Elementary students as active agents in their learning

An empirical study of the connections between assessment practices and student metacognition

Article Summary

This study explored how elementary teachers leveraged and structured student-involved formative assessment to promote metacognition and self-regulation. Research has suggested a connection between formative assessment practices (e.g., self-assessment and peer-assessment) and metacognition. However, this connection has limited empirical support, especially within early elementary contexts (i.e. Grades K-4). In this study, 44 Ontario 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 to describe their experiences developing students’ metacognition and self-regulatory capabilities through student-involved assessment processes. Data were inductively and thematically analysed. Participants emphasized the value of assessment as learning practices (e.g., self-assessment and reflective thinking) to develop students’ metacognition and discussed the need for ongoing student feedback regarding metacognitive strategies. However, despite purposefully implementing formative assessment to enhance metacognition and self-regulation, participants articulated the need for additional resources to support the cultural shift towards assessment for and as learning within their classrooms.

For full article visit cdeluca.com