

Plenáris előadás/ Keynote lecture (Chair: Gyöngyvér Molnár)

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**GOT FEEDBACK FOR DEEPER LEARNING? THE PROMISE OF LINKING
SUMMATIVE AND FORMATIVE ASSESSMENT TO IMPROVE STUDENT AND
TEACHER OUTCOMES**

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Research on teachers and teaching has shown that formative assessment, also known as assessment for learning (Stiggins, 2002), can improve student learning more than most instructional interventions and practices (Hattie, 2012). Empirical evidence demonstrates that well-implemented formative assessment practices that focus on use of non-graded feedback shift students' learning trajectories (Hattie & Timperley, 2007; Hattie & Clarke, 2019). Yet summative assessment, or assessment of learning, dominates the educational landscape in the classroom and school system. Points, scores, and grades are used to evaluate the quality and nature of student learning. Despite the research that shows that the use of feedback makes a difference in student outcomes (Duckor & Holmberg, 2022; Sadler, 1989; Wiliam, 2007; Wiliam & Thompson, 2008), some still insist on the formative effects of summative grading techniques (Guskey & Brookhart, 2019). A more promising approach to anchoring feedback to the summative and formative purposes of assessment is found in the learning progressions and progress variables literature. At the student level, researchers have mapped learning progressions in different content, mostly in STEM subjects (Alonzo & Gotwals, 2012; Claesgens et al., 2009; Daro et al., 2011; Duncan & Hmelo-Silver, 2009; Heritage, 2008; Pellegrino, 2017; Wilson & Lehrer, 2021). At the teacher level, researchers have begun modeling learning progressions related to high leverage instructional and assessment practices (Duckor & Holmberg, 2019; Wylie & Lyon, 2016). The learning progressions and progress variable frameworks, when accompanied by evidence centered design principles (NRC, 2001; Wilson, 2005, 2009), offer the possibility of linking summative and formative assessment. Examples of well-articulated "on-ramps" "way points" and "levels" of the progress variable – when anchored in purposeful uses of feedback tools, artifacts, and processes – will be shown to be as important as the destination for measuring learning outcomes. Moreover, for feedback to make a tangible difference in students' and teachers' learning trajectories there must be a systematic framework for continuous improvement (Duckor & Holmberg, 2023) that accompanies these variables. In this talk, we will explore the extent to which progress variables can link the aims of formative and summative assessment, while keep our focus on the power of feedback to transform teaching and learning.