

**ZMATH 2014c.00481**

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**Efficacy and efficiency in formative assessment: an informed reflection on the value of partial marking.**

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Summary: This article presents an informed reflection on the evolution of teacher-to-learner feedback provided on written assignments in first-year university mathematics subjects. The feedback provided addresses not only mathematical accuracy and skills, but also the development of graduate attributes, such as discipline-appropriate written communication. Effective and efficient practices that have been collectively refined and enhanced, for more than a decade, are described and examined. This model for formative assessment in mathematics subjects is critiqued in the light of the scholarly literature on feedback and assessment.

*Classification:* D65

*Keywords:* feedback; teacher to learner; formative assessment; observed learning outcomes; tertiary mathematics education; graduate attributes

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