

# Recommendations and Guidelines for Policy Makers - France

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## Final recommendations presented at ASSIST-ME 2016 French Speaking International Conference

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### Final recommendations

Along the conference held in Grenoble, recommendations emerged with the objective to support the development of formative assessment and its combination with summative assessment. These recommendations had been proposed to the attendees' votes (90). Here there are, in order of attendees' preference, upon the three levels of the French educational system: classroom (micro), schools (meso) and national system (macro).

### Recommendations regarding the classroom teaching practices

C1- Accustom students in self- and peer- assessment by making explicit and understandable the assessment criteria and, thus, the specific content knowledge and skills that are at stake.

C2- Check the consistency between formative and summative assessment (be sure that assessment criteria and competencies at stake are similar).

C3- Make explicit to the students the precise competencies in order they can understand the criteria through which they are assessed and the precise knowledge and skills they should understand and memorized, specifically in upper secondary schools.

C4- Describe the competencies through several levels of indicators (4 or more) for each key competence of the national repertoire of competencies (Common Fundamental Repertoire of Knowledge, Competencies and Culture, in France), keeping in mind the balance among specific competencies linked to the teaching unit and some crosscutting competencies, specifically in lower secondary schools.

C5- Include progression charts (rubrics, assessment matrix, list of criteria) within the student material.

C6- Design and use student resources (boosts, helping memo) allowing all students to understand the minimum that is expected to know.

C7- Describe the expected competencies through sub-competencies linked to specific knowledge that are at stake in the different students' activities, lessons, requirements, experimental works, etc., specifically in upper secondary schools.

C8- Propose activities that allow to build common knowledge and vocabulary, during the first stage of the teaching unit, to enable all students to contribute to the elaboration of knowledge and skills. This will facilitate the students' scaffolding by enacting on-the-fly assessment during every stage of the lesson.

C9- Foresee the scope of students' possible responses, in the more comprehensively way that possible, for being prepared to interact with them, to provide relevant feedback and to minimize the surprise effects entailed by responses that could seem strange or confusing.

### **Recommendations regarding the schools**

S1- Elaborate a common vision of student's right response, by being consistent regarding the criteria and indicators for each competence, within each subject team.

S2- Know how to provide relevant feedback comments to students for supporting their learning, through teacher education and professional learning.

S3- Elaborate shared learning progressions (progression charts, rubrics, list of criteria) that allow to situate students' learning with respect to a teaching year or along the curriculum.

S4- Make usual the students' collective work (team work), guarantying that it allows discussions about the knowledge and skills that are at stake within the activity, in a way that makes it significantly important compared to individual work.

S5- Identify competencies that are linked to specific content, specifying constructs at stake and their relations, and describe them through indicators and resources for students (f.i. describe a movement necessitates the constructs of distance, duration and speed).

S6- Identify crosscutting competencies for all disciplines (f.i. knowing how to self-assess) and describe them with indicators adapted for a given class level or group of levels in the curriculum.

S7- Think about the possible use of tools and data resulting from formative assessment in a summative purpose (f.i. portfolio, progression charts) maintaining a clear contract with the students about the type of assessment that is at stake.

S8- Seek partnership for cooperating in a crosscutting perspective keeping in mind that each partner needs to maintain its specificity along the project (f.i. art, science and education).

S9- Identify crosscutting competencies for scientific domains (f.i. experimental science) and specify them at a specific level (f.i know how to elaborate a table of results) through indicators.

## **Recommendations regarding the national school system**

N1- Support teachers' education programmes that can be unfolded during several sessions, during a long enough period for allowing several trials for a same teaching unit or assessment method.

N2- Make mandatory in-service teacher training, for avoiding teachers submerged by teaching transformations.

N3- Think about final evaluation of individual students (f.i. examinations such as lower secondary school diploma, baccalaureate, etc.) with the objective to put it in line with the combination of formative and summative assessment.

N4- Support the cooperation between research and teacher education, at a local level, for helping teachers' teams and entire schools in the implementation of formative assessment.

N5- Equip teachers with specific tools providing them with relevant information for monitoring and controlling teaching (f.i. video that helps teachers to be aware of the ways they interact when they guide a student; device that records teacher's moving within the classroom for checking whether all students benefit of interactions with their teacher).

N6- Harmonize very precisely knowledge and competencies that are required by curriculum, guidelines and text books and the specific competencies that are evaluated by final exams (baccalaureate).

N7- Think about in-service education of stakeholders (inspectors, heads of school, etc.) in the same time that teacher education.

N8- Deliver teaching resources for formative assessment and its combination with summative assessment by launching dedicated internet websites.

N9- Support tertiary education for teacher educators, and thus education by and to research, specifically through the master's degrees provided by Higher Schools for Education.