Assessment: foundations and related concepts

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R egulated
L earning &
A ssessment
group

1

About me
More info www.ernestopanadero.es and @ernestopanadero

https://erlagroup.wordpress.com/ & @ERLAgroup

2

Assessment

3

Assessment in education

- Process of observing a sample of a student's behavior and drawing inferences about the student's knowledge and abilities (Ormrod, 2006).
  - Who observes?
  - What behaviors?
  - What type of inferences?
- All of these are key: and you take these decisions

4

Do we need to assess? Why do we assess?

Evidence of students' learning and teachers' instruction

Goal and motivation: example how they would act with different assessment

Accountability

5

6 Assessment axis

- Informal: involves spontaneous, unsystematic observations
- Formal: involves preplanned, systematic data gathering

- Traditional: assesses learning separate from real-world tasks
- Authentic: assesses ability to apply learning to real-world tasks

- Paper-pencil: involves written responses
- Performance: involves non-written behavior

6

6 Assessment axis

- Standardized test: developed by experts for use in schools
- Teacher-developed: developed by teachers for their own classrooms

- Criterion-reference: indicates mastery or non-mastery of specific topics
- Norm-reference: compares performance to that of peers

- Summative: assessment OF learning
- Formative: assessment FOR learning
  - Continuum not extreme poles

7

Summative (Strijbos, 2011)

- Decontextualized and individualistic,

- Isolated from the learning process

- Takes place at the end of a course

- Focus on the cognitive aspects of learning (e.g. memory)

- Classical example: course with only one "big" exam at the end

8

Formative (Strijbos, 2011)

- Contextualized and full picture of the learner's characteristics

- Integral part of a learning process

- Several times during a course using a multimethod approach

- Focus on cognitive, social and motivational aspects of learning

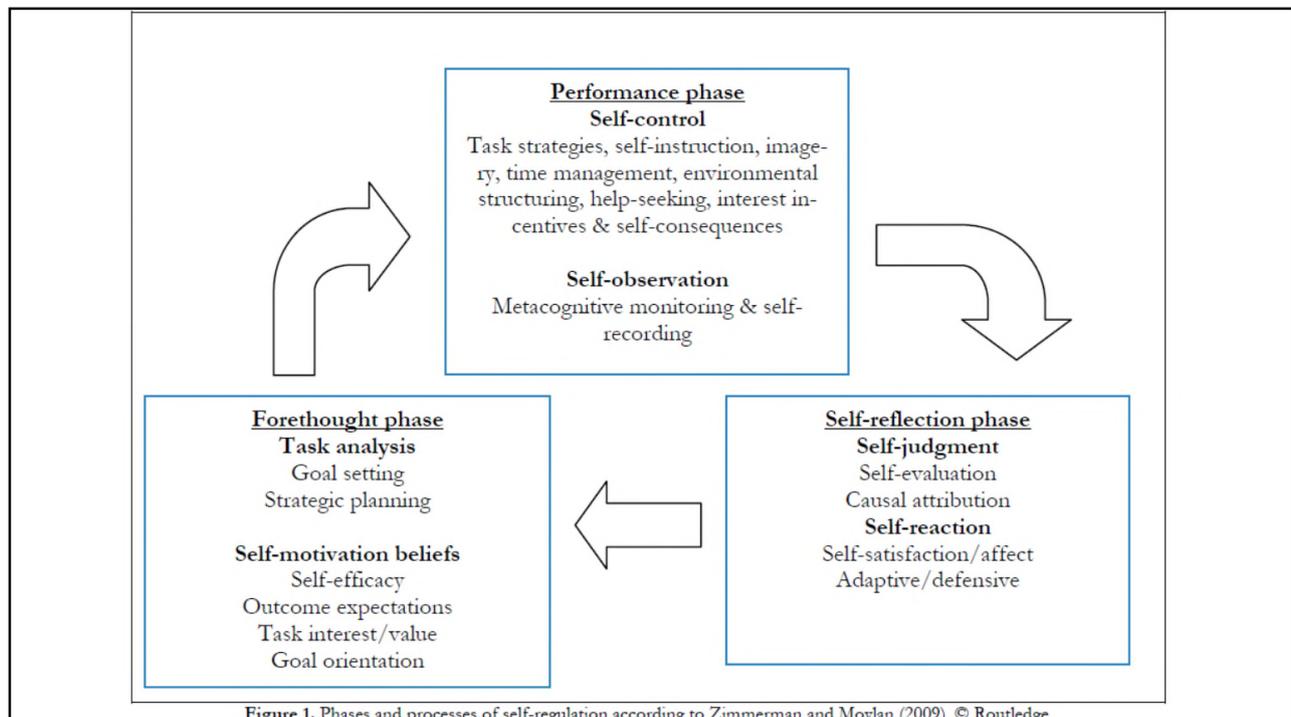- Self-assessment and peer assessment are crucial
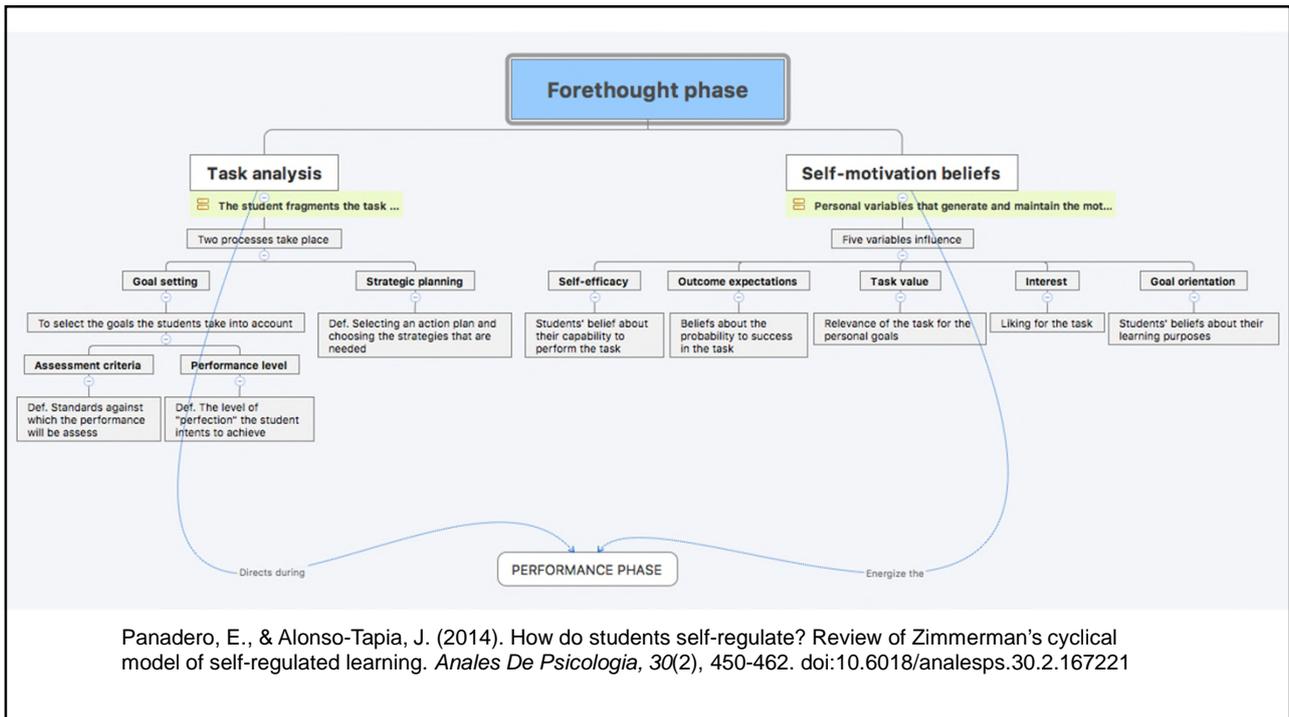
Self-regulated learning

What is SRL?

- Zimmerman (2000): "Self-regulation refers to self-generated thoughts, feelings, and actions that are planned and cyclically adapted to the **attainment of personal goals**".

- Learning strategies (cognitive + metacognitive) combined with motivation and emotional strategies.

- Two readings: Panadero & Alonso-Tapia, 2014; Panadero, 2017. **SRL excellent umbrella. State-of-the-art ed. psych. research.**
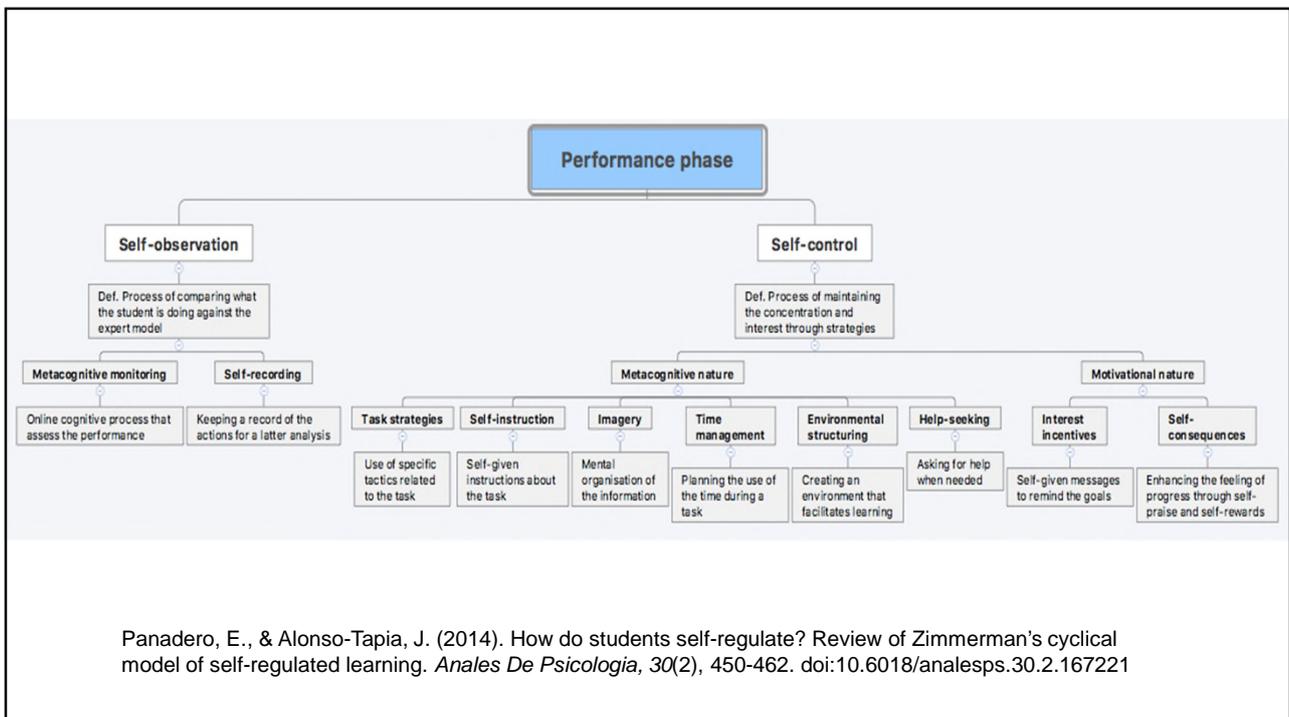
11

Figure 1. Phases and processes of self-regulation according to Zimmerman and Moylan (2009). © Routledge.

12

Panadero, E., & Alonso-Tapia, J. (2014). How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Anales De Psicologia, 30*(2), 450-462. doi:10.6018/analesps.30.2.167221

13

Panadero, E., & Alonso-Tapia, J. (2014). How do students self-regulate? Review of Zimmerman's cyclical model of self-regulated learning. *Anales De Psicologia, 30*(2), 450-462. doi:10.6018/analesps.30.2.167221

14

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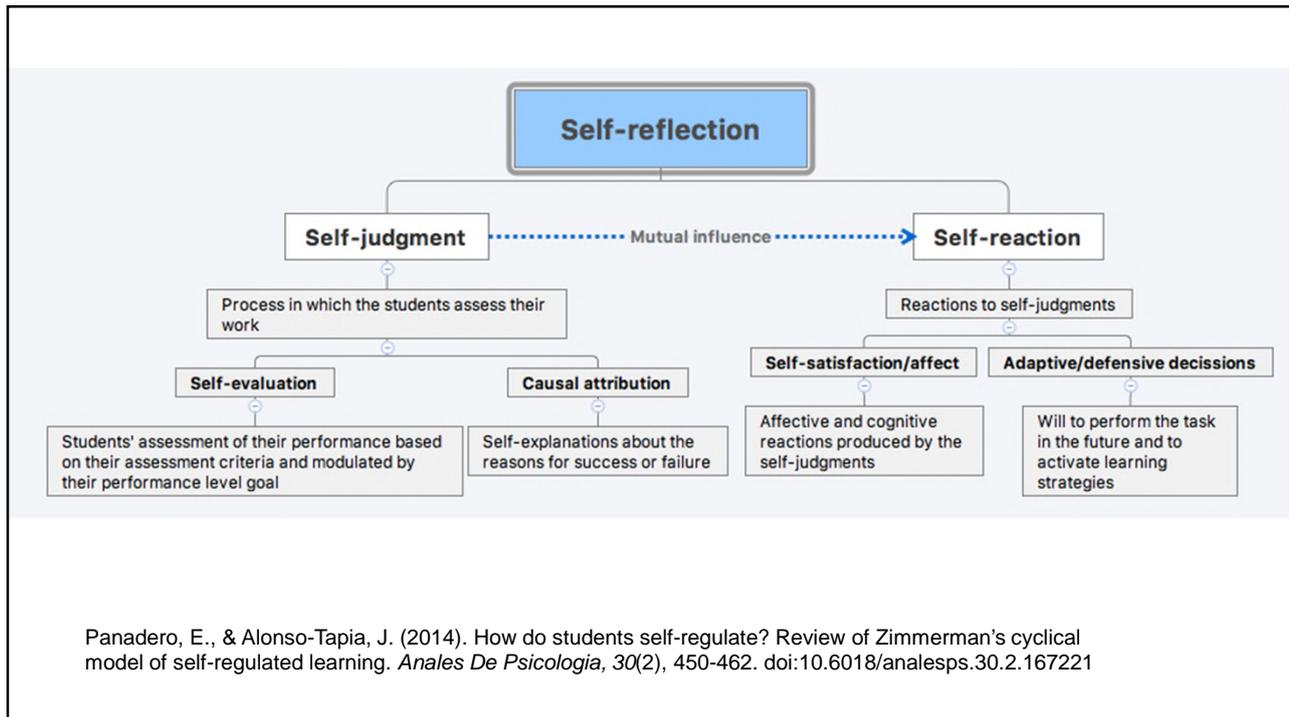
15

Is self-regulation always positive for learning?

Think for a minute

16

How can you help your students to develop SRL skills?

Classroom climate
Providing learning goals and assessment criteria
Being a co-regulator
Formative feedback
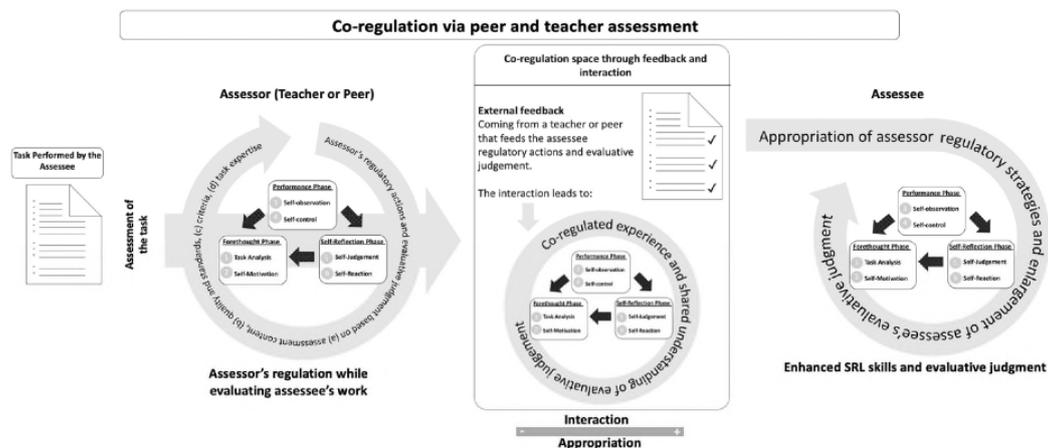
17

Teacher as co-regulator

Fig. 5 Co-regulation and evaluative judgement

Panadero, E., Broadbent, J., Boud, D., & Lodge, J. M. (2019, December 04). Using formative assessment to influence self- and co-regulated learning: The role of evaluative judgement [journal article]. *European Journal of Psychology of Education, 34*(3), 535–557. https://doi.org/10.1007/s10212-018-0407-8
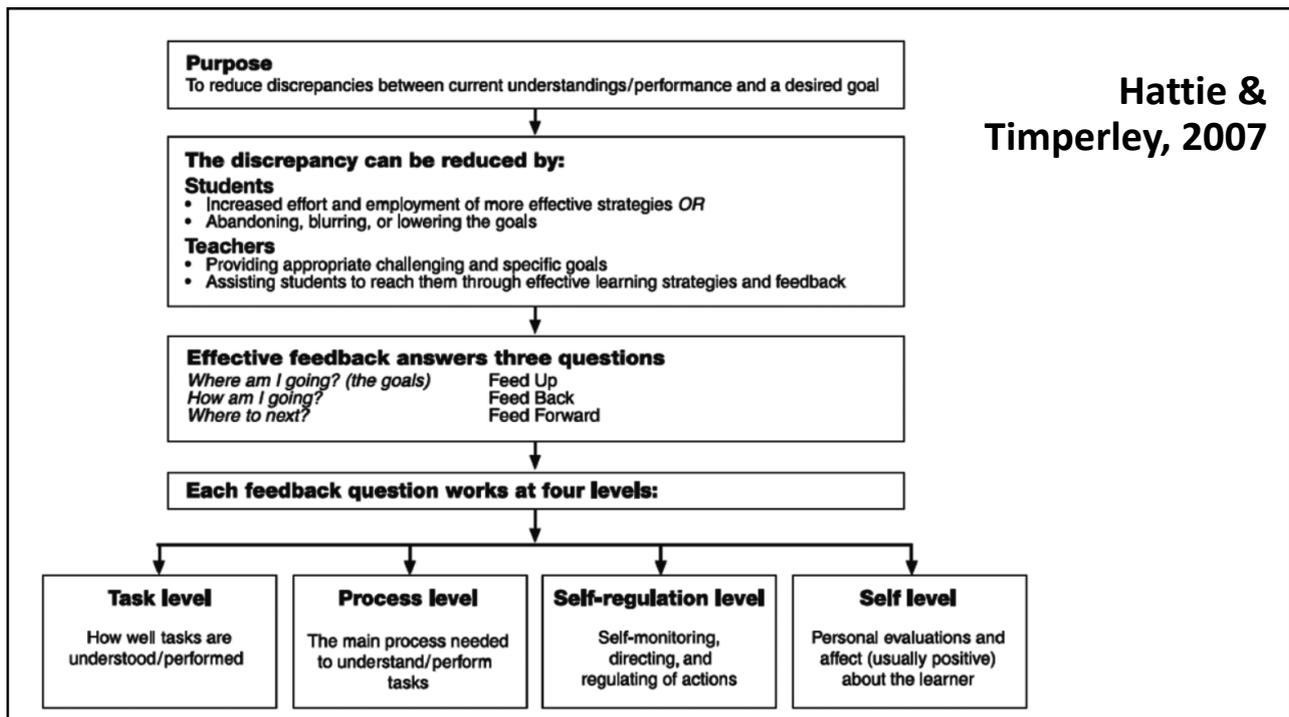
18

Feedback:
basics concepts for a formative implementation

What is feedback?

- **Feedback** occurs when outputs of a system are routed back as inputs as part of a chain of cause-and-effect that forms a circuit or loop. The system can then be said to *feed back* into itself. (Wikipedia)

- Feedback in an educational context refers to any information provided to students about their performance. (Panadero et al., 2018)

- Is a grade feedback?

- This information may take different forms ranging from a score to detailed qualitative information (e.g. explaining in detail how to improve an essay).

Purpose
To reduce discrepancies between current understandings/performance and a desired goal

The discrepancy can be reduced by:
Students
- Increased effort and employment of more effective strategies *OR*
- Abandoning, blurring, or lowering the goals

Teachers
- Providing appropriate challenging and specific goals
- Assisting students to reach them through effective learning strategies and feedback

Effective feedback answers three questions

Where am I going? (the goals)	Feed Up
How am I going?	Feed Back
Where to next?	Feed Forward

Each feedback question works at four levels:

Task level	**Process level**	**Self-regulation level**	**Self level**
How well tasks are understood/performed	The main process needed to understand/perform tasks	Self-monitoring, directing, and regulating of actions	Personal evaluations and affect (usually positive) about the learner

Hattie & Timperley, 2007

21

(Some) Feedback main dimensions to consider

- Who provides the feedback (teacher, peer, self, technology based)

- Role of the student in the feedback event (provider, receiver)

- Setting in which it is delivered (e.g. individual, small group)

- Focus of the feedback (task, process, self-regulation, personal)

- How feedback is provided (e.g. written, oral)

- Opportunity provided to respond to feedback

- The micro view: the message in itself

22

Good feedback practice (for SRL)

1. Helps clarify what good performance is (goals, criteria, expected standards)
2. Facilitates the development of self-assessment (reflection) in learning
3. Delivers high quality information to students about their learning
4. Encourages teacher and peer dialogue around learning
5. Encourages positive motivational beliefs and self-esteem
6. Opportunities to close the gap between current and desired performance
7. Provides information to teachers that can be used to help shape teaching

Nicol, D., & McFarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education, 31*(2), 199-218.
https://doi.org/10.1080/03075070600572090

Feedback does not happen in a vacuum

The importance of the student context and the

interactions

Uptake of feedback
or
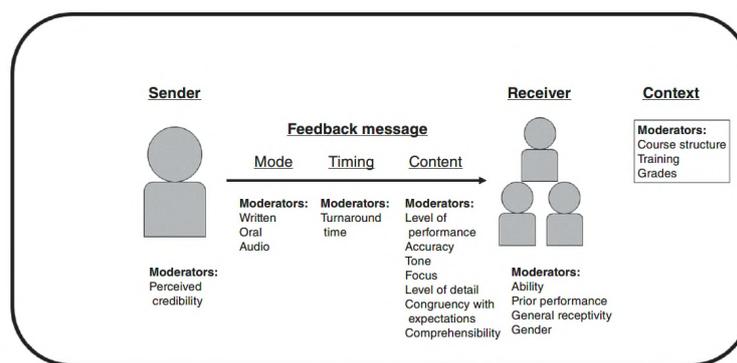# agentic use of feedback

25

Figure 24.1 *An overview of factors moderating students' engagement with feedback.*

Jonsson, A., & Panadero, E. (2018). Facilitating students' active engagement with feedback. In A. A. Lipnevich & J. K. Smith (Eds.), *The Cambridge handbook of instructional feedback*. Cambridge University Press. https://doi.org/10.1017/9781316832134.026

26

Final questions

1) Why do I assess the way I do it? (instr. goals & axis)

2) Do I consider personal & contextual variables?

3) How many of the 7 FB principles do I follow?

4) Do I "feel" my students regulate in my course?

5) Do I gave FB when it still can make a difference?

27

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THANKS!
¡GRACIAS!

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28