

Which assessment features shape students' learning?

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Objective of the presentation

- To inform you about formative assessment based on a review study
- To discuss formative assessment methods
- To promote practitioners' research on formative assessment



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What is formative assessment about?

And what makes it effective for learning?



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Different terms

- Classroom assessment
- Formative assessment
- Assessment for learning
- (Formative) feedback



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Different terms

- Classroom assessment: all ways of testing and assessment in the classroom, regardless of the objective. Counterpart of standardized testing with a summative function.
- Formative assessment
- Assessment for learning:
- (Formative) feedback

* e.g., Randel, Beesley, & Apthorp, 2011; Bell en Cowie, 2001; Cauley en McMillan, 2009



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Different terms

- Classroom assessment
- Formative assessment: all activities done by teachers and/or students to identify information that can be used to adapt teaching and education
- Assessment for learning
- (Formative) feedback

e.g., Allal & Lopez, 2005; Black & William, 1998; Brookhart, 2007; Hill, 2011, Mui So & Hoi Lee, 2011; Newby & Winterbottom, 2011



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Figure 4.1. Expanding Concepts in the Definition of Formative Assessment

Brookhart, 2007; p. 44)

<i>Information About the Learning Process</i> (Scriven, 1967)			
<i>Information About the Learning Process</i> (Bloom et al., 1971)	That Teachers Can Use for Instructional Decisions		
<i>Information About the Learning Process</i> (Sadler, 1983, 1989)	That Teachers Can Use for Instructional Decisions	And Students Can Use for Improving Their Own Performance	
<i>Information About the Learning Process</i> (Black & William, 1998a, 1998b; Brookhart, 1997a, 1997b; Crooks, 1988; Natriello, 1987)	That Teachers Can Use for Instructional Decisions	And Students Can Use for Improving Their Performance	Which Motivates Students

Different terms

- Classroom assessment
- Formative assessment
- Assessment for learning: Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning (ARG, 2009)
- (Formative) feedback

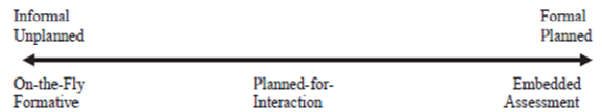
e.g., Birenbaum, Kimron, en Shilton, 2011; Stiggins, 2005; Clark, 2012; Swaffield, 2011; ARG, 2009; McDowell et al., 2011

Different terms

- Classroom assessment
- Formative assessment
- Assessment for learning
- (Formative) feedback: important component of the before mentioned terms; information for the student with the objective to adjust thinking or behaviour to improve learning.

e.g., Hattie & Timperley, 2007; Fluckiger, et al. 2010;

Continuum



Shavelson et al. (2008)

Relation between purpose and type

		Purpose of assessment	
		Assessment OF Learning	Assessment FOR Learning
Type of assessment	Summative	X	x
	Formative	x	X

(Bennett, 2011)

Use summative assessments for formative purpose ('testing-effect' Roediger & Karpicke, 2006)

Several methods

- Assessment dialogs and Rich questioning
- Rubrics **
- Group discussions ***
- Self- and peer-assessment ****
- Formative use of summative tests *****
- Feedback*****
- Others

*eg., Ruiz-Primo, 2011; ** Wilson, 2008; Birenbaum, 2011; *** Chin & Teou, 2010; ****Black & William, 2009; Allal & Lopez, 2005; Swaffield, 2011; Bennet, 2007; Hattie & Timperley, 2007

Conclusions

- Conceptual confusion
- Quality and completeness of research
- Several proven methods
- Prerequisites:
 - Assessment competences and pedagogical competences of teachers
 - Involvement of students
 - Further research on the effectiveness of methods:
 - Publish your practitioner based research !!



Thank you for your attention!

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