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Towards Assessment for Lifelong Learning: Formative Assessment Practices to Promote Self-Regulated Learning

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BACKGROUND

Formative assessment (FA) is an approach to classroom assessment aimed at improving both the learning process and the teaching process. Within this broader perspective, more recent assessment approaches focus on **promoting and enhancing student learning** (*Assessment for Learning*, Stiggins, 2005), also with a view to enabling students **to manage their own learning processes in a lifelong learning perspective** (*Sustainable Assessment*, Boud, 2000; Boud & Soler, 2015).

Self-Regulated Learning (SRL) is a component of learning to learn competence (Sala et al., 2020). It is a complex construct that **includes several dimensions that influence learning**: it refers to self-generated thoughts, feelings and actions that are planned and cyclically adapted to achieve certain goals (Zimmerman, 2000).

The literature shows that **FA can improve SRL**, however, it highlights that **there is still a need for further investigation into formative assessment practices that actually help students improve their self-regulation skills** and under what conditions (Panadero et al., 2018).



RESEARCH QUESTION

- Which elements (strategies, tools, attitudes...) should be considered to implement effective formative assessment practices to support self-regulated learning?

AIMS



Overall aim of the research work

- To design, implement and test the effectiveness of a formative assessment model in order to promote self-regulated learning in students [focus on grades 6-8].

Aim of the present study

- To investigate which FA strategies and tools are implemented to promote SRL, and their effectiveness.



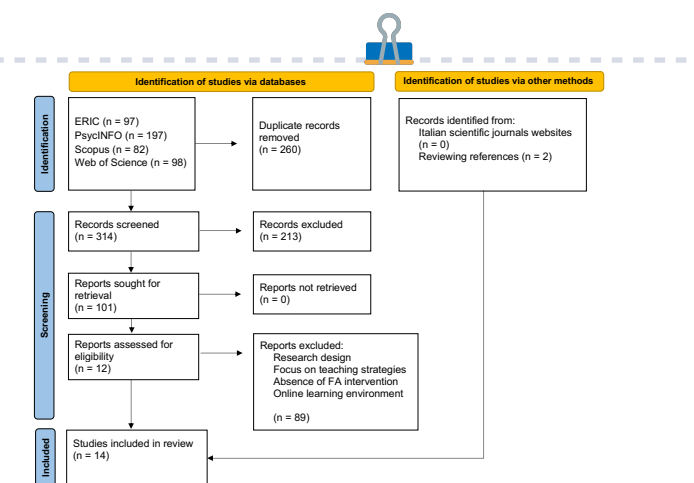
METHODS

A **systematic review (SR)** was performed according to PRISMA guidelines (Page et al., 2020). To be included in the review, primary studies had to have implemented one or more formative assessment strategies and evaluated their effectiveness on SRL, through an experimental or quasi-experimental research design. All levels of education were considered. Only articles in peer-reviewed journals were selected, with no date or language restrictions.

Databases: ERIC, PsycINFO, Scopus, Web of Science.

Search strategies: i) searching bibliographic databases ; ii) searching in 17 Italian scientific journals websites; iii) checking through the reference lists.

flowchart of the SR



FINDINGS



Which FA strategies?

Global approach

- 5 key FA strategies
- Definition of learning objectives
- Definition of success criteria
- Feedback
- Self-assessment
- Peer-assessment

Analytic approach

- A single FA strategy
- Self-assessment

Which FA tools?

- Rubric
- Script

Self-assessment

- No information on tools

Global approach

Which effectiveness?

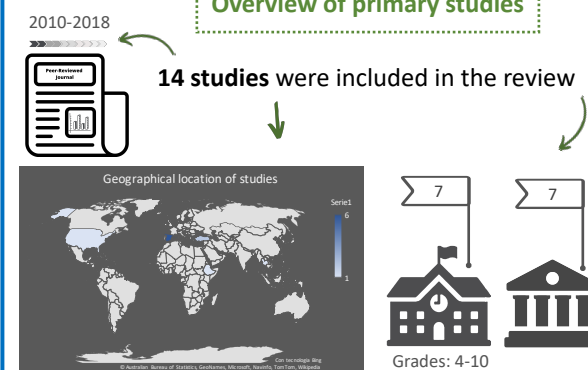
- 11 / 14 studies: significant improvement in SRL compared to control group.
- 2/14 studies: improvement in SRL but not statistically significant compared to control group.
- 1/14 studies: significant improvement in SRL after the intervention (no control group).

SRL measurement instruments

- 14 / 14 studies: Self-report questionnaires

- 3/14 studies: Think-aloud protocols

Overview of primary studies



DISCUSSION AND CONCLUSIONS



The findings of this review highlight the potential of formative assessment practices to improve SRL, at all levels of education and with different approaches. Widely used tools are rubrics and scripts, but several studies lack this information.

Aspects needing further study

- Some studies suggest greater support for SRL from scripts than from rubrics.
- In some studies teachers' attitudes emerge as a potential moderator of effects on SRL.

Future developments of the research project

- To investigate the role of teachers' attitudes towards FA.
- To design and implement an FA model to promote SRL.

Expected Impact

- An impact on teachers' assessment practices with implications for students' current and future learning, and thus on the quality of the education system.

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