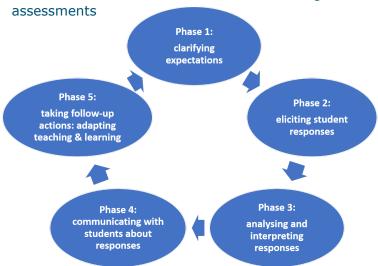
# What are we really aiming for? Identifying concrete student behaviour in coregulatory formative assessment processes in the classroom

Judith Gulikers & Marijke Veugen, Wageningen University & Research. Liesbeth Baartman; Utrecht University of Applied Sciences Judith.Gulikers@wur.nl

### Formative assessment intends to stimulate selfregulatory skills

- Teachers use student activating activities the least (Veugen et al., 2021)
- What does the "self-regulated student" in formative assessment actually look like?
- Self-regulatory skills development require co-regulatory formative assessment (Allal, 2019; Panadero et al., 2019) with purposeful interaction between students and teachers within the five phases of the formative assessment cycle

This should be taken into account in the design of formative assessments



Gulikers & Baartman (2017) Veugen, Gulikers & Den Brok, (2021)



# **Research questions**

- How do secondary school teachers describe the formative assessment behaviour they expect from their students within their formative classroom intended to stimulate SRL, using the five phases of the FA cycle? And
- What examples of concrete co-regulated FA practices do the teachers describe when linking their expected student behaviour to their own teacher behaviour using the FA cycle?

## **Participatory action research**

- Contextualised in a longitudinal formative assessment professional development project.
- 132 teachers of 15 schools
- Three successive activities

24 student FA cycles (RQ1)

Interactive workshop (RQ1)

In-depth workshop resulting in 7 student-teacher coregulatory formative assessment examples (RQ2)

Phase 5
Taking an
concrete follow
up action in
instruction
and/or learning

Know what they should do differently Make feedback their own Take ownership of their learning

Choose an appropriate follow up task, if needed in collaboration with the teacher

Asks the teacher for additional instruction
Articulates "what do I need to take a next step?"
Adjusts product using the received feedback
Writes down what next steps to take
Actively search for people who can help them reach their goal
Asks for a new assessment opportunity
Move on to making a more difficult task
Ask help from peers

More and less concrete student behaviour examples of the five FA phases (FA phase 5; revision phase of regulation)

#### Results

- Difficult to describe concrete student behaviour (RQ1)
- FA cycle helps to explicate more concrete student behaviour (see example phase 5) (RQ1)
- Describing student behaviour immediately shows what this means for teacher behaviour (RQ1)
- The examples of co-regulated FA practice show the following dimension (RQ2)

Co-regulatory formative assessment

Teacher directed Student directed

FA that stimulates SRL

