

## A09

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### **Tensions and synergies related to classroom assessment**

Norwegian pupils rank high in their feeling of wellbeing and satisfaction with their school life, while they rank lower in performance. The question is: How can this satisfaction be sustained while improving performance? Since the introduction of the Pisa tests, and later the National Tests of core subjects, there has been an increased focus on assessment, and particularly testing, in Norway. The focus of this paper will be on the various dialogues related to assessment.

This paper will explore the tensions related to increased assessment in Norwegian schools. The growing emphasis on assessment **of** learning has led teachers to question institutional priorities, their own knowledge and ethical principles, and the use made of test results. Moreover, it is feared that the consequences of this growing emphasis on performance may be a tendency to teach to the test, to focus on the most easily measured skills and to overlook general competencies and objectives.

This paper will also consider the synergies related to this dialogue. Teacher's interaction with pupils, parents, other teachers and administrators often focuses on classroom assessment. In this exchange, the emphasis should be less on the assessment **of** learning and more on assessment **as/for** learning. While the former involves the teacher in providing final feedback, the latter focus on the provision of future-oriented guidance and on the development of self-evaluative skills. This is the aim of the communication and it is here that the synergies exist. It is here performance and wellbeing can be enhanced, and a balance found.