Assess@Learning
policy experimentation

Supporting the uptake of digital formative assessment (DFA) in European schools and classrooms

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The A@L policy experimentation (2019-2022) coordinated by European Schoolnet and co-funded by the Erasmus+ Programme of the European Union, aims to support teachers, students and their families, as well as school leaders and policy makers to adopt DFA practices through an online toolkit.

The project will test the toolkit in 5 countries (Estonia, Finland, Greece, Portugal, Spain) in randomised controlled trials (RCT), with teachers and students in lower secondary education. The objective is to identify the impact of the toolkit on schools’ and teachers’ adoption and implementation of DFA. The project will also investigate, based on a qualitative approach, the impact of DFA on students’ experience of learning.

**AIM**

**Digital formative assessment (DFA)**

DFA includes all features of the digital learning environment that:

1. support assessment of student progress and
2. provide information to be used as feedback, to modify the teaching and learning activities in which students are engaged.

*(Assess@Learning literature review, 2019)*
DFA encompasses a broad range of practices, including personalised learning platforms, e-portfolios/digital diaries, social media (wikis, blogs), digital storytelling, e-textbooks, mobile learning, classroom polling, dashboards and monitoring tools and digital games.

Teachers can use these digital tools to create possibilities for deepening formative assessment practices within and beyond the classroom. Digital tools can support learning ‘anytime, anywhere’, provide students with opportunities for self and peer assessment and help them set their own learning goals and strategies.
A literature review on DFA to inform about the state of the art;

A systemic toolkit, including DFA scenarios, case studies and guidance for students, teachers, school heads and policy makers on adopting and endorsing DFA;

Country Dialogue Labs (CDLs) organised in each of the field trial countries to provide opportunities for collaboration, knowledge sharing and co-creation between all stakeholders in education;

Student Dialogue Labs (SDLs) to engage with students about their capacity in relation to DFA and the new roles and learning processes.

Based on the findings from the evaluation of the field trials and dialogue labs, the toolkit will be updated and released as an open educational resource in several languages for reuse and adaptation. A final evaluation report will be available online in 2022 providing evidence-based advice on adopting DFA in schools.
Key dates
Overview of the main project phase and timeline

Preparation phase (February 2019 > September 2020)
1. Literature review
2. Building the systemic toolkit
3. Two Country Dialogue Labs (CDL) and a Student Dialogue Lab (SDL)
4. Developing the experimental protocol

Field trial phase (October 2020 > May 2021)
1. Running field trials with schools testing the systemic toolkit in Estonia, Finland, Greece, Portugal and Spain
2. Benchmark and Follow up surveys with school leaders, teachers and students
3. Adopt a DFA practice campaign for the schools participating in the field trials

Evaluation phase (June 2021 > February 2022)
1. A Country Dialogue Lab and a Student Dialogue Lab
2. Data analysis and evaluation reports on (1) field trials and (2) social impact of DFA on students (SDL)
3. Systemic toolkit adjustment
4. Promotion of the systemic toolkit and final recommendations