Expanding Notions of Assessment for Learning
Inside Science and Technology Primary Classrooms

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Assessment for learning [AfL] is bound up with students becoming autonomous lifelong learners who are active participants in the classroom and beyond. This book explores teacher and student experiences of AfL interactions in primary science and technology classrooms. Working from a sociocultural perspective, the book’s fundamental premise is that AfL has a contribution to make to students developing identities as accomplished learners and knowers. The focus is on understanding and enhancing teacher practices that align with the spirit of AfL. The following points are illustrated:

• AfL interactions are multifaceted, multimodal and take place over multiple time scales.
• Student learning autonomy is promoted when teachers provide opportunities for students to exercise agency within a system of accountabilities.
• Teacher pedagogical content knowledge plays a pivotal role in teachers being able to respond to students.
• Productive AfL interactions are reflective of the way a particular discipline generates and warrants knowledge.

The book will be of interest to teachers and educational researchers who want to examine AfL from a theoretical and a practical perspective.

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