



International trends in the implementation of assessment for learning revisited: Implications for policy and practice in a post-COVID world

Article Summary

This paper discusses the evolution of assessment for learning (AfL) across the globe with particular attention given to Western educational jurisdictions. Scholars from Australia, Canada, Ireland, Israel, New Zealand, Norway, and the United States discuss prominent assessment reforms within their respective countries over the last decade. Particular attention is given to the impact of the pandemic as well as technological developments for classroom assessment policies and practices. Ongoing tensions that exist between AfL and summative forms of assessment within national policy initiatives are also revisited in relation to the seminal version of this article published 10 years ago.

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