

ASSESSMENT IN LEARNING 1

ARTICLE CRITIQUE



ARTICLE TITLE:

IS ASSESSMENT FOR LEARNING REALLY ASSESSMENT?

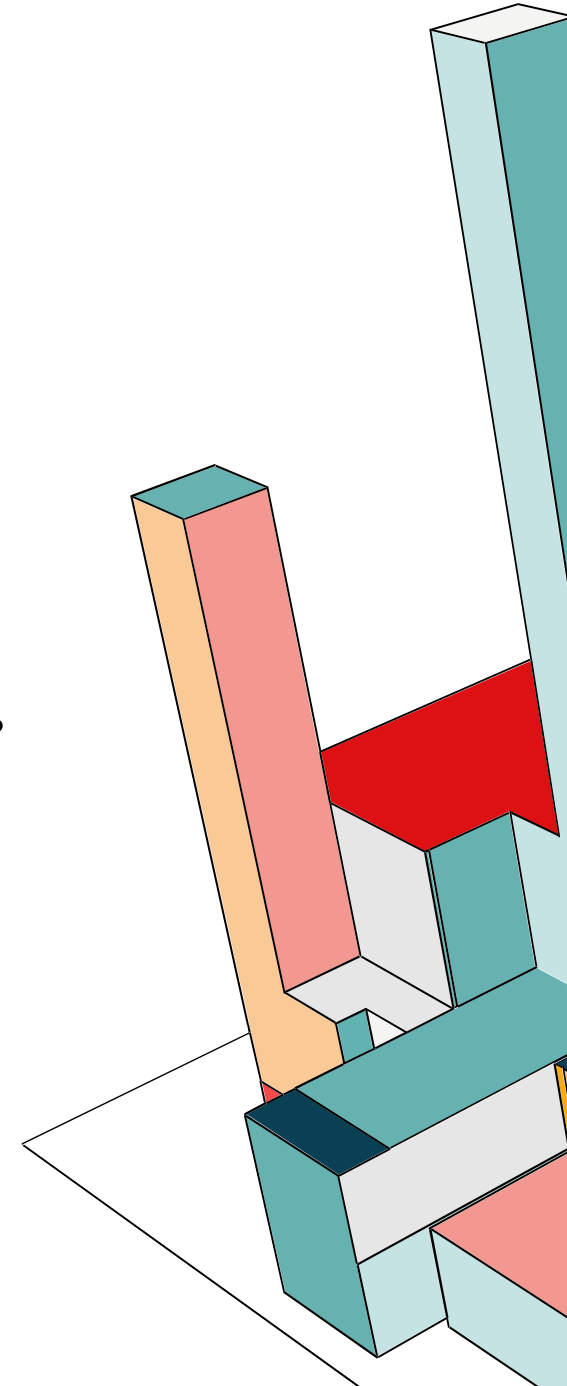
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SUMMARY:

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THE ARTICLE QUESTIONS WHETHER ASSESSMENT FOR LEARNING (AFL) CAN TRULY BE CONSIDERED ASSESSMENT, ARGUING THAT IT LACKS THE VALIDITY, RELIABILITY, AND VERIFIABILITY REQUIRED OF FORMAL ASSESSMENT PROCESSES. BROWN HIGHLIGHTS THAT AFL RELIES HEAVILY ON **TEACHER JUDGMENT, IMMEDIATE FEEDBACK, AND STUDENT INVOLVEMENT IN SELF- AND PEER-ASSESSMENT**, ALL OF WHICH ARE PRONE TO ERROR, BIAS, OR DISHONESTY, AND CANNOT BE EXTERNALLY SCRUTINIZED.



IMPORTANT POINTS

- **ASSESSMENT VS. AFL: TRUE ASSESSMENT REQUIRES VALIDITY, RELIABILITY, AND VERIFIABILITY, WHILE AFL EMPHASIZES FEEDBACK AND DIALOGUE.**
- **TEACHER ROLE: TEACHERS' IMMEDIATE JUDGMENTS CAN GUIDE LEARNING BUT ARE PRONE TO ERROR WITHOUT MODERATION.**
- **BALANCE NEEDED: AFL IS BEST UNDERSTOOD AS A TEACHING PRACTICE THAT SUPPORTS LEARNING, NOT AS A SUBSTITUTE FOR ASSESSMENT EVIDENCE**





PRESENTER'S POSITION

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While the researcher concludes that AfL should be viewed as a pedagogical practice rather than as authentic assessment, I respectfully **disagree**. AfL, though less systematic than standardized testing, offers unique strengths: it has evaluation directly into the learning process, encourages student ownership, develops metacognitive and self-regulatory skills, and equips teachers to adapt instructions in **real time**.

An abstract 3D geometric composition on the left side of the slide. It features several rectangular blocks of various heights and colors (red, orange, yellow, teal, and light blue) arranged in a cluster. A large, solid red rectangular wall or panel is positioned behind the blocks, extending from the top left towards the center. The entire scene is set against a white background.

RELATIONSHIP TO ASSESSMENT, TEACHING, AND LEARNING

They really complement each other, that's how close the relationship is between AFL and Assessment as a whole, because you have the formative strategy on how to engage the students effectively on a real time situation, testing them on a way that you can learn on them as well, but as the author's perspective on this matter, he views Assessment for Learning as a non formal type of assessment due to some limitations of AFL.