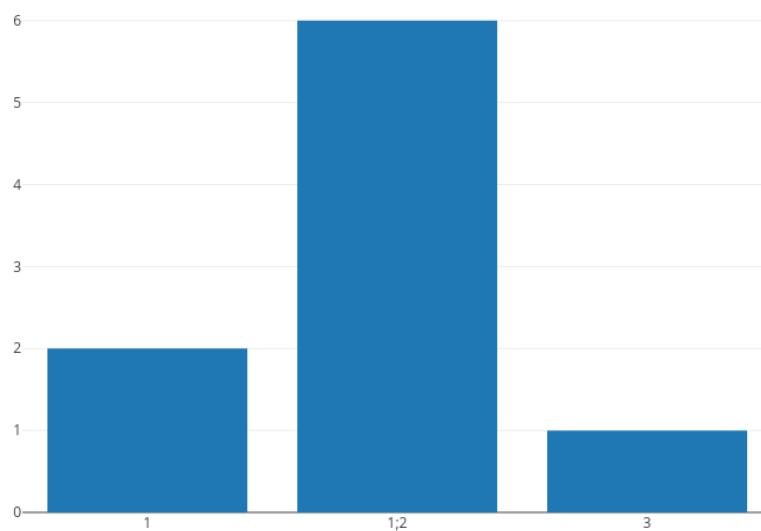


Figure 58. (Spain) Frequency of the different combinations of categories in which answers were grouped.

Summary: The only two challenges that teachers identified were the lack of time and the size of the class, frequently mentioned in combination. In fact there was only one teacher who mentions the lack of time as the only challenge to innovate in assessment, and another who cannot identify a challenge.

Greece

Nº of respondents: 33

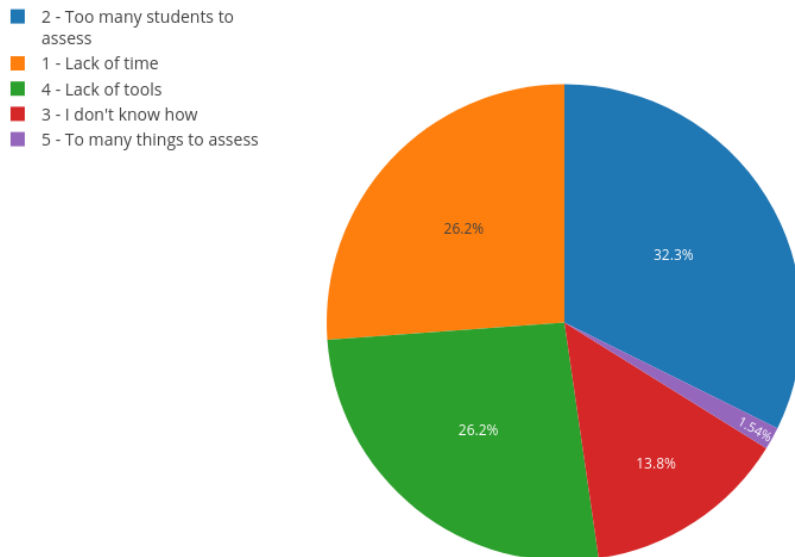


Figure 59. (Greece) In your opinion, what are the biggest challenges when it comes to innovating in assessment?

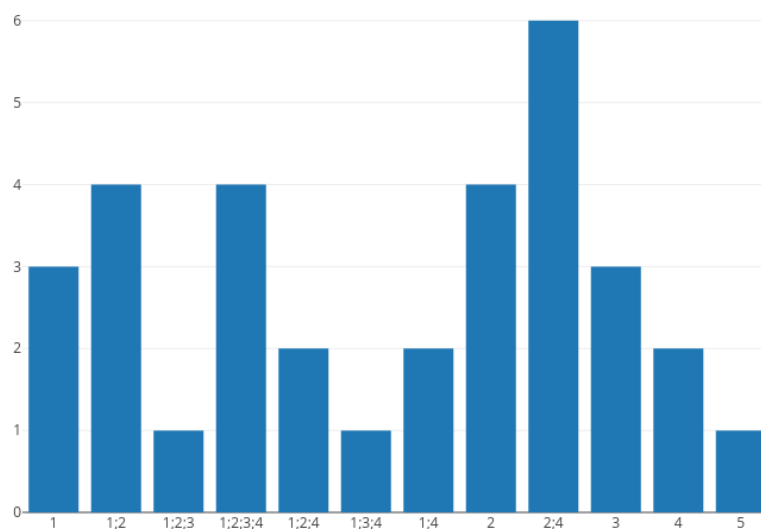


Figure 60. (Greece) Frequency of the different combinations of categories in which answers were grouped.

Summary: Again, the lack of time and the size of the class were identified as the main two challenges and often in combination with one another, but here, the lack of tools appears as the third force against innovative assessment and often (except for two times), in combination the the lack of time and / or the size of the class.

2.2 Do you think that innovative assessment is important for you to also innovate the way you teach?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Yes
- I don't know
- No

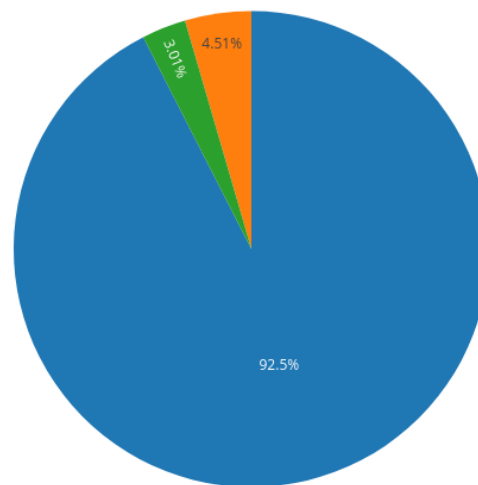


Figure 61. (Portugal) Do you think that innovative assessment is important for you to also innovate the way you teach?

Spain

Nº of respondents: 9

- Yes

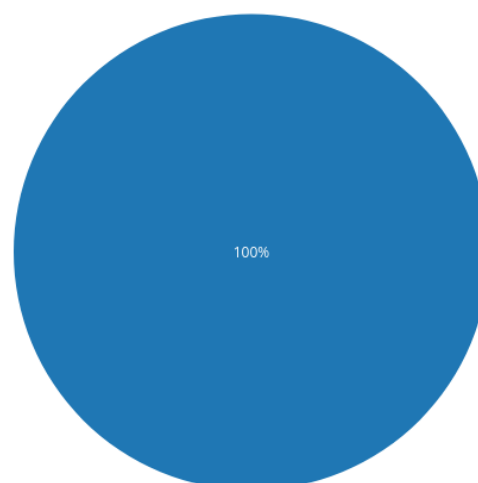


Figure 62. (Spain) Do you think that innovative assessment is important for you to also innovate the way you teach?

Greece

Nº of respondents: 133

■ Yes
■ I don't know

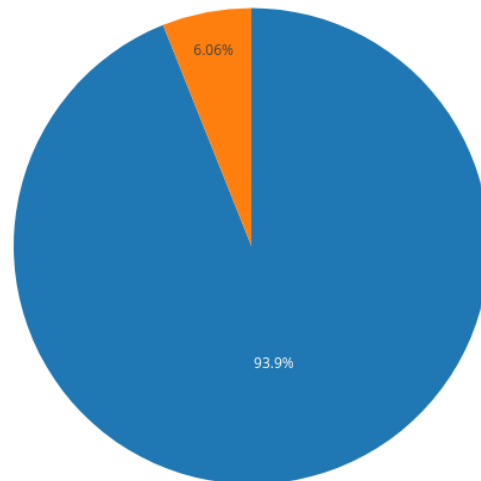


Figure 63. (Greece) Do you think that innovative assessment is important for you to also innovate the way you teach?

2.3 In your opinion, which one is more complex?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Assessing the development of students' competences
- Assessing the knowledge retention of students
- Invalid / blank
- Everything is complex in assessment

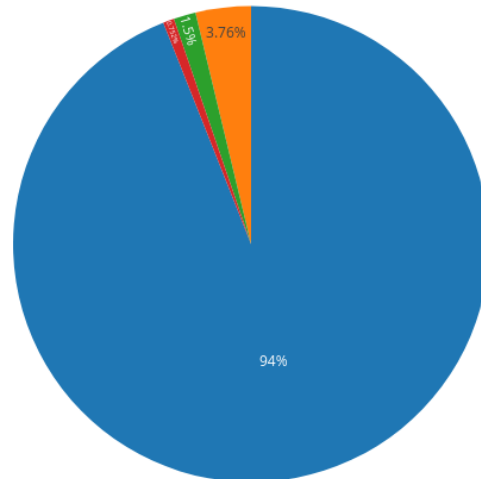


Figure 64. (Portugal) In your opinion, which one is more complex?

Spain

Nº of respondents: 9

- Assessing the development of students' competences

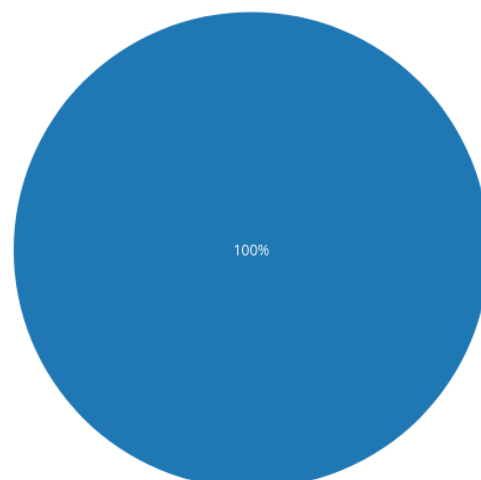


Figure 65. (Spain) In your opinion, which one is more complex?

Greece

N° of respondents: 33

- Assessing the development of students' competences
- Assessing the knowledge retention of students
- Everything is complex in assessment

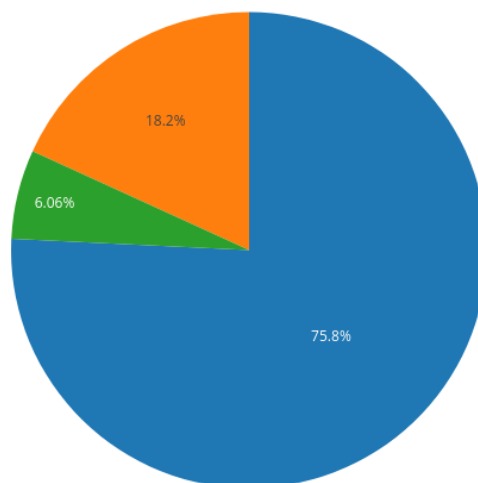


Figure 66. (Greece) In your opinion, which one is more complex?

2.4 In your opinion, which are the most common challenges when assessing students' skills?

Type of question: Open ended

Analysis: Answers were grouped in 7 different categories according to their nature. The categories are detailed in the following plots.

Portugal

Nº of respondents: 133

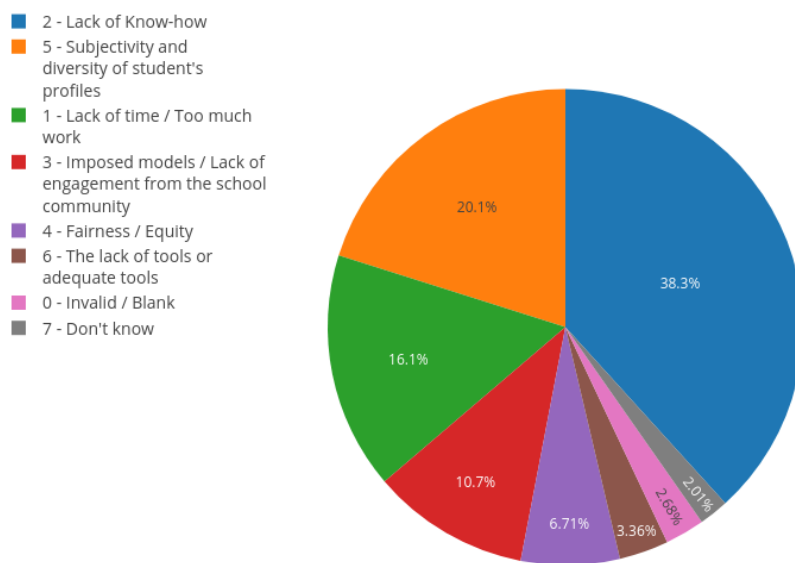


Figure 67. (Portugal) In your opinion, which are the most common challenges when assessing students' skills?

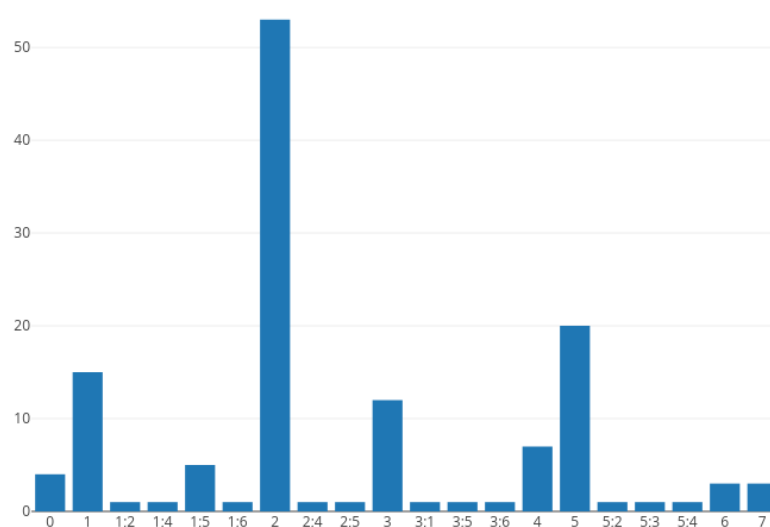


Figure 68. (Portugal) Frequency of the different combinations of categories in which answers were grouped.

Summary: The most commonly identified challenge was the lack of know-how (38.3%), expressed directly or indirectly in various ways: for instance, while some teachers affirm they don't know where to start at all or find it too difficult / complex to do (in general or for particular skills), others struggle not only to understand / define adequate criteria / objectives / activities and assessment tools, that are different, broad and diverse, but also to create and apply new tools which fulfil the goal of assessing skills in innovative ways that go far beyond the reproduction of the already established assessment framework to promote personal development. Besides that, 20.1% of respondents believe that skill assessment is subjective by definition and that it depends very much on student's expectations and motivations, but also external factors, such as context, and therefore too difficult to assess or even unverifiable / credible, and even too hard considering the diversity of students' profiles. Many respondents complain about the amount of work and / or the lack of time (16.1%), and some relate it to the size and heterogeneity of the students' class, which doesn't allow teachers to attend and / or assess each student individually and give him the necessary feedback regarding the development of competences. Responses in the category "Imposed models / Lack of engagement from the community" (10,7%) varied much regarding the agent that was identified as the most challenging in the process of assessing students' skills. For instance, while some teachers complain about the lack of cooperation from their peers, others worry that parents are not receptive to innovation or that students do not engage. Others complain about the laws and the design of the education system that prioritizes quantification rather than qualification. Beyond these more general categories, some of teachers (6,71%) identifies specifically the challenge to be fair in such a way that that all students are given equal opportunities / access to tools and that assessment is impartial and does not impair their performance and / or motivation. Lastly, a few percentage (3,36%) says they don't have enough resources / access to adequate tools or any tools at all.

Spain

Nº of respondents: 9

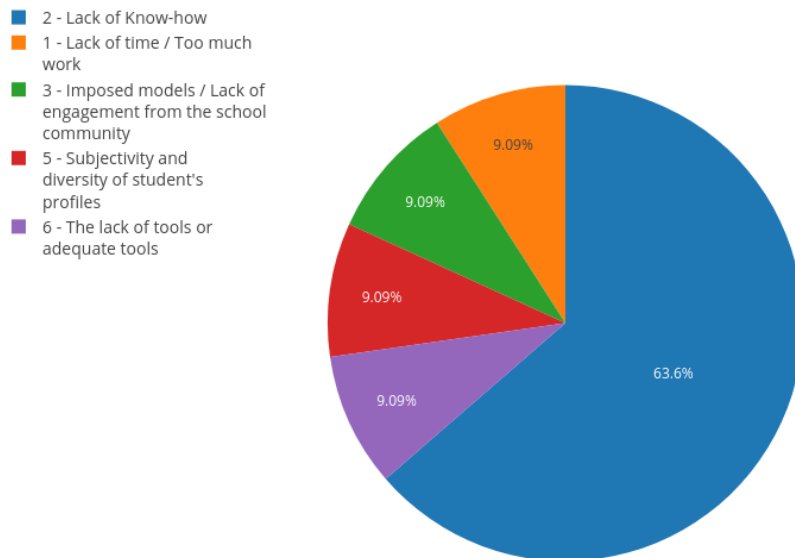


Figure 69. (Spain) In your opinion, which are the most common challenges when assessing students' skills?

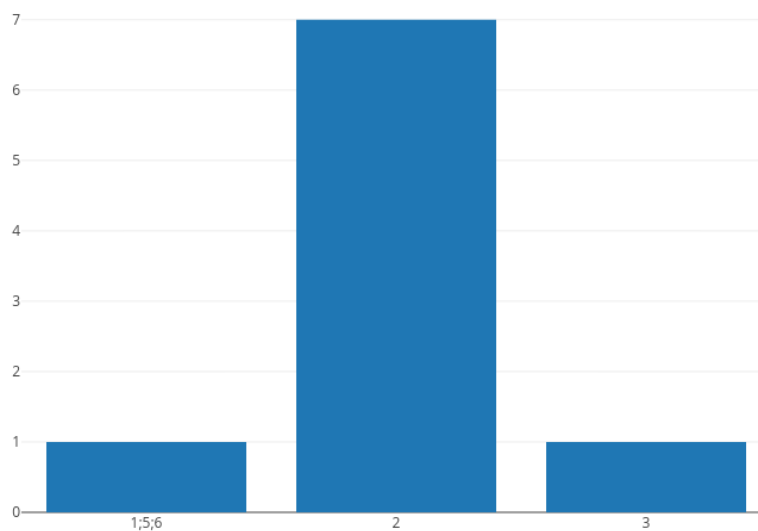


Figure 70. (Spain) Frequency of the different combinations of categories in which answers were grouped.

Summary: The lack of Know-how was clearly the most commonly referred challenge, and was usually identified in relation to the preparation or creation of activities / tasks, rubrics and indicators which demonstrate clearly the development of skills, but also, in one case to the culture and mentality itself around the way that assessment done traditionally. As shown above (Figure 70), only two responses were categorized differently, however, in these cases, responses did not give clear descriptions explanations of the challenge itself.

Greece

Nº of respondents: 33

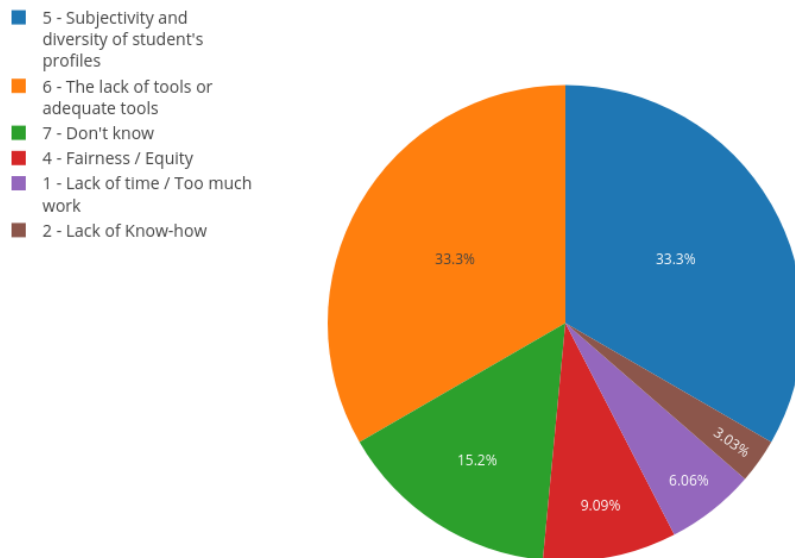


Figure 71. (Greece) In your opinion, which are the most common challenges when assessing students' skills?

Summary: For teachers who find subjectivity and diversity of students' profile most challenging, 54.5% of them have a difficult time to understand the degree to which students have truly acquired the knowledge they are expected to. These teachers seem to worry that aspects of students' personality can affect their performance and hinder their true level of understanding. Regarding lack of time, 50% of teachers refer to the lack of time students have to develop their skills, while another 50% focuses on the time they can spend to assess each student. Teachers who chose fairness and equity were only a few in number and gave diverse explanations. Indicatively, one compared their way of teaching / assessing to that of their colleagues, and another considered difficult to find tools that promote equity. Teachers who find lack of tools to be most challenging gave very diverse answers as well. One common reason (17%) was their uncertainty with regards to assessing students fairly and objectively.

2.5 In your opinion, which are the most useful tools and/or resources to assess students' skills?

Type of question: Open ended

Analysis: Answers were grouped in 20 different categories according to their nature. The categories are detailed in the following plot. Because there are many categories which were chosen alone and many different combinations of categories appearing only a few times, no patterns were found, and thus, combinations are not shown bellow.

Portugal

Nº of respondents: 133

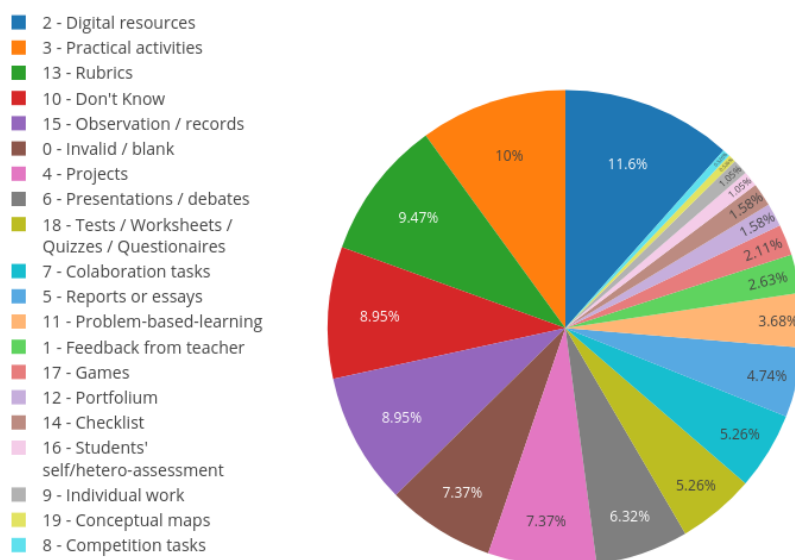


Figure 72. (Portugal) In your opinion, which are the most useful tools and/or resources to assess students' skills?

Spain

Nº of respondents: 9

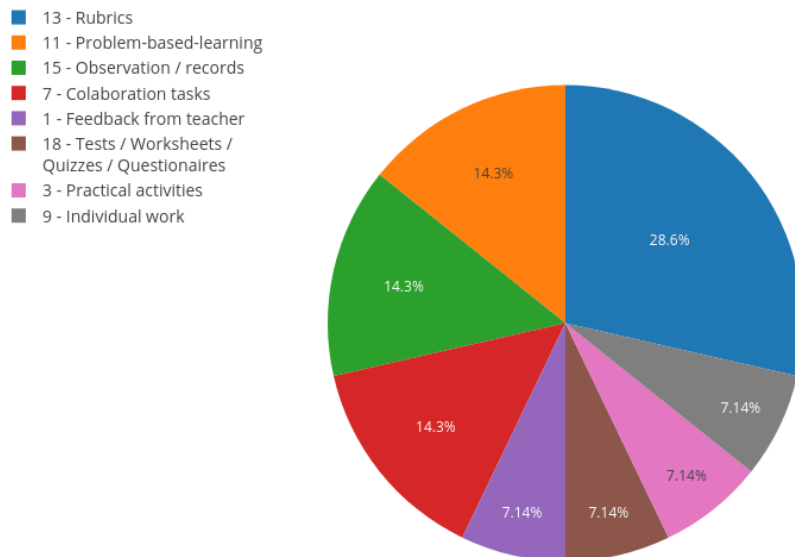


Figure 73. (Spain) In your opinion, which are the most useful tools and/or resources to assess students' skills?

Greece

Nº of respondents: 33

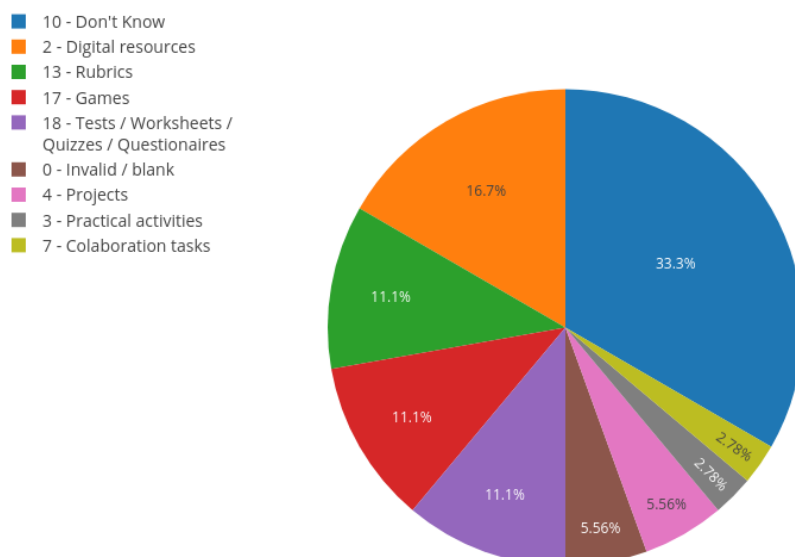


Figure 74. (Greece) In your opinion, which are the most useful tools and/or resources to assess students' skills?

2.6 What would be necessary to help you assess your students' skills in an easier way?

Type of question: Open ended

Analysis: Answers were grouped in 16 different categories according to their nature. The categories are detailed in the following plot.

Portugal

Nº of respondents: 133

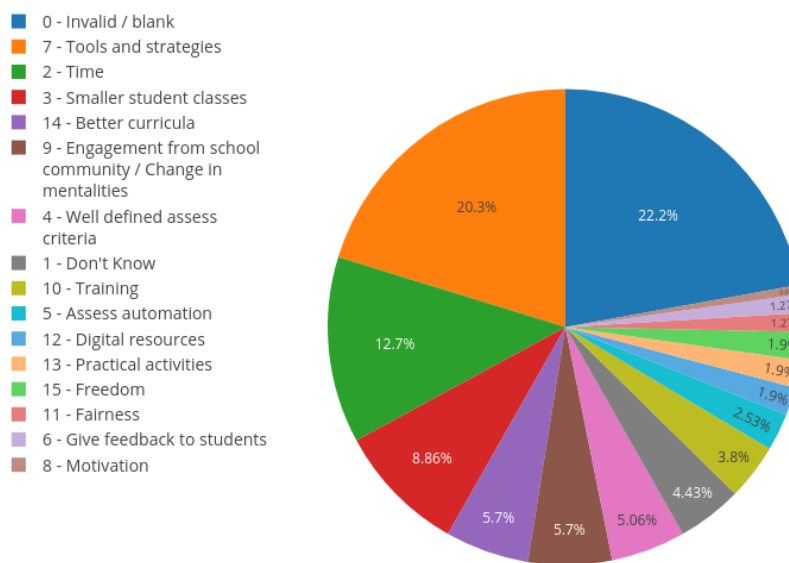


Figure 75. (Portugal) What would be necessary to help you assess your students' skills in an easier way?

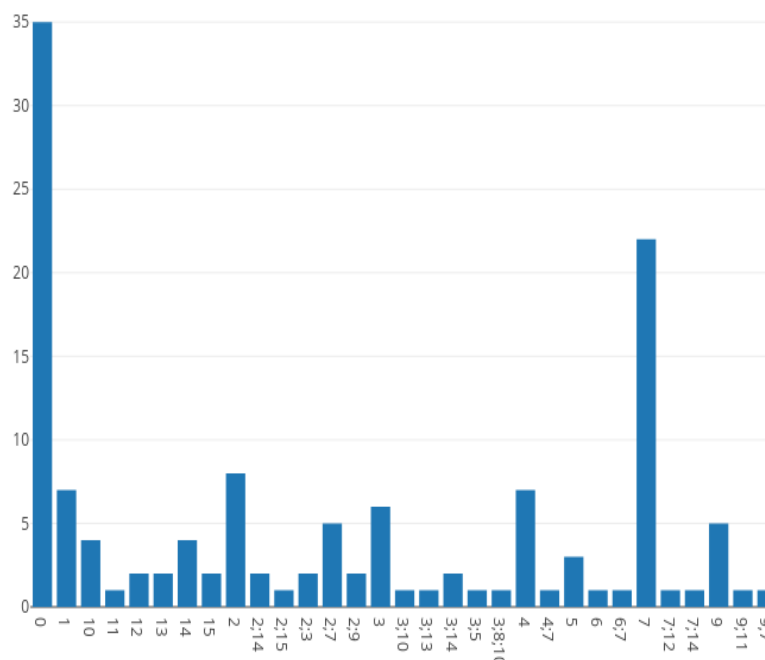


Figure 76. (Portugal) Frequency of the different combinations of categories in which answers were grouped.

Spain

Nº of respondents: 9

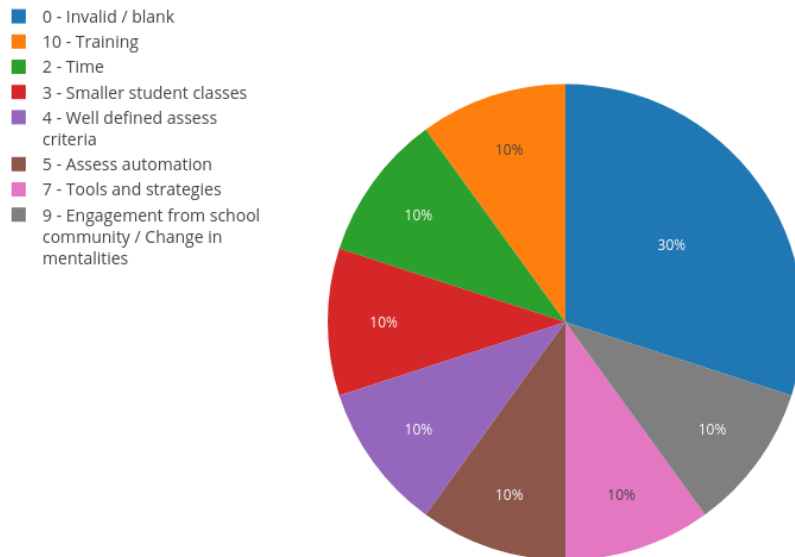


Figure 77. (Spain) What would be necessary to help you assess your students' skills in an easier way?

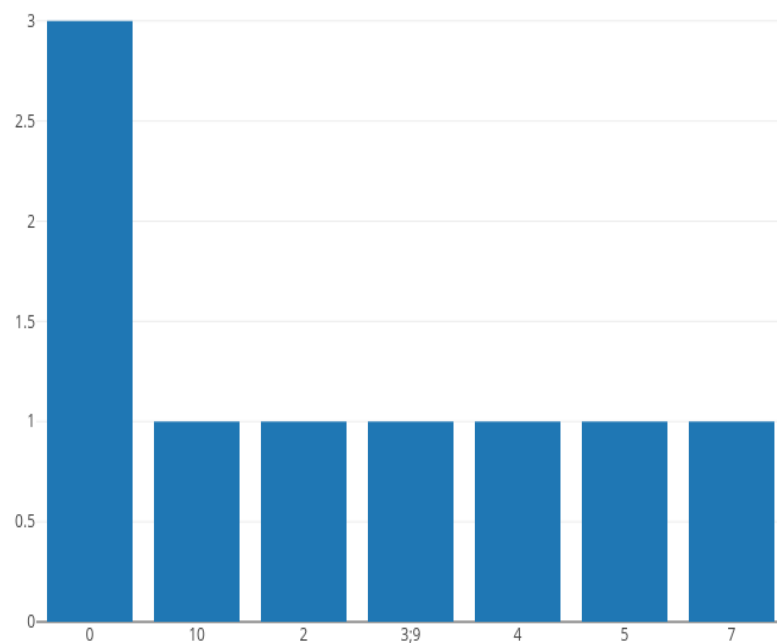


Figure 78. (Spain) Frequency of the different combinations of categories in which answers were grouped.

Greece

Nº of respondents: 33

- 7 - Tools and strategies
- 1 - Don't Know
- 10 - Training
- 5 - Assess automation
- 2 - Time
- 9 - Engagement from school community / Change in mentalities

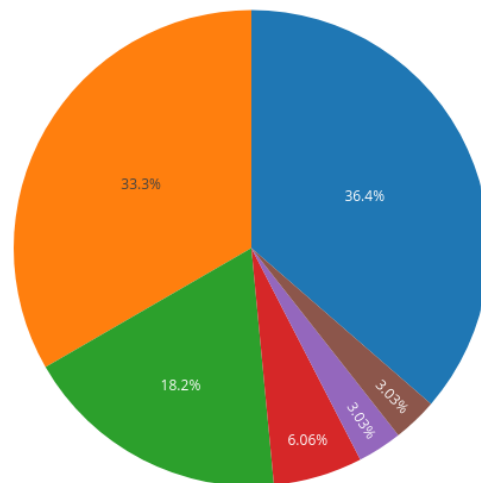


Figure 79. (Greece) What would be necessary to help you assess your students' skills in an easier way?

2.7 Are you happy with the current tools you use to assess your students?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

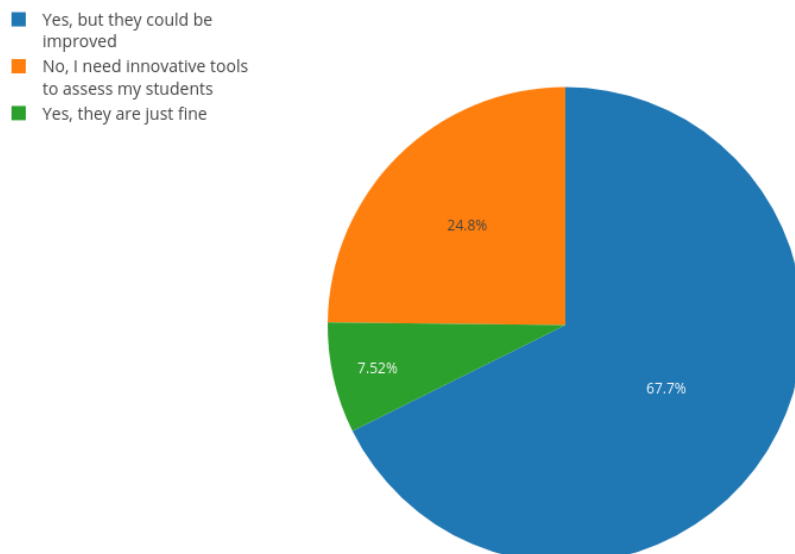


Figure 80. (Portugal) Are you happy with the current tools you use to assess your students?

Spain

Nº of respondents: 9

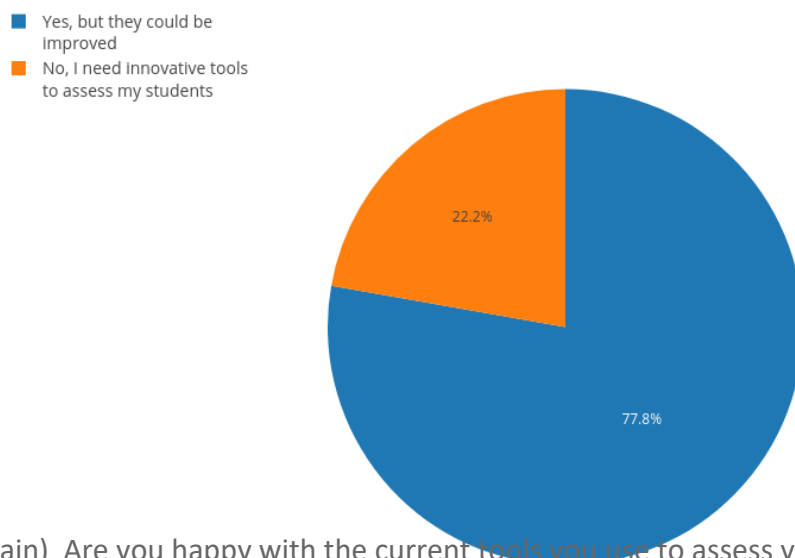


Figure 81. (Spain) Are you happy with the current tools you use to assess your students?

Greece

Nº of respondents: 33

- Yes, but they could be improved
- No, I need innovative tools to assess my students

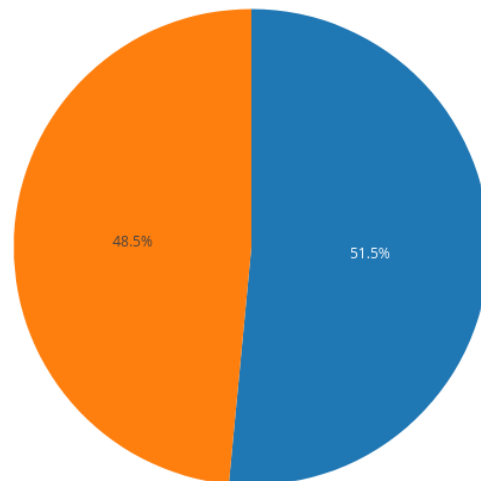


Figure 82. (Greece) Are you happy with the current tools you use to assess your students?

2.8 Which one do you think is most useful in assessing students?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Both
- Formative assessment
- Summative assessment
- Invalid / blank

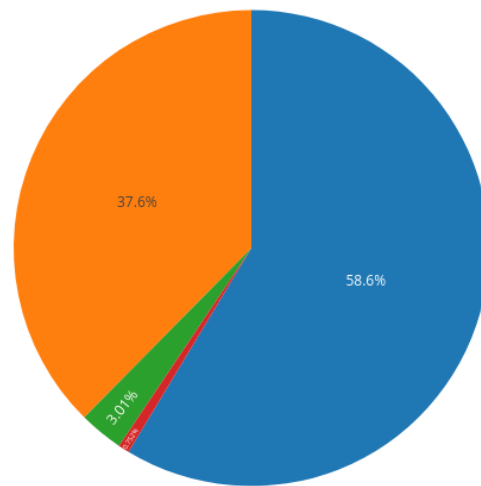


Figure 83. (Portugal) Which one do you think is most useful in assessing students?

Spain

Nº of respondents: 9

- Formative assessment
- Both

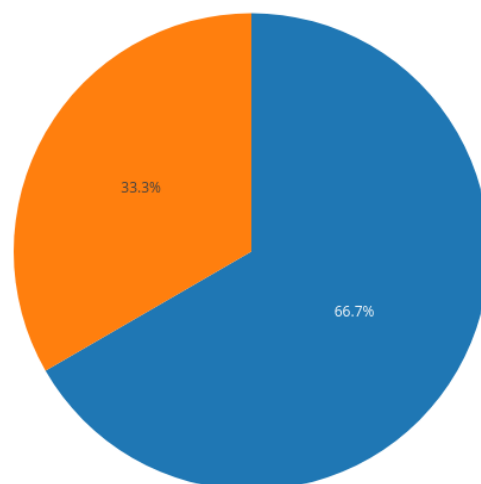


Figure 84. (Spain) Which one do you think is most useful in assessing students?

Greece

Nº of respondents: 33

- Both
- Formative assessment
- Summative assessment

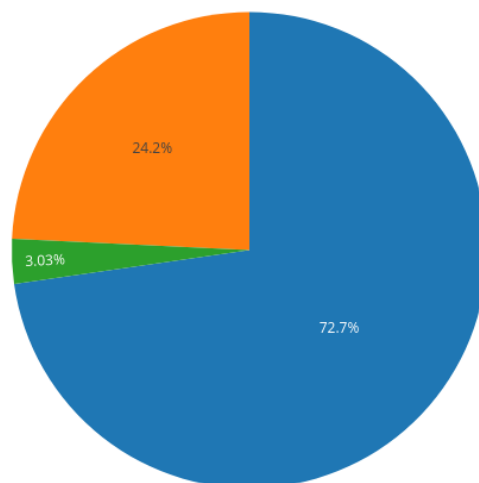


Figure 85. (Greece) Which one do you think is most useful in assessing students?

2.9 Do you think it is important to share regular development reports with students?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Yes and I already do it
- Yes but I don't do it
- I don't know
- Yes, and I do it sometimes
- No

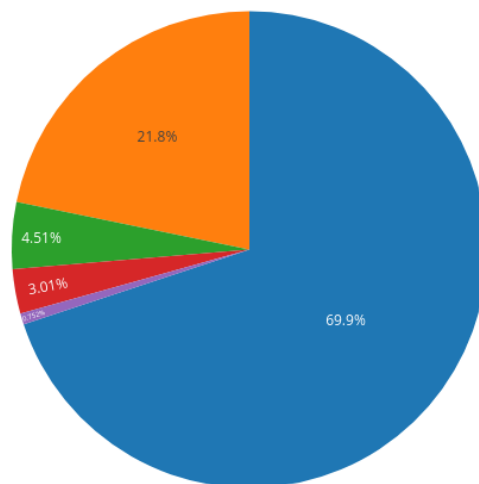


Figure 86. (Portugal) Do you think it is important to share regular development reports with students?

Spain

Nº of respondents: 9

- Yes and I already do it
- Yes but I don't do it
- Yes, and I do it sometimes

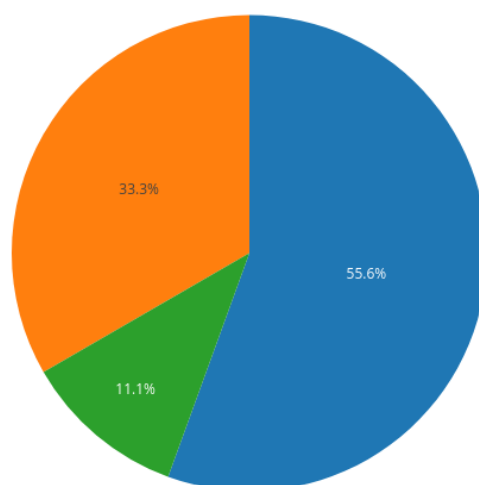


Figure 87. (Spain) Do you think it is important to share regular development reports with students?

Greece

Nº of respondents: 33

- Yes and I already do it
- Yes but I don't do it
- No
- Yes, and I do it sometimes

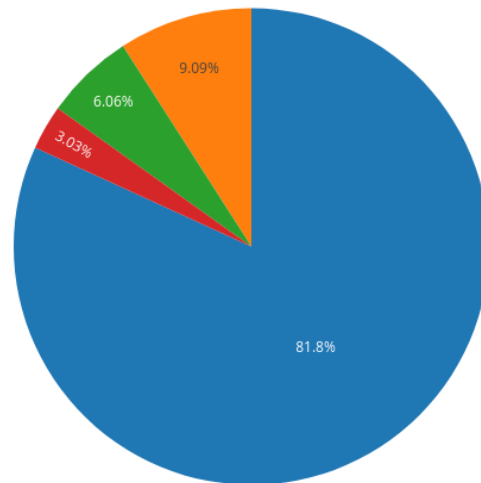


Figure 88. (Greece) Do you think it is important to share regular development reports with students?

2.10 Do you think that by giving regular feedback to students helps them to improve and to adapt their learning techniques?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Yes
- Yes, depending on the students's profile
- Invalid / blank
- I don't know

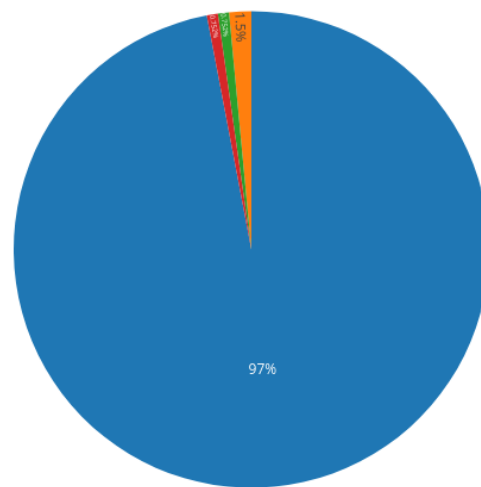


Figure 89. (Portugal) Do you think that by giving regular feedback to students helps them to improve and to adapt their learning techniques?

Spain

Nº of respondents: 9

- Yes

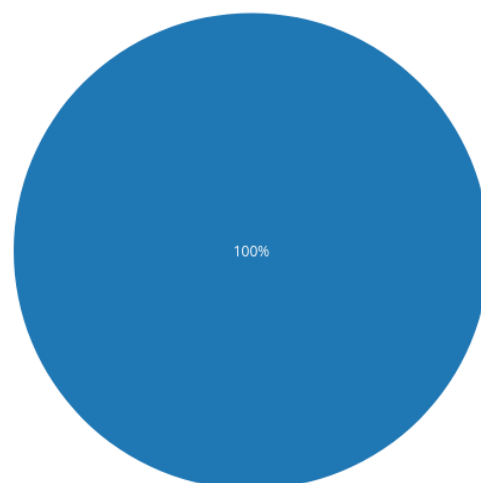


Figure 90. (Spain) Do you think that by giving regular feedback to students helps them to improve and to adapt their learning techniques?

Greece

Nº of respondents: 33

■ Yes
■ I don't know

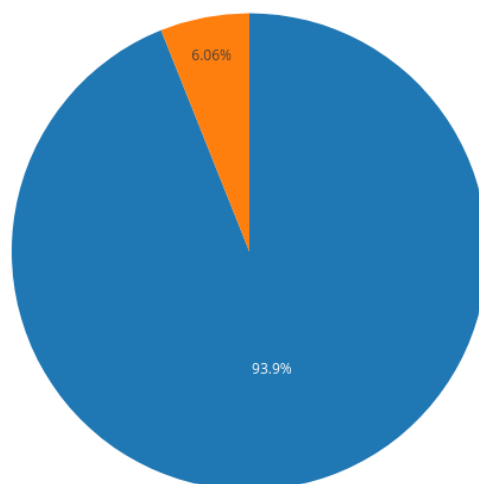


Figure 91. (Greece) Do you think that by giving regular feedback to students helps them to improve and to adapt their learning techniques?

2.11 Which of the following do you consider to be important when assessing students

Type of question: Multiple choice

Portugal

Nº of respondents: 133

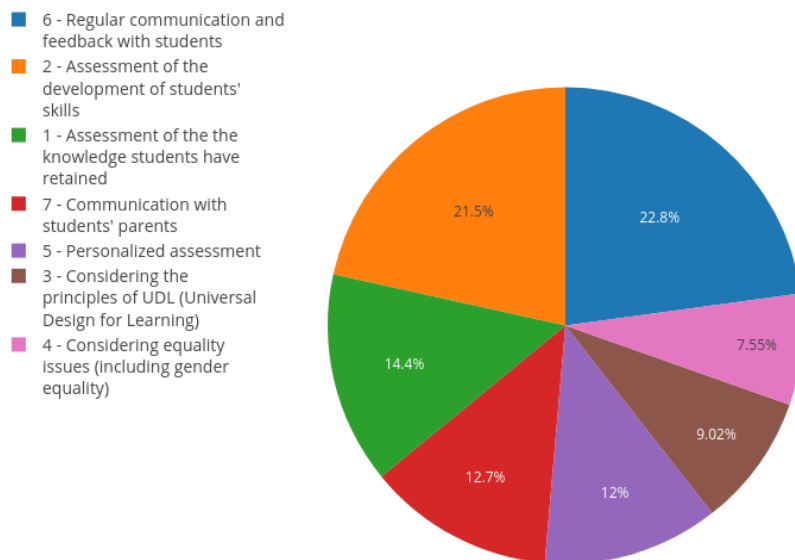


Figure 92. (Portugal) Which of the following do you consider to be important when assessing students

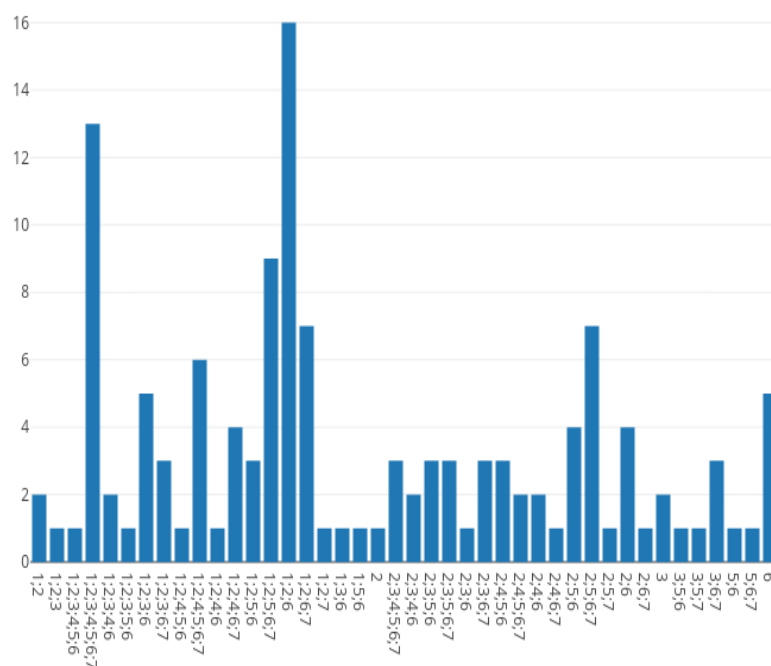


Figure 93. (Portugal) Frequency of the different combinations of categories in which answers were grouped.

Spain

Nº of respondents: 9

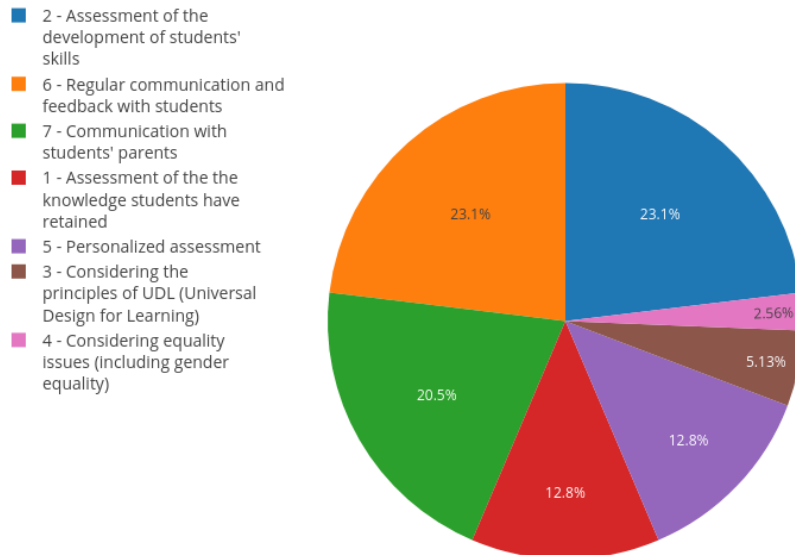


Figure 94. (Spain) Which of the following do you consider to be important when assessing students

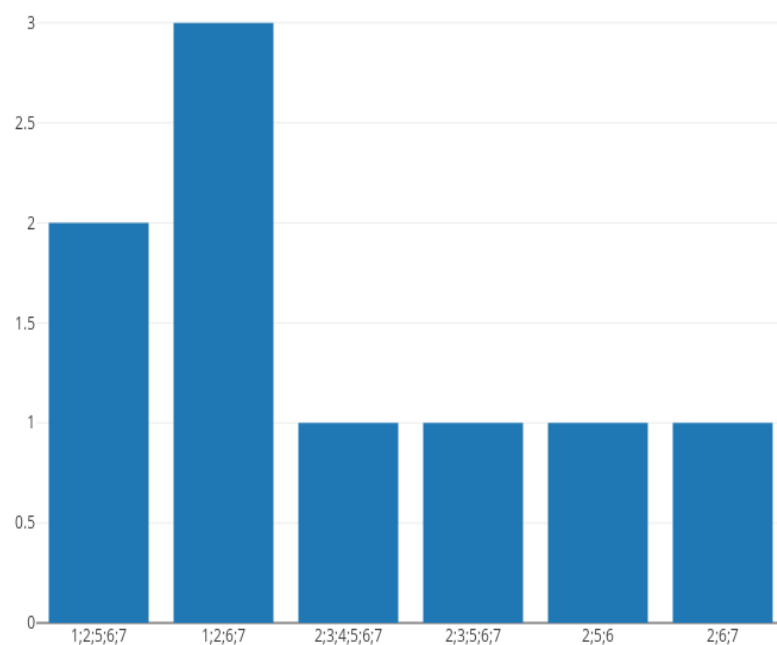


Figure 95. (Spain) Frequency of the different combinations of categories in which answers were grouped.

Greece

Nº of respondents: 33

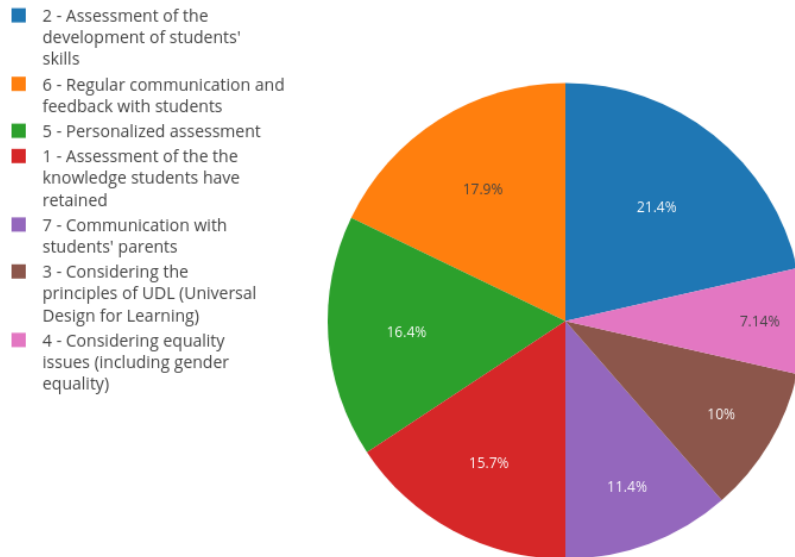


Figure 96. (Greece) Which of the following do you consider to be important when assessing students

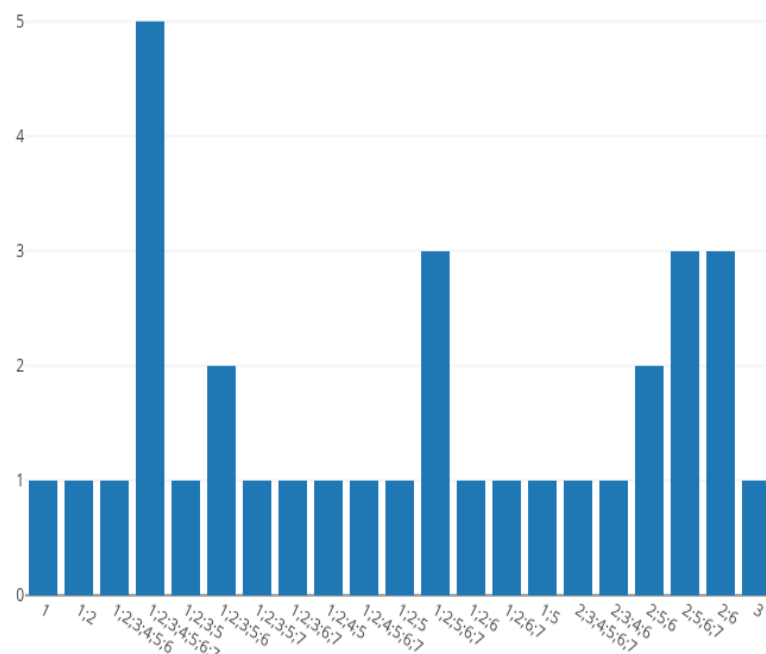


Figure 97. (Greece) Frequency of the different combinations of categories in which answers were grouped.

2.12 Would you be interested in using an assessment toolkit that includes digital tools for assessment, and a global assessment tool that generates automatic graphics and development reports of your class?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

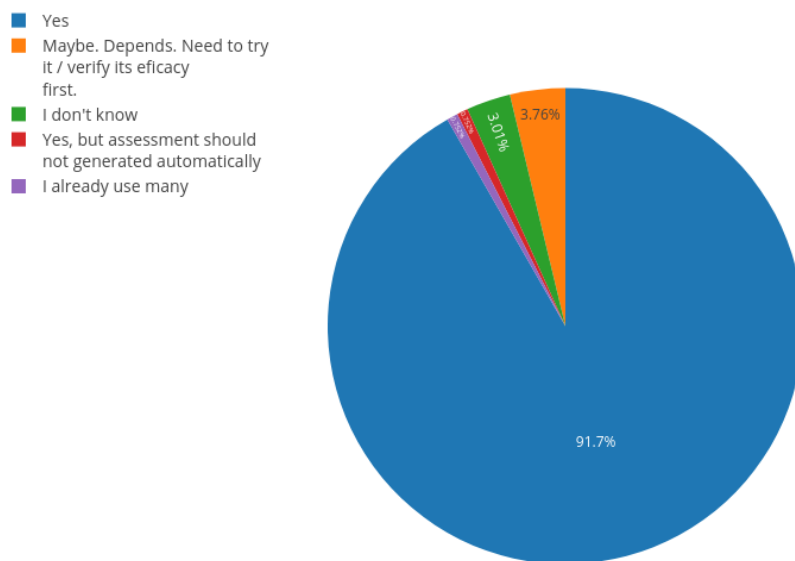


Figure 98. (Portugal) Would you be interested in using an assessment toolkit that includes digital tools for assessment, and a global assessment tool that generates automatic graphics and development reports of your class?

Spain

Nº of respondents: 9

■ Yes

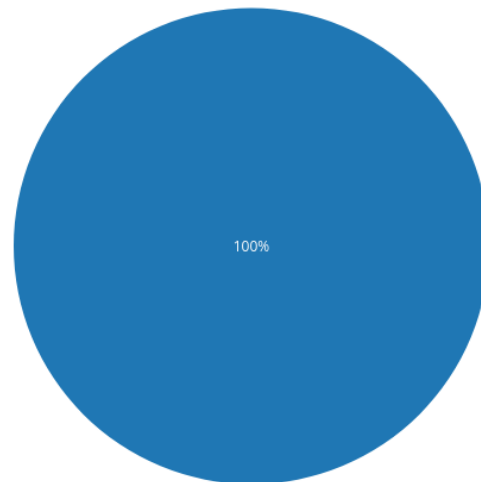


Figure 99. (Spain) Would you be interested in using an assessment toolkit that includes digital tools for assessment, and a global assessment tool that generates automatic graphics and development reports of your class?

Greece

Nº of respondents: 33

■ Yes

■ I don't know

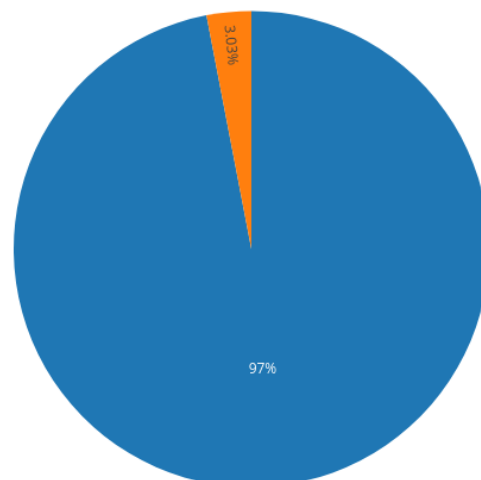


Figure 100. (Greece) Would you be interested in using an assessment toolkit that includes digital tools for assessment, and a global assessment tool that generates automatic graphics and development reports of your class?

2.13 Would you be interested in using a digital app that aggregates several tools to assess your students?

Type of question: Multiple choice

Portugal

Nº of respondents: 133

- Yes
- I don't know
- Maybe. Depends. Need to try it / verify its efficacy first.

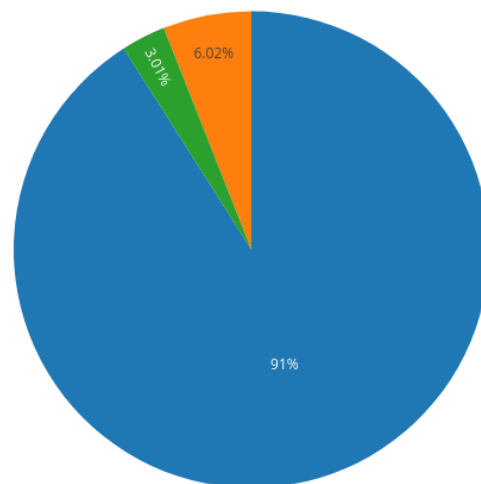


Figure 101. (Portugal) Would you be interested in using a digital app that aggregates several tools to assess your students?

Spain

Nº of respondents: 9

- Yes
- I don't know

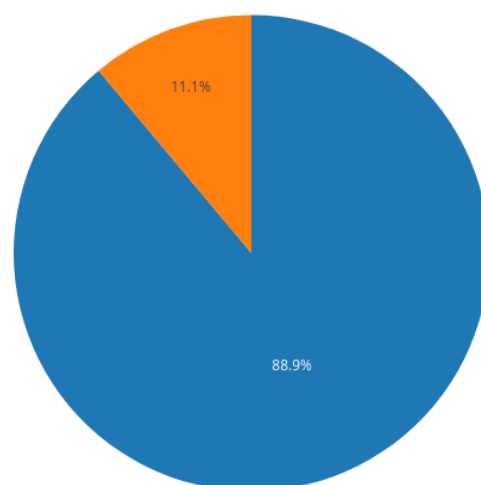


Figure 102. (Spain) Would you be interested in using a digital app that aggregates several tools to assess your students?

Greece

Nº of respondents: 33

■ Yes

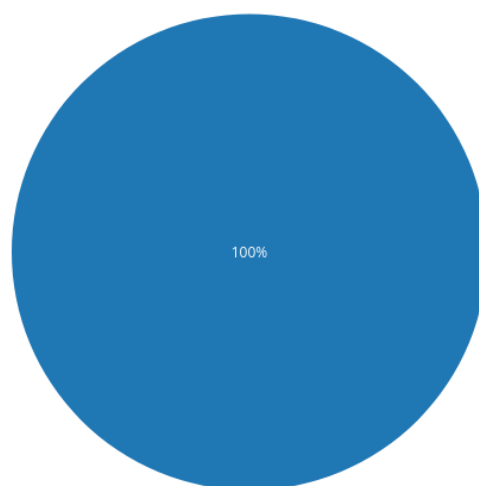


Figure 103. (Greece) Would you be interested in using a digital app that aggregates several tools to assess your students?