Journal of Education Psychometrics and Bibliometric Studies
(JEPSY); ISSN (E): 3139-308X

Vol.01, No.02 (2026)
pp.116-126

Article Type: Review Article

Article Information:
Received: 06/02/2026
Accepted: 13/06/2026
Published: 17/07/2026



Vyom Hans Publications

Assessment for Learning: A Transformative Approach to Classroom Assessment

Ismail Thamarasseri[1] & Anie Kuriyan[2]

[1]School of Distance & Online Education, Mahatma Gandhi University, Kottayam, Kerala, India, PIN 686560 (Bharat).
[1]Email: *ismail@mgu.ac.in*(corresponding author)

[2]St Peters Training College, Kolenchery, Ernakulam, Kerala, India, PIN: 682311 (Bharat).
[2]Email:*aniekuriyan@gmail.com*

Abstract

Assessment for Learning (AFL) is a dynamic, learner-centred pedagogical approach that views assessment not as a final judgment of achievement but as a continuous and interactive process that supports, guides, and enhances learning. Unlike traditional summative assessments, which usually occur at the end of a unit or course and focus primarily on grading, ranking, or measuring outcomes, AFL is embedded in daily classroom practices and emphasizes the ongoing collection of evidence about student understanding through teacher questioning, observation, discussions, and short formative tasks. This evidence is used immediately to adjust teaching strategies, clarify misunderstandings, and provide targeted support that aligns with the diverse needs of learners. A core feature of AFL is its emphasis on continuous, descriptive, and improvement-oriented feedback that helps students understand what they have mastered, what gaps remain, and how they can move forward. Rather than relying on marks or grades, AFL encourages students to take an active role in their learning through self-assessment, peer assessment, reflection, and goal-setting, thereby fostering metacognitive skills, self-regulation, and a sense of ownership over their academic growth. This article explores the concept, principles, strategies, benefits, and challenges of implementing AFL in classrooms and highlights the pivotal roles of both teachers and students in creating a classroom culture grounded in feedback, collaboration, and continuous improvement, ultimately demonstrating how Assessment for Learning can transform traditional assessment practices and significantly enhance educational outcomes.

Keywords: Assessment for Learning, Formative Assessment, Descriptive Feedback, Learner Autonomy, Metacognition

© 2026 Author(s). This article is published under the CC-BY license at https://edu.vyomhansjournals.com/

INTRODUCTION

Assessment has traditionally been understood as a tool used primarily to measure student achievement at the conclusion of instruction, often through tests, examinations, or other summative procedures that focus on evaluating what learners have retained (Earl, 2013). In such traditional settings, assessment served mainly as a mechanism for grading, ranking, and reporting progress to stakeholders, rather than as a means to enhance the learning process itself (Harlen, 2007). This approach created a separation between teaching and assessment, limiting opportunities for students to understand their own learning gaps and for teachers to make timely instructional adjustments (Sadler, 1989).

However, with the paradigm shift in education from teacher-centred to learner-centred pedagogy assessment has been reconceptualized as an essential and ongoing component of classroom instruction (Shepard, 2000). Modern educational perspectives emphasize active learning, participation, and reflection, leading to the recognition that assessment should not be confined to the final stages of learning. Instead, it must be integrated into daily teaching activities to support the continual growth of learners (Black & Wiliam, 1998). Within this evolving context, Assessment for Learning (AFL) has gained prominence as a framework that prioritizes formative assessment practices, timely feedback, and meaningful interaction between teachers and students (Wiliam, 2011). It shifts the focus from merely recording achievement to actively promoting understanding and improvement (Chow & Leung, 2011).

AFL has emerged as a powerful and transformative approach because it emphasizes the purposeful use of assessment data to guide instruction, deepen learning, and empower students to take responsibility for their own progress (Earl, 2013). It aligns with contemporary educational reforms that advocate for competency-based education, where the emphasis is on mastery of skills rather than memorization of content (Hayward, 2015). Additionally, AFL supports constructivist learning principles by encouraging learners to build knowledge through reflection, feedback, and self-assessment (Shepard, 2000; Sadler, 1989). It also resonates strongly with inclusive pedagogical practices, as it provides opportunities for differentiated instruction and ensures that diverse learners receive the support they need to succeed (Black & Wiliam, 2009). Through its focus on continuous learning and improvement, Assessment for Learning plays a vital role in shaping modern, equitable, and student-centred classrooms.

CONCEPT OF ASSESSMENT FOR LEARNING

Assessment for Learning (AFL) is a comprehensive formative assessment process in which meaningful evidence about student learning is continuously collected, interpreted, and used to modify teaching practices in order to better meet the diverse needs of learners (Earl, 2013). Unlike traditional assessments that occur at the end of instruction, AFL functions as an ongoing and dynamic cycle that supports learning as it happens (Black & Wiliam, 1998). It begins with setting clear learning goals, helping students understand what they are expected to learn and why the learning is important, which is essential for developing learner autonomy and purposeful engagement (Wiliam, 2011). This is followed by clarifying success criteria, which provides students with explicit descriptions of what quality work looks like, enabling them to recognize the standards they are working toward (Sadler, 1989).

Teachers then engage in eliciting evidence of learning through questioning, observations, class discussions, diagnostic activities, and short formative tasks that reveal students' understanding, misconceptions, and levels of proficiency (Swaffield, 2011). Based on this information, teachers offer timely, descriptive feedback that guides students on how to improve, rather than simply indicating whether the answer is right or wrong (Black & Wiliam, 2009). AFL also emphasizes active learner involvement, where students take part in self-assessment, peer assessment, and reflective practices, enabling them to monitor their

own progress, identify areas for growth, and develop self-regulation skills (Earl, 2013; Wiliam, 2011). Finally, teachers adjust teaching and learning activities in response to assessment evidence, refining instructional strategies, re-teaching difficult concepts, or providing enrichment as needed (Hayward, 2015).

This continuous cycle ensures that teaching is responsive, flexible, and learner-centred. The work of Black and Wiliam (1998) played a pivotal role in bringing global attention to AFL through their landmark research, which demonstrated that formative assessment significantly improves student achievement across subjects and grade levels. Their findings established AFL as one of the most effective and influential classroom practices, forming a cornerstone for modern pedagogical approaches aimed at enhancing learning outcomes for all students (Black & Wiliam, 1998; Swaffield, 2011).

KEY PRINCIPLES OF AFL

Assessment for Learning (AFL) is grounded in several core principles that shape its effectiveness and ensure that assessment becomes an integral part of the learning process, emphasizing clarity, communication, reflection, and active learner participation (Earl, 2013). Together, these principles create a learning environment where assessment guides instruction, supports student growth, and fosters a culture of continuous improvement (Black & Wiliam, 1998).

Clear Learning Intentions and Success Criteria

One of the most fundamental principles of AFL is ensuring that students clearly understand what they are expected to learn. Learning intentions describe the knowledge, skills, or concepts that students should gain, while success criteria translate these intentions into specific, observable indicators of quality work (Wiliam, 2011). When these elements are communicated effectively, students gain direction, purpose, and enhanced capacity for self-monitoring (Sadler, 1989). Such clarity makes learning more transparent and helps learners understand both the "what" and the "why" of their learning (Earl, 2013).

Effective Questioning

In AFL, questioning is not merely a method of checking recall; it is a powerful tool for stimulating deeper thinking and uncovering students' understanding. Teachers use open-ended and higher-order questions that encourage reasoning, justification, and meaningful dialogue (Black & Wiliam, 2009). Effective questioning allows teachers to diagnose misconceptions, probe thought processes, and scaffold student understanding, while also promoting critical thinking and active knowledge construction among learners (Swaffield, 2011).

Descriptive Feedback

A central element of AFL is providing descriptive, actionable feedback that supports improvement. Unlike grades that summarize performance, descriptive feedback explains what the learner did well, what needs improvement, and how to progress (Sadler, 1989). Feedback must be timely, specific, constructive, and explicitly linked to success criteria (Wiliam, 2011). Such feedback empowers students to understand their learning gaps, strengthens motivation, and promotes continuous improvement (Black & Wiliam, 1998).

Self- and Peer-Assessment

AFL encourages learners to actively participate in evaluating their own learning. Through self-assessment, students reflect on their performance, compare it with success criteria, and identify strengths and areas for growth (Earl, 2013). Peer assessment enables students to engage in collaborative review, providing

constructive feedback using shared criteria (Swaffield, 2011). These practices foster metacognition, responsibility, and independence, helping students become reflective and self-regulated learners (Wiliam, 2011).

Adjusting Teaching and Learning

An essential principle of AFL is the responsiveness of instruction to assessment evidence. Teachers continuously gather information about students' learning from observations, discussions, and formative tasks (Hayward, 2015). Based on this evidence, they refine their teaching—revisiting challenging ideas, offering alternative explanations, or extending learning for advanced students. This adaptability ensures that instruction meets learners where they are, addresses misconceptions promptly, and maximizes progress (Black & Wiliam, 2009).

Activating Students as Partners in Learning

AFL positions learners as active partners rather than passive recipients of knowledge. Students participate through goal-setting, monitoring progress, and taking responsibility for their learning processes (Wiliam, 2011). When learners understand the learning intentions, engage with success criteria, and use feedback effectively, they develop ownership, autonomy, and confidence (Earl, 2013). This promotes lifelong learning skills and enables students to construct and direct their own learning journeys (Chow & Leung, 2011).

STRATEGIES AND TECHNIQUES OF AFL

Assessment for Learning is most effective when teachers use a variety of strategies that continuously generate meaningful information about students' understanding, making learning transparent, promoting reflection, and helping both teachers and students make informed decisions to support progress (Black & Wiliam, 1998; Earl, 2013). These strategies are widely recognized as powerful tools for implementing AFL in classrooms and align with research that emphasizes the ongoing, interactive nature of formative assessment (Lysaght, O'Leary & Ludlow, 2017).

LEARNING TARGETS AND SUCCESS CRITERIA CHARTS

Teachers make learning intentions visible by displaying clear learning targets and success criteria at the beginning of a lesson—an approach strongly supported in AFL literature for enhancing clarity and learner autonomy (Wiliam, 2011). These charts help students understand what they are expected to learn and what successful performance looks like. Regular reference to these criteria helps students monitor progress and take corrective action, reinforcing Sadler's (1989) concept of enabling learners to close the gap between current and desired performance.

Exit Slips and Quick Quizzes

Exit slips and short quizzes are highly effective tools used at the end of a lesson to assess immediate understanding. These quick checks generate actionable evidence that helps teachers identify misconceptions and adjust instruction accordingly (Black & Wiliam, 2009). Such tools ensure timely intervention before learning gaps widen, demonstrating the practical application of formative assessment principles (Earl, 2013).

Think–Pair–Share

This collaborative strategy encourages students to think independently, share with a partner, and then discuss with the whole class. Think–Pair–Share promotes active participation, peer explanation, and

deeper comprehension—processes central to classroom-based formative assessment (Swaffield, 2011). It also provides teachers with real-time diagnostic information about students' thinking, supporting responsive instruction (Hayward, 2015).

Traffic Light Technique

The traffic light system is a simple yet powerful self-assessment technique in which students indicate their understanding using green, yellow, or red signals. This visual tool encourages honest reflection and supports the development of metacognitive awareness (Earl, 2013). Teachers can quickly gauge readiness to proceed, making this strategy consistent with AFL principles of learner involvement and adaptive teaching (Wiliam, 2011).

Observation and Anecdotal Records

Systematic teacher observation and anecdotal records provide valuable assessment evidence beyond formal testing. Through observing participation, problem-solving, and interactions, teachers gather rich qualitative insights that inform instructional decisions (Chow & Leung, 2011). Anecdotal records help identify patterns in learning behaviours, misconceptions, and strengths, supporting Black and Wiliam's (1998) emphasis on ongoing, interactive assessment processes.

Rubrics and Checklists

Rubrics and checklists offer structured assessment criteria that clarify performance expectations. These tools guide both teacher evaluation and student self- or peer assessment, promoting transparency and consistency (Sadler, 1989; Wiliam, 2011). By helping students identify what they have achieved and what needs further work, rubrics and checklists contribute to developing assessment literacy and self-regulation.

Formative Use of Summative Tests

AFL encourages teachers to use summative assessments formatively by analyzing results to identify learning gaps, common errors, and trends. This approach transforms tests from mere grading tools into powerful sources of diagnostic information (Black & Wiliam, 2009). When teachers use summative tests to guide feedback and instructional planning, assessment becomes a driver of continuous improvement rather than an endpoint (Earl, 2013).

BENEFITS OF ASSESSMENT FOR LEARNING

Assessment for Learning offers a wide range of benefits for both students and teachers, making it a powerful approach for improving classroom instruction and enhancing the overall learning experience. By emphasizing continuous feedback, active learner involvement, and ongoing instructional adjustments, AFL creates a more responsive, meaningful, and learner-centred educational environment (Assessment Reform Group, 2002; Black & Wiliam, 1998). The following are some of the key benefits associated with AFL.

Improved Learning Outcomes

One of the strongest advantages of AFL is its ability to identify learning gaps early in the instructional process. Because assessment evidence is gathered continuously, teachers gain timely insights into what students understand and where they are struggling. This allows them to provide immediate support, address misconceptions, and modify instruction before difficulties escalate (Black & Wiliam, 2009). Numerous studies demonstrate that classrooms using AFL practices show significant improvement in

student achievement across grade levels and subject areas, confirming AFL as one of the most effective educational interventions (Black & Wiliam, 1998; Hattie, 2009).

Increased Student Motivation

AFL places strong emphasis on feedback that highlights progress rather than focusing on mistakes. Such descriptive, improvement-focused feedback is central to promoting motivation and engagement, as learners come to view challenges as opportunities for growth rather than failure (Sadler, 1989; Earl, 2013). Involving students in self- and peer assessment further strengthens ownership of learning, helping them develop intrinsic motivation and positive attitudes toward schoolwork (Swaffield, 2011).

Promotes Deep Learning

Unlike rote memorization frequently encouraged by high-stakes testing, AFL supports the development of higher-order thinking and deep understanding. Reflective practices, self-assessment, and rich classroom discussions enhance students' metacognitive awareness and their ability to plan, monitor, and evaluate their own learning (Hayward, 2015). Through these processes, students move beyond surface recall and engage in meaningful conceptual understanding an essential element of lifelong learning (Earl, 2013).

Enhanced Teacher Effectiveness

AFL enables teachers to make evidence-based instructional decisions by continuously gathering information about student progress. This responsiveness strengthens instructional effectiveness and encourages teachers to become reflective practitioners who assess the impact of their methods on learning (DeLuca, Luu, Sun, & Klinger, 2012). AFL also enhances classroom communication and fosters stronger teacher–student relationships, contributing to improved pedagogy overall (Wiliam, 2011).

Inclusive Teaching

AFL plays a vital role in creating inclusive classrooms where the diverse needs of all learners are addressed. By focusing on continuous feedback and differentiated instruction, teachers can identify students' unique strengths and challenges and provide targeted support (Chow & Leung, 2011). AFL practices align closely with inclusive education principles by ensuring equitable access to learning, offering multiple pathways for demonstrating understanding, and supporting learners from varied cultural, linguistic, and ability backgrounds (Assessment Reform Group, 2002). Through its emphasis on fairness, adaptability, and responsiveness, AFL significantly enhances the inclusivity of classroom practices.

CHALLENGES IN IMPLEMENTING AFL

Implementing Assessment for Learning (AFL) in classrooms, although highly beneficial, is often hindered by a variety of practical challenges that restrict its effectiveness. One major issue is time constraints, as teachers struggle to incorporate continuous assessment techniques such as observation, feedback cycles, reflective tasks, and student conferences within an already packed curriculum (Black & Wiliam, 1998). The focus on syllabus completion often leaves little room for ongoing formative practices, causing teachers to rely on quicker, less effective assessment methods. Another challenge is the lack of adequate training, since many educators have not received systematic professional development in designing formative tasks, creating rubrics, interpreting assessment evidence, or giving descriptive feedback (Heritage, 2010; Brookhart, 2013). This leads to an overreliance on summative assessments, which are easier to implement but less effective for improving learning.

Large classrooms pose additional difficulties; with high student–teacher ratios, it becomes challenging to track individual progress, provide personalised feedback, and engage each learner in self- and peer-assessment (OECD, 2013). The diversity of student needs in such classrooms makes differentiated formative assessment even more demanding. Resistance to change is another barrier, as many teachers and students are deeply accustomed to traditional exam-oriented practices and may initially view AFL strategies—such as open-ended questioning, peer assessment, or reflective journals as time-consuming or unnecessary (James & Pedder, 2006). Students who are used to receiving marks rather than detailed feedback may show discomfort or lack of interest, particularly when asked to engage in self-regulation or reflective practices (Hattie & Timperley, 2007).

Finally, the documentation load associated with formative assessment can be overwhelming. Tasks like maintaining anecdotal records, checklists, portfolios, learning logs, and feedback registers require significant time and organisational skills, adding to the administrative burden of teachers (Swaffield, 2011). All these challenges collectively make the consistent implementation of AFL demanding, emphasising the need for institutional support, sustained teacher training, manageable class sizes, and a shift in assessment culture to realise the full potential of formative assessment in enhancing learning.

ROLE OF TEACHERS IN AFL

Teachers play a pivotal and multifaceted role in effectively implementing Assessment for Learning (AFL) within the classroom. At the core of their responsibility is designing clear and meaningful learning goals that articulate what students are expected to know, understand, and be able to do (Black & Wiliam, 2009). These goals help students focus their learning and provide a foundation for all assessment activities. Teachers must also carefully define and communicate success criteria, ensuring that learners have a clear vision of what quality performance looks like (Sadler, 1989; Clarke, 2005).

Creating a supportive and inclusive classroom environment is equally essential. Teachers foster a culture where mistakes are viewed as opportunities for learning, where students feel safe to express their ideas, and where constructive dialogue forms part of everyday practice (Swaffield, 2011). Through skilful use of probing and higher-order questioning, teachers stimulate critical thinking, encourage deeper understanding, and reveal students' misconceptions (Heritage, 2010). These questions enable teachers to gauge learning in real time and make informed decisions about the next steps in instruction (Black et al., 2003).

One of the most significant responsibilities of teachers in AFL is providing timely, descriptive, and actionable feedback. Instead of merely highlighting errors, effective feedback helps learners understand what they have done well, what needs improvement, and how they can progress (Hattie & Timperley, 2007). Teachers guide students in interpreting feedback and using it to refine their work, thereby nurturing a growth mindset (Brookhart, 2013). Additionally, teachers actively encourage learner autonomy by promoting self-assessment, peer assessment, reflective practices, and goal-setting (Nicol & Macfarlane-Dick, 2006). This empowers students to take ownership of their learning, develop metacognitive skills, and become more self-regulated learners (Zimmerman, 2002).

Finally, teachers must continually use assessment data for instructional planning. By analysing evidence gathered from questioning, observations, exit slips, classwork, and student reflections, teachers adapt their teaching strategies, modify lesson plans, provide remediation, or extend learning opportunities as needed (Heritage, 2010; Black & Wiliam, 1998). This reflective approach positions teachers not merely as instructors but as facilitators, mentors, and reflective practitioners who continuously evaluate and improve their instructional practices based on student needs (Brookhart, 2013). Through these roles,

teachers ensure that AFL becomes an integral part of the learning process, driving meaningful and sustained student growth.

ROLE OF STUDENTS IN AFL

In Assessment for Learning, students are not passive recipients of knowledge but active, responsible participants in the learning process, a shift strongly emphasized by Black and Wiliam (1998). A fundamental aspect of their role involves understanding the learning goals and success criteria set by the teacher. When students clearly grasp what they are expected to achieve and what quality work looks like, they can engage more purposefully in learning tasks and monitor their progress with greater accuracy (Sadler, 1989; Clarke, 2005). This clarity gives learners a sense of direction and supports their ability to make informed choices throughout the learning process. Students are also expected to reflect on their performance, analysing their strengths and identifying areas that require further improvement. Through reflection journals, checklists, and metacognitive prompts, learners develop a deeper awareness of their own thinking and learning strategies (Zimmerman, 2002). Additionally, AFL encourages students to engage in peer feedback, which involves giving and receiving constructive comments with classmates.

Peer assessment helps students develop communication skills, critical thinking, and a better understanding of assessment criteria, while also fostering a collaborative learning environment where students learn from one another (Nicol & Macfarlane-Dick, 2006; Topping, 2010). Another essential role of students within AFL is setting goals for future learning. By identifying short-term and long-term targets, students take ownership of their academic progress and begin to develop self-direction and internal motivation (Zimmerman, 2002; Locke & Latham, 2006). Goal-setting also enhances their ability to break complex tasks into manageable steps, promoting perseverance and strategic planning. Moreover, AFL requires students to actively use teacher and peer feedback to improve their work, revising assignments, refining ideas, and applying suggestions to new situations. This process helps students internalize feedback, shift from a performance mindset to an improvement mindset, and build confidence in their ability to grow (Hattie & Timperley, 2007). Ultimately, this active engagement transforms students into self-regulated learners who take responsibility for their learning decisions, evaluate their own progress, and continuously strive for improvement (Zimmerman, 2002). Through these practices, AFL nurtures habits of independence, reflection, and lifelong learning, preparing students not only for academic success but also for meaningful participation in an ever-changing world.

IMPLICATIONS FOR EDUCATIONAL PRACTICE

To effectively promote and sustain Assessment for Learning in contemporary classrooms, schools and educational institutions must make deliberate and systemic efforts that embed AFL within everyday teaching and learning practices (Black & Wiliam, 1998; Wiliam, 2011). Integrating formative assessment into curriculum planning is essential so that assessment is not treated as an add-on but as a fundamental component of instructional design. This requires aligning learning outcomes, teaching strategies, and assessment techniques in a coherent manner, ensuring that opportunities for ongoing assessment and feedback are intentionally built into lessons, units, and overall academic programmes (Earl, 2013).

Equally important is the need for comprehensive professional development for teachers. Since AFL requires specific skills—such as crafting effective questions, giving descriptive feedback, designing clear success criteria, and analysing assessment evidence teachers must receive sustained training, mentoring, and collaborative learning opportunities (Heritage, 2010; Stiggins, 2005). Professional development also supports educators in shifting from traditional exam-oriented approaches to more reflective and

learner-centred practices, which are essential for successful implementation of AFL (Black et al., 2003).

Schools must also work toward reducing the overemphasis on high-stakes testing, which often narrows instructional focus and limits creativity in teaching. When excessive weight is placed on summative assessments, both teachers and students may prioritize grades over deep learning, thereby undermining the purpose of AFL (Stiggins, 2002). Reducing such pressures enables classrooms to become more flexible, exploratory, and focused on learning growth rather than score attainment.

Furthermore, creating a supportive institutional climate requires cultivating a culture of feedback and reflection across the school community. This involves normalizing constructive dialogue between teachers and students, encouraging peer collaboration, and promoting reflective practices among learners. Research shows that effective feedback significantly enhances learning, making a feedback-rich environment essential for continuous improvement (Hattie & Timperley, 2007). Such an environment values progress, celebrates effort, and encourages the use of formative assessment data as a tool for improvement rather than judgment.

Finally, in today's digital era, it is crucial to integrate AFL tools into digital learning platforms. Technology can enhance formative assessment through online quizzes, interactive rubrics, digital portfolios, instant feedback systems, and analytics that track student progress in real time (Pellegrino & Quellmalz, 2010). These digital tools help teachers manage assessment more efficiently while offering students engaging and accessible ways to reflect on their learning. Together, these measures create an educational ecosystem where AFL becomes a deeply embedded pedagogical philosophy that drives meaningful learning and fosters student empowerment (Wiliam, 2011).

CONCLUSION

Assessment for Learning is a transformative educational approach that fundamentally redefines the purpose and practice of assessment within classrooms. Rather than serving merely as a tool for measuring achievement at the end of instruction, AFL positions assessment as a continuous, interactive process that actively supports and strengthens learning (Black & Wiliam, 1998; Swaffield, 2011). By emphasizing meaningful feedback, student participation, and the ongoing adaptation of teaching strategies, AFL nurtures a classroom environment where learning is transparent, collaborative, and responsive to individual needs (Hattie & Timperley, 2007; Earl, 2013). Although challenges such as time constraints, limited training, and traditional exam-oriented mindsets may hinder its implementation, the long-term benefits of adopting AFL are profound (Stiggins, 2005; Wiliam, 2011). It enhances teaching quality by promoting reflective instructional practices, increases student motivation through active involvement and self-regulation, and improves academic success by identifying and addressing learning gaps early (Black et al., 2003). When thoughtfully and consistently implemented, AFL fosters a culture of growth, empowerment, and continuous improvement, transforming assessment from a judgment tool into a powerful catalyst for deep and meaningful learning (Swaffield, 2011; Wiliam, 2011).

Disclosure statement

The authors declare no conflict of interest.

Funding

The research received no external funding.

REFERENCES

Alonzo, D. A. (2016). Development and application of a teacher Assessment for Learning (AFL) literacy tool [Doctoral dissertation, University of New South Wales]. UNSWorks. https://doi.org/10.26190/unsworks/18809

Chow, A., & Leung, P. (2011). Assessment for learning in language classrooms. In R. Berry & B. Adamson (Eds.), Assessment reform in education (pp. 135–152). Springer. https://doi.org/10.1007/978-94-007-0729-0_10

DeLuca, C., Luu, K., Sun, Y., & Klinger, D. A. (2012). Assessment for learning in the classroom: Barriers to implementation and possibilities for teacher professional learning. Assessment Matters, 4, 5–29.

Lysaght, Z., O'Leary, M., & Ludlow, L. (2017). Measuring teachers' Assessment for Learning (AFL) classroom practices in elementary schools. International Journal of Educational Methodology, 3(2), 103–115.https://doi.org/10.12973/ijem.3.2.103

Marshall, B., & Drummond, M. J. (2006). How teachers engage with assessment for learning: Lessons from the classroom. Research Papers in Education, 21(2), 133–149. https://doi.org/10.1080/02671520600615638

Mulyana, T., Kurniasih, S., & Ardianto, D. (2021). Assessment for Learning: Changes in the role of assessment in learning. International Journal of Recent Educational Research (IJORER), 2(5), 483–495. https://doi.org/10.46245/ijorer.v2i5.146

Swaffield, S. (2011). Getting to the heart of authentic Assessment for Learning. Assessment in Education: Principles, Policy & Practice, 18(4), 433–449. https://doi.org/10.1080/0969594X.2011.582838

Wyse, D., Pandya, J., & Hayward, L. (Eds.). (2015). The SAGE handbook of curriculum, pedagogy and assessment. Sage Publications.

COPYRIGHT AND LICENSE

[© 2026 **Ismail Thamarasseri & Anie Kuriyan**] This is an Open Access article published in **Journal of Education Psychometrics and Bibliometric Studies** *(JEPSY)*, an Open Access Journal by Vyom Hans Publications. It is published with a Creative Commons Attribution - CC-BY4.0 International License. This license permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

HOW TO CITE?

Ismail Thamarasseri & Anie Kuriyan (2026). Assessment for Learning: A Transformative Approach to Classroom Assessment. *Journal of Education Psychometrics and Bibliometric Studies*, 01(02), 116-126.

ABOUT THE AUTHORS



Dr. Ismail Thamarasseri

Dr. Ismail Thamarasseri is an Associate Professor at the School of Distance and Online Education, Mahatma Gandhi University, Kerala, India. He holds a PhD in Education and postgraduate degrees in Education, Sociology, English, and History. He has qualified the UGC–NET in Education, Sociology, and Adult Education. With more than two decades of experience in teaching, research, and academic leadership, he has authored several books and published numerous scholarly articles in the field of education. His research interests include teacher education, educational policy, distance education, and educational research. He may be contacted at `ismailktkl@gmail.com`.



Ms. Anie Kuriyan

Ms. Anie Kuriyan is an Assistant Professor at St Peter's Training College, Kolenchery, Kerala, India. She is a dedicated educator from the culturally vibrant Ernakulam district of Kerala. She earned her M.Sc. in Analytical Chemistry from KE College, Mannanam, where she developed a strong foundation in scientific inquiry and laboratory practices. She further enhanced her professional expertise by obtaining B.Ed. and M.Ed. degrees from Mahatma Gandhi University, Kerala, with a focus on pedagogy and inclusive education. She is actively engaged in teacher education and is committed to nurturing reflective, inclusive, and competent future educators. Her academic interests include teacher education, inclusive education, educational pedagogy, and science education.