

## **Approaches to formative assessment for learning in Physics**

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Formative assessment has received attention for many years as a mechanism for offering timely feedback to students, for enhancing their engagement and for refining the scaffolding of their efforts to attain meaningful learning. Within inquiry-oriented Physics education, formative assessment presents renewed challenges in terms of what to assess, in what sequence, how to obtain reliable evidence and how to present it to students in a respectful, supportive and effective manner. In this presentation, I will seek to explore specific approaches to formative assessment, including stimulated self-reflection, peer evaluation and structured classroom dialogue. I will provide illustrative examples of teachers' use of classroom evidence to guide and support learning. Finally, I will discuss implications for physics education research and teaching practice.