



Quality Enhancement Themes The First Year Experience

Practice-focused Development Project

**Formative assessment and feedback for first year success:
Integration and Empowerment**

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Summary

Formative assessment and feedback are driving forces for student learning. It is surprising therefore that they have not played a prominent role in thinking and research on the first year experience. This document reviews the research on formative assessment and feedback with reference to the first year experience. It goes beyond a standard research review, however, in that it links the research to the concepts of integration and empowerment, concepts that frame current thinking about the first year experience. The document also provides practical examples of good practice in the implementation of formative assessment in first year contexts.

Paper 1 provides the bigger picture - the theoretical and research background. The literature is reviewed and a framework is proposed linking formative assessment and feedback to academic and social integration and to engagement and empowerment. Twelve principles of good formative assessment and feedback practice are identified and analysed in relation to this framework. This paper ends with some practical suggestions for policy makers and senior managers.

Paper 2 provides a description and a brief rationale for each principle based on published research evidence. For each principle, a question is provided that teachers might use to think about, and review, formative assessment practices in their courses or programmes.

Paper 3 provides practical examples of implementation of good formative assessment practices across a range of disciplines. First, examples are given describing how each assessment principle might be implemented in a module or course. Secondly, some disciplinary case studies are provided showing how multiple assessment principles might be implemented in the same learning design so as to increase its power and enhance the possibilities for academic and social integration and learner empowerment.

Papers only available on request from the author
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