

# **Assessment and feedback practices in Finnish upper secondary schools**

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The purpose of this study is to analyze how the different role of assessment is understood by upper secondary school students and their teachers. Assessment in school is most-often both formative and summative. Formative assessment seeks to guide and support the learning process, make the learning objectives visible, and help students understand their progress. Feedback is an integral part of formative assessment. In contrast, summative assessment describes the level of knowledge and skills the learners possess. However, it seems that that students and teachers do not distinguish between the different purposes of assessment. Therefore, knowledge of assessment literacy skills must be enhanced.

Our theoretical framework is based on the different levels of feedback proposed by Hattie and Timperley (2007). Feedback operates at four levels: the task level, the process level, the self-regulation level, and the self level. Feedback at the self-regulation level enhances learning most effectively, whereas feedback at the self level rarely influences learning.

In this paper, we answer the following research questions: How do upper secondary school students assess their own ability to understand and use teachers' feedback, what kind of good assessment practices do teachers have, and what kind of improvement do students propose for teachers' assessment practices.

The data consist of 918 students' responses from four upper secondary schools in Finland. The questions were both closed-ended with Likert-scale (from 1 to 5) and open-ended. The data are analyzed both qualitatively and quantitatively. At the conference, we mainly concentrate on the students' responses for the open-ended questions.

The preliminary results show that teachers' assessment methods are traditional and limited, mostly based on exams. Moreover, students feel that they do not get enough feedback.

At the conference, we will discuss how teachers' assessment skills should be improved so that students could benefit more from their teachers' feedback.

**Keywords** teachers' assessment skills, self-assessment, peer assessment