

<b><i>Pathways and Perspectives on Formative Assessment</i></b>		
<b>PROGRESSION AND SCAFFOLDING</b>		
<b>practice</b>	opportunities for students to gain practice in doing assessable tasks [to an appropriate standard]	
<b>engagement</b>	engaging, motivating and enthusing students, building self-confidence	
<b>spacing</b>	helping to regulate and pace students' workload	
<b>responsibility for learning</b>	encouraging students to take progressively greater responsibility for their own learning	
<b>FEEDSTUFF</b>		
<b>feedback</b>	on <b>what</b> students know, understand and can do at a given point	
<b>feed-forward</b>	on <b>where</b> students most need to improve their knowledge/ understanding/ skills	
<b>feed-forward</b>	on <b>how</b> students might improve their performance in the next assignment or assessment/ make better progress	
<b>EXPECTATIONS AND STANDARDS</b>		
<b>connoisseurship</b>	developing students' grasp of what count as high standards in the subject, at that level	
<b>evaluative skills</b>	fostering students' capacity to evaluate the quality of their own and other students' work	
<b>RESPONSIVE COURSE MANAGEMENT</b>		
<b>targeting support</b>	monitoring student progress to target additional support where most needed	
<b>fine-tuning</b>	monitoring how well the course is doing and taking fine-tuning action where needed	