

## APPLICATION SUMMARY

### Concept: Metacognition in assessment

The way in which assessment is designed and delivered can support students' enhancement of their metacognitive abilities. The suggestions below focus on exploring self-regulated assessment practices, developing students' assessment literacy, enhancing the formative role of feedback, and fostering students' reflections on their engagement in assessment. Principles underpinning self-regulated assessment practices are taken from the EAT Framework (Evans, 2016, 2022) and their articulation in the EAT ERASMUS Self-regulatory approach to assessment and feedback.

#### What key principles may support the exploration of self-regulated assessment practices?

- Attend to students' beliefs about learning and assessment, their patterns of learning and experiences of assessment, and their motivations for/ resistance to developing autonomy.
- Engage the students in reflective conversations about how assessment can promote equity, agency and transparency in their learning experiences.
- Explore assessment practices that are authentic/ realistic and address metacognitive, cognitive, and affective dimensions of learning.
- Create opportunities for students to expand metacognitive knowledge (person, task, and strategy) and metacognitive strategies (planning, self-monitoring, and social interaction).
- Provide students with repeated exposure to observing, practicing, and applying self-regulatory skills across a variety of contexts (e.g., embedding self and peer assessment activities throughout a course).
- Promote students' abilities to gain support from others in the development of assessment tasks and encourage the creation of learning networks – personal learning networks (who students work with), personal web-based tools they rely on, and their personal learning environment (encompassing learning experiences through any medium in informal or formal settings).
- Involve the students in monitoring and improving assessment practices.

#### How can I support the development of assessment literacy?

- Explain the rationale of the assessment approach so that students can understand the relevance and value of assessment.
- Clarify what the assessment tasks are, how they are organised and how they relate to the requirements of the discipline.
- Ensure that all students have equal access to assessment tasks, and equal opportunities to do well by making sure information is as accessible as possible to them.
- Provide explicit guidance to students on the demands of each assessment task (e.g.

- assessment criteria; desired learning outcomes; good academic practice).
- Provide opportunities for students to work with assessment rubrics and exemplars of work to aid understanding of what constitutes “good”. Model good academic practice if needed.
- Ensure there are opportunities and support for students to develop self-assessment and self-monitoring skills, and training in peer feedback.
- Provide opportunities for self/peer assessment.

### How can I enhance the formative role of feedback?

- Give clear and focused feedback on how students can improve their work, including signposting the most important areas to address (what was good; what could be improved; and most importantly, how to improve).
- Clarify the role of the student as an active participant in the feedback process (seeking, using and giving feedback to self and peers; developing networks of support), and not just as a passive receiver of feedback.
- Give students sufficient time to process feedback messages prior to discussions about how to move work forwards, and check their interpretation and use of feedback (does feedback achieve what we need it to?).
- Ensure that formative feedback precedes summative assessment, and that the links between feedback and the requirements of summative assessment are clear.
- Ensure that course design enables sufficient time for students to apply the lessons learned from formative feedback in their summative assessments.

All the suggestions above presuppose the adoption of dialogic, reflective pedagogies whereby educators and students become partners in understanding and enhancing assessment *for* and *as* learning. One way of enhancing engagement in assessment is to offer opportunities for joint reflections on students’ metacognitive ability. The Assessment Engagement Scale presented below (Evans & Zhu, 2023) can be used as a diagnostic and monitoring tool to help students and educators build shared understandings and improve practices.

Assessment Engagement Scale	
1.	I have a good understanding of the assessment requirements, and how to do well
2.	I have a good understanding of how the assessment tasks I am doing now relate to the rest of my program
3.	I am clear about my role in assessment and how I can contribute, and what support I am entitled to
4.	I am clear about the requirements of the discipline
5.	I know how to ask for feedback and use feedback effectively to enhance the quality of my work
6.	I value regular opportunities to test my knowledge, understanding and skills in class and online
7.	I make sure I have done the essential preparation work so I can contribute fully to discussions and give effective support to my peers
8.	I am able to accurately judge the quality of my own work
9.	I have a good understanding of assessment rules and processes (e.g., marking and moderation)
10.	I do my best to understand fundamental ideas and concepts so I can adapt and apply them to new contexts. I am keen to advance knowledge within my discipline
11.	I know how to use the learning environment well to support my needs (e.g., accessing resources; getting support; knowing who can best help me; developing strong networks)
12.	I give constructive feedback on how the course could be improved, and I have contributed to the development of resources through my engagement with the course

## References

Evans, C. (2022). *The EAT Framework. Enhancing Assessment Feedback Practice in Higher Education*. Cardiff, Wales. Cardiff University. Available at: [https://inclusiveHEheorg.files.wordpress.com/2022/09/2022\\_eat-framework\\_220922.pdf](https://inclusiveHEheorg.files.wordpress.com/2022/09/2022_eat-framework_220922.pdf)

Evans, C., with S. Rutherford, F. Vieira, and Erasmus+ team (2021). *A Self-Regulatory Approach to Assessment in Higher education*. Cardiff: Cardiff University.

Evans, C., & Zhu, X. (2023). The development and validation of the assessment engagement scale. *Front. Psychol.* 14:1136878. doi: 10.3389/fpsyg.2023.1136878



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