



A formative, inclusive, whole-school approach to the assessment of social and emotional education in the EU

NESET Analytical Report, 2021
Summary

This analytical report seeks to address the evident gap in the formative assessment of social and emotional education. It provides a framework on how social and emotional education may be assessed through a whole school approach, at individual (learner) and contextual (classroom and whole school system) levels, with illustrations of how this may be carried out in schools.

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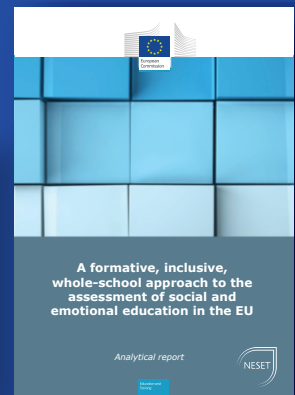
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Context

The inclusion of Personal, Social and Learning to Learn as a Key Competence in Lifelong Learning (EU Council, 2018) has underlined social and emotional education (SEE) as a key priority area in education and provided a roadmap on how Member States can integrate and strengthen SEE in their respective curricula. One of the current challenges facing this process is how SEE can be implemented and assessed.

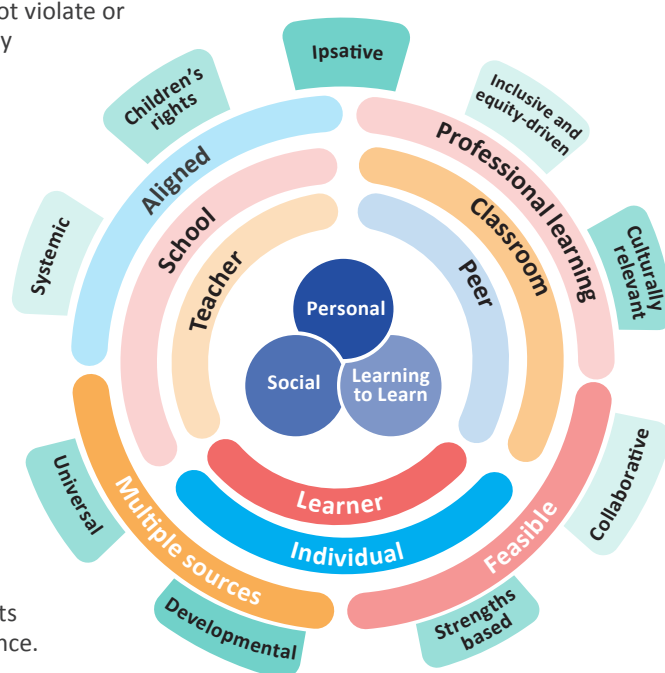
The report

In view of the diverse and fragmented approaches to SEE and its assessment in the Member States, this report aims to provide a more integrated framework for the formative and inclusive assessment of SEE across the EU. In doing so, it aims to bring greater consistency to the practices used to assess this key competence at regional, national, and European levels. The report also aims to extend assessment beyond the individual level to classroom and whole school system contexts.

Key findings

According to the framework's nine key guiding principles, assessment of SEE should be:

- **Respectful of the rights of the child:** assessment of SEE should not violate or impinge on the rights of the child to self-expression, privacy, quality education, wellbeing and mental health.
- **Ipsative:** with progress measured according to the learner's own learning over time.
- **Inclusive and equity-driven:** the forms and tools of assessment used should provide equal opportunities to all learners to demonstrate their learning and progress.
- **Universal:** for all learners in the classroom.
- **Strengths based:** assessment is not about the identification and diagnosis of social and emotional deficits or personality problems, but a formative evaluation of social and emotional learning.
- **Collaborative:** with learners (self-assessment) and peers (peer assessment) being active agents in the assessment process.
- **Systemic and ecological:** the classroom and whole-school contexts are also formatively evaluated in relation to their enhancement of social and emotional competences.
- **Developmentally appropriate:** reflecting the developmental shifts taking place from early childhood to middle childhood to adolescence.
- **Culturally relevant:** taking into consideration and effectively addressing the social and cultural diversity of learners so that all students, irrespective of their individual or cultural characteristics, have equal opportunities to demonstrate their learning proficiency.



Recommendations for improving SEE assessment

This Analytical Report identifies the following needs/recommendations:

- Need for integrated, competence-based formative assessment of social and emotional education across the EU.
- Need for developmentally appropriate, culturally responsive and inclusive assessment methods.
- Need for self and collaborative assessment.
- Need for practical, feasible and technology enhanced assessment tools.
- Need for the development of new, useful, and effective tools.
- Need to assess the classroom context.
- Need to assess the whole system of a school.
- Need for professional learning, mentoring, support and empowerment.

The full report and executive summaries in English, French and German are available online, free of charge at www.nesetweb.eu. Scan the QR code using your smartphone to access the report, or enter the shortened link directly into your web browser: bit.ly/NESET_SEE

