# Article information:

A systematic review of prerequisites for implementing assessment for learning in classroom practice - ScienceDirect
<https://hfbic253cb3a601b84ef2s9cc5qqq5p0v56w9wfiac.eds.tju.edu.cn/science/article/pii/S1747938X15000652?via%3Dihub=>

# Article summary:

1. Formative assessment, particularly Assessment for Learning (AfL), has been on policy agendas internationally for decades, but implementation has proven to be challenging.

2. Definitions of formative assessment differ with respect to the specific roles of not only teachers but also students in the process as receivers, users, and providers of feedback.

3. AfL is an approach to formative assessment that occurs as part of ongoing classroom practices, viewed as a social and contextual event that focuses on the quality of the learning process and aims to foster student autonomy by helping students learn how to learn.

# Article rating:

Appears moderately imbalanced: The article provides some useful information, but is missing several important points or pieces of evidence that would be required to present the discussed topics in a balanced and reliable way. You are encouraged to seek a more balanced perspective on the presented issues by exploring the provided research topics and looking at different information sources.

# Article analysis:

该文章提供了对实施学习评估的前提条件进行系统审查的概述。然而，文章存在一些偏见和不足之处。

首先，文章没有提供足够的科学证据来支持其主张。虽然作者承认形成性评估可以对学习产生积极影响，但他们指出这种证据基于有限的科学证据。此外，作者没有提供足够的数据来支持他们所提出的前提条件。

其次，文章忽略了一些重要因素。例如，它没有考虑到教师和学生之间可能存在的文化差异以及如何在这种情况下实施形成性评估。此外，文章也没有探讨如何处理那些不愿意参与形成性评估过程的学生。

第三，文章可能存在偏袒。它强调了“Assessment for Learning”（AfL）方法作为实现形成性评估的关键前提条件，并将其视为一个社会和环境事件。然而，在其他研究中也有其他方法被认为是有效的形成性评估方法。

最后，该文章未能探索可能存在的风险或负面影响。例如，在某些情况下，形成性评估可能会导致过度焦虑或压力，并且可能会对学生的自尊心产生负面影响。

综上所述，该文章提供了一些有用的信息，但也存在一些偏见和不足之处。为了更全面地评估形成性评估的实施前提条件，需要进一步研究和探讨。

# Topics for further research:

* Scientific evidence supporting formative assessment
* Cultural differences and formative assessment implementation
* Handling non-participating students in formative assessment
* Other effective formative assessment methods
* Risks and negative effects of formative assessment
* Further research on formative assessment implementation prerequisites

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