

Elementary Students as Active Agents in their Learning

The Context

While research has suggested a connection between formative assessment practices (e.g., self-assessment and peer-assessment) and metacognition, there is limited empirical support, especially within early elementary contexts.

Conclusions

Participants emphasized the value of assessment as learning practices (e.g., self-assessment and reflective thinking) to develop students' metacognition.

The Study

44 elementary teachers

completed a survey reporting their teaching and assessment practices and beliefs about metacognition. Five participants were then purposefully selected for semi-structured interviews.



CART
Classroom Assessment
Research Team

Braund, H., & DeLuca, C. (2018). Elementary students as active agents in their learning: An empirical study of the connections between assessment practices and student metacognition. *Australian Educational Researcher: Special Issue on Student Agency in Classroom Assessment*, 45(1), 65-85.

Full article at cdeluca.com