

ABSTRACT

Assessment is an inherent part of teaching and learning in Irish primary classrooms. 'Assessment for Learning' (AFL) is a process driven approach to implementing effective assessment in schools, which finds teachers and students engaging in ongoing, collaborative assessments. This study examined how twenty-five third class students interacted with revised assessment procedures in English writing. A range of assessment techniques, which included self-assessment and peer assessment, were implemented in order to challenge the relationship between the student and assessment and in so doing document their developing experiences.

The findings indicate that when provided with the appropriate tools to conduct assessment such as pre agreed goals of achievement, appropriate language of assessment and agreed criteria with which to analyse writing, the majority of students in this study were both eager and competent at identifying the strengths and weaknesses of a piece of narrative, functional or factual writing. The findings suggest that when students are involved in their own assessment and when assessment becomes an integral element of teaching and learning, students develop greater skills of reflection, self-correction and independence in writing. The creation of an assessment for learning culture highlights the need for encouraging students, teachers and educationalists to work collaboratively and in partnership whereby assessment supports learning and promotes progression through the curriculum.