

REVIEW OF YOUR ANSWERS TO THE PRE-WORKSHOP SURVEY

1. Some of your countries, but not all, have written policies on assessment in general,

SHOULD WE THINK IN TOOLS FOR DEVELOPING ONE?

2. Some of your countries, but not all, have specific written policies on CBFA

HOW CAN WE INCLUDE THE DEVELOPMENT OF CBFA-RELATED POLICIES AS PARTS OF A TOOLBOX?

3. As a result, those who ensure if CBFA is happening and in what way, are mostly the teacher and the principal. Direct implication of higher levels of authority is not usual

HOW CAN WE IMPROVE ADVOCACY ABOUT CBFA TO HIGH LEVEL POLICYMAKERS?

4. Almost all countries practise CBFA to some degree, but in a restricted conception

<i>CBFA is not always seen as a way to</i>	<i>But more as</i>
target low achievers	a way to improve monitoring of students' progress
diversify mediums of testing	A way to improve motivation and self esteem.
testing 21 st century competencies,	
staying abreast with educational innovation	
improve gender responsiveness	
CAN WE EXPLORE WAYS TO MAKE THIS HAPPEN?	

5. Cases of evidence used for CBFA being archived or used for review are not abundant; there are very few cases where CBFA is used across schools.

WHO COULD CONTRIBUTE CASES OF GOOD PRACTICE TO A TOOLBOX?

6. Regarding resource availability for CBFA, it ranges from none, to some orientation documents in hard copy.

WHAT RESOURCES DEVELOPED LOCALLY AND IN THE TALENT NETWORK COULD BE MOST USEFUL?

7. CBFA is understood in most countries as a way to make decisions on students' progression.

SHOULD WE INCLUDE ELEMENTS FOR CLEARING THE CONCEPTUAL CONFUSION OF CBFA WITH SUMMATIVE / EXTERNAL ASSESSMENT?

8. Challenges posed by CBFA:

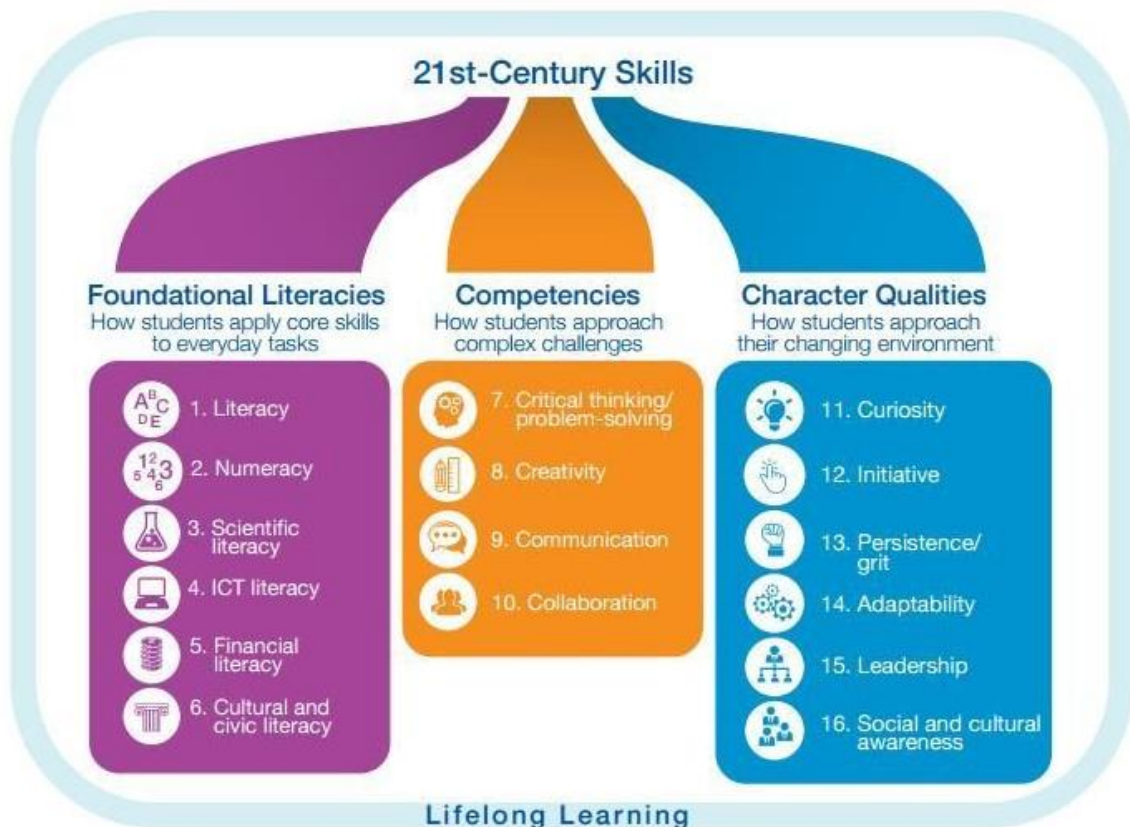
- how to build teachers's capacity,
- how to use results to improve learning outcomes
- How to use it for inspection practices
- How to integrate it in pre-service Teacher Training

HOW DO WE DEVELOP SPECIFIC TOOLS OR STRATEGIES FOR THESE CHALLENGES?

9. Most countries discuss CBFA in pre-service teacher education, but some are just starting, or including it in Continuous PD.

WHAT KIND OF MODELS FOR SPECIFIC TRAINING ON CBFA CAN WE INCLUDE?

10. 21st Century skills (4 c's) are not assessed very often, the concept is not yet clear



SHOULD WE INCLUDE A CLARIFICATION ON SKILLS, COMPETENCIES, IN THE CONTEXT OF CBFA?

11. Activities you consider most helpful: a bit of everything.

- Networking with other countries
- Networking with classroom-based formative assessment experts
- Learning from other countries' experiences with classroom-based formative assessments]
- Learning about best practices and challenges of classroom-based formative assessments]
- Gaining access to learning materials and tools to bring back to your country]

WE PROMISE TO TRY TO BALANCE THESE NEEDS DURING OUR JOINT WORKSHOP.

MOST WELCOME!