

# ASSESSMENT FOR LEARNING IN FIRST YEARS OF SCHOOLING

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Learning is understood as a complex process of situated activity, which requires an active participation of the learner. This process is performed through the interactions that students establish with the tasks proposed to them. To be effectively a means of learning, it is necessary that students understand these tasks, execute what is requested, and achieve what is expected (NCTM, 2014). The formative assessment is an enabling context for this process, as an intentional process of learning support (William, 2007). One of its essential components is to help students to identify and correct their mistakes by reflecting on their own action (Santos & Cai, 2016). Although these ideas are theoretically accepted, teachers' practice is far from this reality (Santiago, Donaldson, Looney, & Nusche, 2012). The perspective that young students don't have enough maturity to self-regulate is still strong. The present study aims to understand if, through formative assessment practices, students at the beginning of their schooling are able to reflect and regulate their learning, that is, to identify and correct their errors in mathematics. Our starting point was three studies conducted in three classes, respectively with two classes of five and seven-year-old students developing portfolios, and a third one with seven-year-old students, developing quizzes. All studies used an interpretive methodological approach supported by student interviews, participant observation of classes and documental evidence. The first results pointed out that these students are able to reflect on their work, understand their mistakes and to use the cues given by their teachers through feedback. Portfolios seem to potentiate the development of reflection and quizzes the regular conceptual and processual fluency (NCTM, 2014). The teacher's role is fundamental in order to achieve these positive results, namely to help overcome some difficulties that students still manifest.

## References

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