

## **Parental involvement in assessment: Why, how and where to?**

**Melvin Sarsale**

*Southern Leyte State University, Philippines*

**Dennis Alonzo**

*University of New South Wales, Australia*

**Mary Annchyr Jumarito, Catherine Garcia, Karen Molina**

*Southern Leyte State University, Philippines*

**Cherry Zin Oo**

*Yangon University of Education, Myanmar*

**Francis Ann Sy and Prose Ivy Yepes**

*Southern Leyte State University, Philippines*

There are many varied approaches to involving parents in assessment, but a coherent knowledge base is lacking. To gain a deeper understanding of the role of parental involvement in student learning, we accessed journal articles from three databases following the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) guidelines. Two hundred and eleven articles were generated, but upon application of exclusion criteria, 25 articles remained for final analysis. We examined the outcomes and approaches for parental involvement in assessment, including the research focus, countries, school context, research design, the terminology used, definition, and challenges. The findings of our review highlight the competing understandings of parental involvement, geographical, theoretical, and practical gaps. We also highlighted significant areas for future investigations.

### **Introduction**

Many schools and education systems recognise the importance of involving parents in assessment. This process can take many forms, such as communicating students' achievement (Murray et al., 2015), participating in parent-teacher conferences (Pillet-Shore, 2016), and involving in the development of students' individualised education plan (Womack & Johnson, 2022). Research shows that when parents are involved in students' learning, they tend to have better academic outcomes (Sánchez et al., 2013; Lara & Saracostti, 2019). For example, studies have found that students whose parents were involved in their education have higher grades and test scores and improved social skills and behaviour (Short-Meyerson et al., 2022; Soto et al., 2020; Davidovitch & Yavich, 2015; van Aswegen & Perdergast, 2015; Wee, 2020; Tipton et al., 2017). In addition to student benefits, involving parents in assessment can help teachers better understand students' individual needs and strengths and provide valuable insights into students' home life and environment (Uslu & Gizir, 2017). This process can help teachers develop more effective and personalised teaching strategies, ultimately improving students' learning experiences.

Although parental involvement in assessment is widely popular in schools, and there have been many attempts to engage parents, there are several gaps related to its conceptualisation, process, and stronger evidence base. One of the main gaps is the absence of a common understanding of the extent of parental involvement. There are competing understandings between parents merely receiving assessment information from teachers (Cooper et al., 2014) and playing a significant role, including monitoring, assisting, and providing support (Davidovitch & Yavich, 2015; Williams & Williams, 2021; Wee, 2020). Also, different schools and education systems use different approaches to involving parents, making it difficult to compare and evaluate the effectiveness of these approaches. We need to have a coherent knowledge base on what approaches have the optimum impact on students' learning. Moreover, we need research evidence on the barriers to parents' involvement in assessment to support them better to take responsibility in the assessment process actively. This area of inquiry is critically important because not all parents may have the same level of involvement, due to various factors such as work schedules, language barriers, or lack of knowledge about the education system.

Based on the gaps discussed, our study aims to explore what has been reported in the literature on parental involvement in assessment to establish the extent of research evidence. We sought a narrative account of the existing literature through thematic analysis, to understand how parental involvement in assessment is defined and used and what factors influenced its effectiveness. To achieve this aim, we posed the following research questions:

1. How is parental involvement in assessment researched and reported in the literature?
2. What are the reported outcomes of parental involvement in assessment?
3. What approaches are used for involving parents in assessment?
4. What factors influence parental involvement in assessment?

## **Literature review**

In this section, we provide a brief literature review to discuss some understanding of parental involvement in assessment, foregrounding our study.

### **Parental involvement in students' learning**

Parental involvement in students' learning has been the subject of various studies and debates in education. Parental involvement can take many forms, including receiving communication from teachers, volunteering, helping with homework, and motivating students (Gonzalez-DeHass et al., 2005; Reaburn, 2021). Parental involvement in school activities and decision-making positively impacts student achievement (Park et al., 2017).

Many research studies have shown that parental involvement positively impacts student academic achievement and success (Epstein et al., 2018; Gonzalez-DeHass et al., 2005; Tan et al., 2020; Xenofontos, 2019; Malpique et al., 2023). Additionally, parental involvement can positively impact students' social and emotional development (Day &

Dotterer, 2018). It can help students foster positive feelings towards learning and schools. For instance, when parents are involved in their children's education, they can help build a positive relationship between their children and the school, which can lead to higher levels of motivation, engagement, and a sense of belonging (Gonzalez-DeHass et al., 2005; Tan et al., 2020). In addition, different studies also indicate that parental involvement contributes to students' academic achievement (Epstein et al., 2018).

Despite the positive impact of parental involvement, it could also have a potentially negative impact; for instance, it may lead to over-involvement or over-protection, which can hinder a child's independence and autonomy (Grolnick & Slowiaczek, 1994; Silinskas & Kikas, 2019; Merga et al., 2021). It could also negatively impact a child's development of their problem-solving skills and undermine their sense of self-worth and self-efficacy (Grolnick & Slowiaczek, 1994), which can reduce their sense of ownership and responsibility for learning, which can, in turn, negatively impact student achievement (Castro et al., 2015).

The effectiveness of parental involvement is influenced by many factors, such as cultural and socio-economic background, family structure, and the parent's level of education (Hackworth et al., 2018; Freund et al., 2018; Hornby & Blackwell, 2018; Diogo et al., 2018; Terzi & Kirilmazkaya, 2020). These factors can impact the level and form of involvement and the perception of the involvement by parents and teachers. The concept of parental involvement in assessment is a complex and multifaceted issue that needs to be further explored. Most studies discussed the possible positive and negative impacts on students' academic achievement and well-being. It is essential for educators and policymakers, as well as parents themselves, to strive to create a positive environment that would continuously foster this type of involvement of parents.

### **Assessment of students' learning**

It is essential to view assessment as a tool for improvement rather than just measuring student outcomes and ranking students (Suskie, 2018). Teachers should use assessment and assessment data to inform learning and teaching activities to support individual students in achieving learning outcomes (Alonzo, 2020). Assessing student learning is an essential aspect of education that provides relevant and valuable information about students' understanding and mastery of content (Black & Wiliam, 2010). It provides a measure to gauge students' progress and helps identify areas of strength and weakness (Heritage & Wylie, 2018). The assessment data also helps to determine the effectiveness of instruction (Morrison et al., 2019) by evaluating how well students are learning the material, identifying areas where students may be struggling, and determining the necessary changes to improve student learning. For example, suppose a teacher conducts an assessment and discovers that many students are struggling with a specific topic or skill. In that case, they may need to modify their instruction to address it more effectively. In this manner, the information offered from the assessment results becomes critical in schools, especially for educators and curriculum developers, on how to improve or tailor-fit teaching strategies to help enhance student learning.

Furthermore, assessment also provides students with information about their progress and can identify specific learning goals (Alonzo & Loughland, 2022; Hannigan et al., 2022; Boud & Soler, 2016). Students' use of assessment data guides them to identify areas they need to improve, and they can develop strategies to address their learning gaps. Also, engaging in assessment can help them increase their motivation (López-Pastor & Sicilia-Camacho, 2017). It can also build their sense of self-efficacy, which is a fundamental factor in their learning (Panadero et al., 2017).

## Methods

We used the *Preferred Reporting Items for Systematic Reviews and Meta-Analyses* (PRISMA) guidelines (Page et al., 2021) to answer our research questions. PRISMA is a widely used framework for reporting and synthesising literature review that follows four steps: (1) identifying research literature from database searches; (2) screening articles using inclusion and exclusion criteria; (3) assessing full-text articles for eligibility; and (4) coding and reporting the final articles included in the review.

### Step 1: Data sources and literature search

We accessed three electronic databases: *Scopus*, *Web of Science* and *ProQuest*, to search for articles related to parental involvement in assessment. These databases were considered to comprehensively cover the literature in education and a wide range of disciplines. There were no restrictions on the subject, discipline, and date of the articles searched. A consistent search string query was utilised with Boolean operators in all databases. However, it is important to note that while this study utilised a stringent search strategy, several iterations were made to understand the research area beyond the research questions identified. As familiarity with the literature grew, there were subtle revisions to the search terms initially selected until the team finally decided to formalise the search string. Table 1 shows the search string queries used.

Moreover, the search query was formatted to the specific requirements of each database. The search yielded 50 articles from *Web of Science*, 42 from *Scopus*, and 119 from *ProQuest*. Further, a 'snowball' technique was also applied in which citations within articles were searched if they appeared significantly relevant (Hepplestone et al., 2011). However, no additional articles were extracted from this process.

### Step 2: Study selection

Figure 1 illustrates the multi-stage screening process to evaluate and select relevant studies identified in the search. The initial result indicated that the search strategy used in Stage 2 picked up many irrelevant articles. The search string query provided structure and conditional filtering studies from the selected databases. Also, a database-specific filtering mechanism using document type (scholarly journal articles and conference proceedings) was employed to refine the results further. We searched only peer-reviewed journal articles written in English and conference proceedings to be included in the search.

Metadata of the articles were imported and stored in Microsoft *Excel*, which was used to remove duplicates.

Table 1: Search terms for accessing journal articles

Database	Keywords	No.
Web of Science	TS = (("parent* engagement" OR "parent* involvement" OR "parent* participation" OR "carer engagement" OR "carer involvement" OR "carer participation") AND ("formative assessment" OR "summative assessment" OR "feedback" OR "self-assessment" OR "peer assessment" OR "assessment for learning" OR "assessment of learning" OR "assessment as learning" OR "questioning" OR "classroom assessment" OR "teacher assessment") AND (learning))	50
Scopus	TITLE-ABS-KEY (("parent* engagement" OR "parent* involvement" OR "parent* participation" OR "carer engagement" OR "carer involvement" OR "carer participation") AND ("formative assessment" OR "summative assessment" OR "feedback" OR "self-assessment" OR "peer assessment" OR "assessment for learning" OR "assessment of learning" OR "assessment as learning" OR "questioning" OR "classroom assessment" OR "teacher assessment") AND (learning))	42
ProQuest	noft ("parent* engagement" OR "parent* involvement" OR "parent* participation" OR "carer engagement" OR "carer involvement" OR "carer participation") AND noft("formative assessment" OR "summative assessment" OR "feedback" OR "self-assessment" OR "peer assessment" OR "assessment for learning" OR "assessment of learning" OR "assessment as learning" OR "questioning" OR "classroom assessment" OR "teacher assessment") AND noft (learning)	119

### Step 3: Accessing full-text articles

After the initial screening, the 41 relevant articles were downloaded for subsequent full-text review. The authors acknowledge that there were articles (n=3) that were difficult to secure through the usual institutional holdings; as such, these articles were excluded in the first iteration of coding. However, attempts were made to contact the author or the journal to procure the article.

### Step 4: Coding and reporting the final results

The coding criteria were initially guided by the research questions, focusing on how parental involvement in assessment is studied and reported in the literature, the reported outcomes of parental assessment participation, and the methods used to involve parents in assessment. Open coding was also done to capture themes not covered by the initial codes, including important nuances highlighted in the reviewed articles.

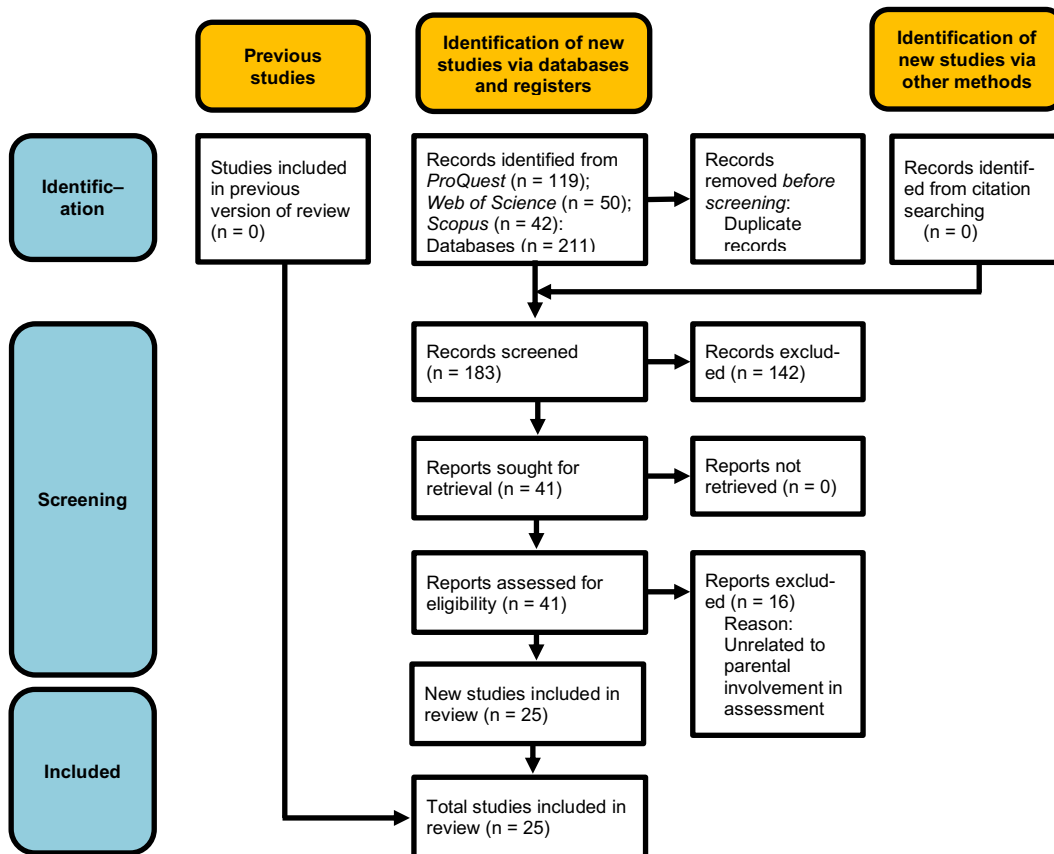


Figure 1: The selection process

We classify the articles based on bibliographic attributes such as publication year, publication type, author, and database provider. Similarly, case classification was used to categorise according to certain attributes such as research type, methodology, use of theory or published framework, study sector, sampling, and contexts. These categorisations were reviewed and pretested before implementation.

During this stage, collating, summarising and reporting the review results were conducted. The initial themes included influence of parental involvement, support, and skills towards students' academic achievement; parent's roles and experiences in the teaching-learning process; impact of parent engagement intervention programs towards students' learning; impact of parental involvement in assessment; promoters of parental involvement in assessment; family involvement as the expansion of parental involvement in assessment; parent factors; teacher factors; student factors; parents' active involvement in students' tasks; parents' encouragement of students. While this study may have a semblance of a systematic literature review, it does not aim to "synthesise" evidence or aggregate findings from different studies. This study presents a narrative account of the existing literature through thematic analysis with minimal regard to the weight of evidence concerning the

extent of teachers' data use or specific interventions towards data use. The coded information allowed us to develop relevant themes and descriptive analysis of the selected studies' extent, nature, and distribution.

## Results

We present the results of our literature review following the order of our research questions.

### **RQ1: How is parental involvement in assessment researched and reported in the literature?**

Table 2 presents a summary of the 25 articles reviewed.

#### *Countries*

The majority of research on parental involvement in assessment were conducted in Western contexts: USA (n=10), UK (n=6), Croatia (n=1), Turkey (n=1), Norway (n=1), New Zealand (n=2), Colombia (n=1), Canada (n=1), and Australia (n=1). Other studies came from China (n=1) and Israel (n=1).

#### *School context*

Most of the studies on parental involvement in assessment were conducted in primary schools (n=20). The remaining studies were from secondary schools (n=3), and both primary and secondary schools (n=2).

#### *Research design*

Most studies were qualitative (n=13), with only nine that used a quantitative design and three used a mixed-method approach. Most qualitative studies used intervention studies (n=9), while a few used case studies, phenomenology, and exploratory-descriptive studies (n=4). Quantitative studies mainly utilised surveys (n=5). Only a limited number of studies used intervention and experimental studies (n=3).

#### *Focus of the study*

Three key important concepts emerged from the focus of the 25 articles:

- i. influence of parental involvement, support, and skills towards students' academic achievement (n=15; Sarikaya, 2021; Wee, 2020; Short-Meyerson et al., 2022; Williams & Williams, 2021; Jay et al., 2017; Tipton et al., 2017; Davidovitch & Yavich, 2015; van Aswegen & Perdergast, 2015; Cooper et al., 2014; Williams & Williams, 2022; Williams et al., 2017; Kingston et al., 2013; Regier, 2022; Fox, 2016; Hutchings et al., 2020);
- ii. parents' roles and experiences in the learning and teaching process (n=5; Kolak et al., 2021; Torres & Castañeda-Peña, 2016; Zhang, 2017; Bubb & Jones, 2020; Ferretti et al., 2019); and
- iii. impact of parental involvement intervention programs on students' learning (n=5; Hutchings et al., 2020; Soto et al., 2020; Sheridan et al., 2019; Goodall, 2018; Xiao et al., 2016).

With parents' significant influence on a student's academic life, most researchers worldwide continue to investigate the different forms of parental involvement in the assessment and how it evolves. Most studies focused on how parental involvement contributed to the student's academic progress. It highlights that the parents have the most influence on the student's learning, especially at home. On the other hand, some authors also focused on the dynamics of the parent's roles and experiences in the teaching-learning process. Their studies mainly highlight the parents' experiences as stand-in teachers in an online and home-schooling setup. Meanwhile, some studies also investigated the effectiveness of the different intervention programs on parental engagement in improving the students' learning. These studies highlighted the ways of implementing these intervention programs and their impacts on the student's academic achievement.

#### *Terminologies used*

The 25 reviewed articles mentioned important terminologies related to parental involvement, such as parental involvement (n=15); parent engagement (n=5); parents' scaffolding behaviour (n=1); parental support (n=2); parental help (n=1); parental beliefs (n=1); parents' roles (n=1); parent's participation (n=1); parent inclusion (n=1), and family involvement (n=1).

Most authors used the term "parental involvement" from the articles reviewed. It talks about how parents participate in and support the different facets of their children's academic life, such as home-schooling, homework, school readiness skills, bilingual literacy, EFL literacy, and online monitoring (Williams & Williams, 2022; Kolak et al., 2021; Williams & Williams, 2021; Bubb & Jones, 2020; Hutchings et al., 2020; Wee, 2020; Jay et al., 2017; Tipton et al., 2017; Williams et al., 2017; Zhang, 2017; Fox, 2016; Torres & Castañeda-Peña, 2016; Davidovitch & Yavich, 2015; van Aswegen & Perdergast, 2015; Kingston et al., 2013).

"Parental engagement" is another competing term that emerged from the reviewed studies. It is used to describe the active involvement of parents in implementing schools' programs and activities. These activities concentrate mainly on those that can be done at home, such as academic review and intervention activities (Soto et al., 2020; Sheridan et al., 2019; Goodall, 2018; Xiao et al., 2016; Vernon, 2014). "Parents' scaffolding behaviour" is also associated with parental involvement (Short-Meyerson et al., 2022). The parents' supportive actions to assist their child in developing new skills and knowledge are called "scaffolding behaviour". It influences students' interests, attitudes, behaviours, and school activities.

There are also studies associating parental support with parental involvement. Parental support describes trust and involvement in students' work and practice at home (Reiger, 2022 & Sarikaya, 2021). Parental help is also mentioned as a term related to parental involvement. It is used to label parental assistance to the students in accomplishing their academic tasks. This concept arose when the teacher sought cooperation from the parents in developing the students' writing skills during the pandemic (Sarikaya, 2021). Parental belief is also cited as relevant to parental involvement. It concerns the parents' beliefs and



attitudes regarding the value and importance of getting involved in their child's education. When the parents believe that their involvement in the school is significant, they tend to engage more in their child's education, support their child's learning, and work collaboratively with teachers to help their child succeed (Ferretti et al., 2019).

Another relevant term associated with parental involvement is the parents' role. This term appeared to describe the parents' roles in their child's education, especially in improving students' literacy at home (Torres & Castañeda-Peña, 2016). Parents' participation is also linked to parental involvement. It is used to describe the engagement of parents in the school intervention programs, such as workshops intended to improve the learning dynamics of parents and students (Xiao et al., 2016). Parent inclusion is another term interrelated to parental involvement. It is used to refer to the involvement of parents in the child's academic progress. Including parents in school programs and activities maintains the mutual relationship between parents and students (Davidovitch & Yavich, 2015). Family involvement also occurred as an expansion term to parental involvement. It denotes the contributions of the parents and other family members in the student's academic activities. Families play an essential role in supporting the child's development and education, especially assessing students' learning dispositions (Cooper et al., 2014).

### *Definition*

Most studies do not provide definitions of parental involvement (n=23). Goodall (2018) defined parental engagement with students' learning as not only about parents' interactions with school staff or schooling; it relates to what has been called the home learning environment. On the other hand, Davidovitch and Yavich (2015) used Waxman Fisher's (1998) definition of parent involvement, which refers to including parents in students' educational and academic world being perceived as a way of life in all areas, rather than a one-time act.

Table 2: Summary of studies

Study	Country	School context	Research design	Focus	Term used	Definition
Bubb & Jones (2020)	Norway	Primary	Translation software (2,010 participants - parents, teachers, students, school leaders); Likert scale, 1st-10th grade, ages 6-16)	How parents experienced home-school and what they wanted to continue with after schools reopened.	Parental involvement	No information provided.
Cooper et al. (2014)	New Zealand	Primary	Interpretive case study; 5 teachers; interviews, analysis of documentation, and field notes	Explore teachers' views about involving families in assessment of students' dispositional learning.	Family involvement	No information provided.

Study	Country	School context	Research design	Focus	Term used	Definition
Davidovitch & Yavich (2015)	Israel	Secondary	Descriptive-survey design; Likert scale; 240 parents	Examine differences in parental involvement between two high schools that use the MASHOV program (an online learning management system) and one high school where parents receive updates in other ways, with attention to parent's background variables (gender, income, and schooling).	Parental involvement; Parent inclusion	Parent involvement refers to including parents in their child's educ. and academic world; perceive as a way of life in all areas rather a one time act (Waxman Fisher, 1998)
Ferretti et al. (2019)	USA	Primary	Descriptive (parent involvement project Likert scale - 348 parents)	Examine unique and interactive relations between parental beliefs and student inattention/hyper-activity symptoms in predicting students' achievement.	Parental beliefs	No information provided.
Fox (2016)	USA	Primary and secondary	Intervention study (6 families; interviews)	Know what practices were used to support students with home-work in families deemed at risk due to low econ. factors.	Parental involvement	No information provided.
Goodall (2018)	UK	Primary and secondary	Intervention study (toolkit project - 34 school communities, encompassing families as well as students)	Support improvements in learning, particularly in the home learning environment, by engaging parents through working with school leaders and provision of external support; Support school staff to move their understanding of parental engagement from	Parental engagement	Parental engagement with children's learning is not only about parents' interactions with school staff or with schooling; instead, it relates to

Study	Country	School context	Research design	Focus	Term used	Definition
				being centred on the school (parental involvement with school or schooling) toward partnership working with parents to support parental engagement with students' learning.		what has been called the home learning environment
Hutchings et al. (2020)	UK	Primary	Pre-and-post-test repeated measures design; evaluated by post-course interviews and questionnaires with parents and leaders (32 families)	Feasibility study of engaging schools to deliver the IY-SR program as a means of promoting home-school relationships and providing parents with the skills to coach students' school readiness skills.	Parental involvement	No information provided.
Jay et al. (2017)	UK	Primary	Intervention study (15 participants; workshops, interviews)	Develop a better understanding of parents' experience of parental involvement in students' education; trying a novel approach to parental involvement intervention.	Parental involvement	No information provided.
Kingston et al. (2013)	USA	Primary	Descriptive-correlational; parent interviews, teacher reports on student behaviour, and parent involvement in education, tests on school readiness; 171 families;	Examine whether parent involvement moderates the effects of family and neighbourhood level of socio-economic resources on school readiness.	Parental involvement	No information provided.

Study	Country	School context	Research design	Focus	Term used	Definition
Kolak et al. (2021)	Croatia	Primary	Descriptive survey conducted via an online questionnaire to 10,545 parents	Portray and analyse different ways of how participants of the educational system reacted to the pandemic.	Parental involvement	No information provided.
Regier (2022)	USA	Secondary	Descriptive survey; 146 students (Likert scale, teacher sense of efficacy scale)	Examine relationships between high school jazz band director's efficacious sources, self-efficacy for teaching strategies, and pedagogical behaviours.	Parental support	No information provided.
Sarikaya (2021)	Turkey	Primary	Case study; 54 primary teachers; interview	Examine the writing teaching processes of primary school teachers during Covid-19 pandemic.	Parent support; parental help	No information provided.
Sheridan et al. (2019)	USA	Primary	Intervention study a. Questionnaire on demographic and family information; b. Getting ready intervention procedures - 267 students and their parents)	Examine the impact of the getting ready (GR) parent engagement intervention on young students' social-emotional competencies and the quality of the student-teacher and parent-teacher relationships.	Parental engagement	No information provided.
Short-Meyerson et al. (2022)	USA	Primary	Intervention study (self-report Likert scale = 32 parents-student partners)	Understand parental influence on students' science interests, attitudes and participation.	Parent's scaffolding behaviour	No information provided.
Soto et al. (2020)	USA	Primary	Adapted alternating treatment designs (experimental = 32 students and their parents)	Identify successful approaches to bridging instruction between the school and home informed through social validity interviews; evaluate whether home review program enhanced vocabulary learning.	Parental engagement	No information provided.

Study	Country	School context	Research design	Focus	Term used	Definition
Tipton et al. (2017)	USA	Primary	Mixed method research (111 mothers and students)	Examine parents' language and literacy strategies used during an adapted shared book reading activity; large sample of ASD students; explore relation of ASD characteristics to strategies.	Parental involvement	No information provided.
Torres & Castaneda-Pena (2016)	Colombia	Secondary	Exploratory qualitative study (16 parents and students; video recordings, field notes, qualitative interviews and surveys)	Look into the possible role of parents in the EFL literacy learning of students at home.	Parental involvement/parents' roles	No information provided.
Van Aswegen & Perdergast (2015)	Australia	Primary	Action research; 20 students each from control and experimental group; 20 parents from the exp. group.	Evaluate one topic in an enrichment program designed for students in their early years of learning.	Parental involvement	No information provided.
Vernon (2014)	USA	Primary	Multiple baselines across participant's design; 3 student-parent partners; experimental social interventions	Examine moment-by-moment, micro-transactional relationship between parent and student social behaviour gains in an early intervention study.	Parental engagement	No information provided.
Wee (2020)	USA	Primary	Intervention study (bilingual family literacy program - 17-29 participants)	Importance of parents' involvement in bilingual students' literacy practices.	Parental involvement	No information provided.
Williams & Williams (2022)	UK	Primary	Intervention study (389 students and parents); parents feedback sheets, interviews and focused groups	Explore the benefits of using assessment for learning strategies within maths homework that harnessed the involvement of parents.	Parental involvement	No information provided.

Study	Country	School context	Research design	Focus	Term used	Definition
Williams & Williams (2021)	UK	Primary	Intervention study (Likert scale, focus groups, parents feedback sheets and interview with teachers)	Evaluate a strategy (utilising maths problems in 'every-day' context) that sets out to stimulate parental involvement in students' learning during completion of maths problem-solving homework.	Parental involvement	No information provided.
Williams et al. (2017)	UK	Primary	Qualitative evaluative (interpretative evaluation; 27 students, with selected sample parents; focus group, parent feedback sheets, self-efficacy questionnaire)	Examine the feasibility of using homework strategy to increase parental involvement in students' learning and, as a result, raise students' self-efficacy for maths.	Parental involvement	No information provided.
Xiao et al. (2016)	Canada & China	Primary	Evaluation study; Reflection data, FGD, author's experiences and observations, interview; 12 family groups each from Canada and China	Introduce the design-based maths workshop model and make suggestions for the future maths workshops for parents and students.	Parent's engagement; parent's participation	No information provided.
Zhang (2017)	New Zealand	Primary	Phenomenographic study (interview); participants (24 practitioners - 11 managers, 13 teachers), 11 parents	Compare the stances of practitioners, parents and the quality assurance of authority on the assessment of learning in NZ students' education	Parental involvement	No information provided.

## RQ2: What are the reported outcomes of parental involvement in assessment?

### *Impacts of parental involvement in assessment*

Parental involvement in assessment has impacts on students, parents, schools, and even the interactions among the parents, students, and teachers.

*Increased learning outcomes*

Involving parents in assessment improved various students' outcomes (Hutchings et al., 2020), including their achievement (Short-Meyerson et al., 2022; Soto et al., 2020; Davidovitch & Yavich, 2015; van Aswegen & Perdergast, 2015), development and well-being (Wee, 2020; Vernon, 2014), comprehension level (Ferretti et al., 2019), knowledge, skills, and understanding (Sheridan et al., 2019; Goodall, 2018), free-thinking and self-reflection (Jay et al., 2017), language and social skills (Tipton et al., 2017), self-efficacy and learning competence (Williams et al., 2017), EFL learning (Torres & Castañeda-Peña, 2016), vocabulary skills (Williams & Williams, 2021), and behaviour (Kingston et al., 2013). Parental involvement also promotes and keeps students engaged in their learning (Xiao et al., 2016). However, too much parent intrusive support will discourage students from deeply engaging in their learning (Ferretti et al., 2019).

*Increased parental understanding of children's learning*

Parents' involvement during home-school helps them to know their children's learning progress and needs (Kolak et al., 2021). Moreover, parents develop a sense of ownership of their children's learning when they get involved in the assessment process (Jay et al., 2017). Other effects of parental involvement include a shared understanding of particular topics between the parents and students (Hutchings et al., 2020), more interactions (Sheridan et al., 2019) and more parent-student cooperation (Hutchings et al., 2020).

*Improved social-emotional-behavioural skills*

Parental involvement improves students' social-emotional-behavioural components of school readiness (Kingston et al., 2013), and relational outcomes (Wee, 2020). For example, high parental involvement of resource-deprived families tends to lower students' externalising behaviours, such as aggression, disruptive behaviours, and hyperactivity. Moreover, more parental involvement from resource-rich families tends to increase students' adaptive behaviours, such as adaptability and social skills. Correspondingly, Kingston et al. (2013) highlighted the effectiveness of student management strategies rather than economic intervention programs on resource-deprived families in promoting parental involvement.

**RQ3: What approaches are used for involving parents in assessment?**

Two key concepts emerged in answering this research question: parents' active involvement in students' tasks and parents' encouragement of students.

*Parents' active involvement in students' tasks*

Parents' active involvement in students' assessment tasks is important in supporting their academic success. When parents are actively involved in assessment, they can provide guidance and support, which can help students better understand their assignments and develop their skills. Parental involvement can include things like doing hands-on activities (Xiao et al., 2016; Short-Meyerson et al., 2022), helping with homework (Fox, 2016; William et al., 2017; William & William, 2022), reviewing lessons (Soto et al., 2020; Wee, 2020), discussing the learning objectives with the student (Williams & Williams, 2021), doing tasks and activities (Tipton et al., 2017), and learning different subject matters

together (Short Meyerson et al., 2022; Kolak et al., 2021; Sarikaya, 2021). Additionally, when parents are actively involved in students' tasks, they can better understand students' strengths and challenges, which can help them provide more targeted support and can provide feedback to their teachers (Zhang, 2017).

#### *Parents' encouragement of students*

Parents' encouragement is an important factor in supporting their academic success. When parents show interest in and support for their children's learning, it can motivate students and build their confidence. Parents' interest can be demonstrated by encouraging or by providing a positive view on the subject matter (Torres & Castañeda-Peña, 2016) and by showing an interest in their schoolwork and activities by taking part in their academic tasks (van Aswegen & Perdergast, 2015; Xiao et al., 2016; Short-Meyerson et al., 2022). Additionally, when parents give positive feedback (Williams & Williams, 2021), they can reinforce students' positive outlook about learning, leading to increased engagement and motivation. Parents' positive reinforcement can help students feel motivated and confident in their ability to succeed in school, leading to better academic performance and personal development.

### **RQ4: What factors influence parental involvement in assessment?**

In responding to this research question, two emerging concepts influence parental involvement in assessment: the promoters and the challenges. The promoters refer to the facilitating factors that stimulate parents' involvement in the assessment. On the other hand, the challenges are the impeding factors in promoting parental involvement in assessment.

#### *Promoters of parental involvement in assessment*

The literature reported certain parental involvement promoters in assessment, including parental programs, home activities, teachers' feedback, school culture, and parents' characteristics. These factors trigger the involvement of parents in assessment.

#### *Parental programs*

Integrating a certain feature in learning activities where parents have to do something allows parents to monitor their children's progress (Davidovitch & Yavich, 2015). In this way, such intervention increases parental involvement since their involvement is sought, thereby providing parents the avenue to monitor real-time the updates of their children's progress. This program is supported by van Aswegen and Perdergast (2015) who argued that enrichment programs for parents increases their involvement in the learning process.

#### *Home activities*

Williams et al. (2017) and Fox (2016) demonstrated that giving homework as a teaching strategy develops parental and family involvement. The purpose of the homework is to extend the learning activities at home to encourage parental involvement.



*Teacher's feedback*

Receiving negative feedback about their children's performance decreases parents' confidence to support their children, which will affect their future involvement in the assessment process (Soto et al., 2020). Giving feedback calls for a balance between positive and negative feedback and teachers' skills in conveying students' weaknesses that need further improvement.

*School culture*

Schools with a culture that integrates parents in its operations and encourages parental involvement in their activities have higher participation rates from parents (Goodall, 2018). Parents feel they are part of the learning community and responsible for ensuring their children's learning. Parents perceive school leaders who are supportive of their involvement in assessment (Goodall, 2018). Building a culture of shared responsibilities requires management styles, policies, and decisions.

*Parents' characteristics*

The level of parental involvement depends on their demographic characteristics. Regier (2022) found that parents with lower educational attainment tended to have difficulty understanding of the assessment process and the value of their involvement. In addition, Tipton et al. (2017) found that parents' education affected their selection and implementation of learning and assessment strategies at home. Moreover, parental self-efficacy and beliefs indirectly affected their involvement in assessment and in the learning process in general (Soto et al., 2020).

The literature reported different challenges encountered by parents, teachers, and students.

*Parent factors*

Some notable challenges regarding parents included their low involvement (Regier, 2022; Sheridan et al., 2019; Zhang, 2017; Fox, 2016), and low encouragement to students (Short-Meyerson et al., 2022). When parents' involvement in students' academic life is low, students tend to have lower motivation and self-esteem, lack support and encouragement, and have poor study habits and discipline. In addition, when parents are resource-deprived, they are inclined to prioritise in earning money to support their families than to get involved in students' academic activities (Fox, 2016), thus reducing their time to involve in their children's learning (Hutchings et al., 2020; Soto et al., 2020; van Aswegen & Perdergast, 2015). Also, when parents are not confident in supporting their children's academic progress, they may not be as involved in the assessment process (Williams & Williams, 2022). Their low efficacy can result in a lack of communication between the parent and teacher on critical information about students' strengths, weaknesses, and areas for improvement. Moreover, when parents lack confidence in teachers, it lowers their trust and support in school-related activities (Kolak et al., 2021). There are cases also when parents have biases regarding their role in learning and feel that it is the teachers' responsibility to do more (Sarikaya, 2021). Lastly, gender tends to affect parents' involvement in student assessment. Mothers are more involved than fathers in monitoring their child's academic progress (Davidovitch & Yavich, 2015).

### *Teacher factors*

Teacher-related challenges, such as lack of clarity in instruction and lack of feedback (Kolak et al., 2021) influence parental involvement. When teachers provide unclear or inconsistent instructions, parents may need help understanding how they can support their children at home. Moreover, when teachers do not provide adequate feedback, it becomes difficult for parents to understand students' progress and areas for improvement.

### *Student factors*

The literature also reported some student-related issues, such as low participation in the assessment (Xiao et al., 2016). When students do not participate in assessment, it becomes challenging for parents to understand their children's academic progress, which can hinder their efficacy and ability to support their learning at home. Consequently, it leads to a decrease in parental involvement.

## **Discussion and implications**

Building on the results of this literature review, we highlight critical areas that contribute significantly to our attempt to develop a coherent knowledge base about parental involvement in assessment.

First, parental involvement in assessment is found to have positive impact on student learning outcomes (Hutchings et al., 2020). The outcomes included improved students' achievement (Short-Meyerson et al., 2022; Soto et al., 2020; Davidovitch & Yavich, 2015; van Aswegen & Perdergast, 2015), development and well-being (Wee, 2020; Vernon, 2014), social and relational outcomes (Wee, 2020), comprehension level (Ferretti et al., 2019), knowledge, skills, free-thinking, and self-reflection (Sheridan et al., 2019; Goodall, 2018; Jay et al., 2017). However, as seen in the number of reviewed papers, only 25 studies have been reported. This low number of studies implies a practical gap in using parental involvement as an approach to increasing student outcomes. Another gap in the literature is the need for more research on the long-term impact of parent involvement in assessment. Many studies have focused on the immediate benefits of parent involvement, such as improved grades and test scores, but there is a need for more research on its long-term effects on students' learning.

Second, our review has identified significant geographical gaps, as 40% were conducted in the USA, 24% in the UK, and only one study each from countries like Canada, China, Colombia, and Norway. In addition, 80% of the included articles were conducted in primary schools. Regarding the focus of included studies, only three important concepts emerged: the influence of parent involvement, support, and skills towards students' academic achievement (60%); parents' roles and experiences in the teaching-learning process (20%); and impact of parental involvement intervention programs (20%). Topics not researched include the longitudinal impact of parental involvement, the tension between parental intrusion and teacher's autonomy, the equity issues between parents with low and high academic attainment, and specific models for parental involvement. The use of assessment to address equity issues in education has been cited in the literature (Alonzo

et al., 2023a; 2023b), but this needs to be expanded to supporting parents of disadvantaged students to know how they can support their children. In addition, we need evidence how societal culture and norms influence parental involvement. Studies from other countries, particularly from Asian countries, will demonstrate if parental involvement in assessment is a context-driven construct. These areas of inquiry are needed to advance further the theorisation of how we can better involve parents in assessment.

Third, there is no agreed definition of parental involvement. Only two studies provided a definition. Davidovitch and Yavich (2015) defined it as a continuing process and Goodall (2018) further elaborated it as a way whereby parents interact not only with school staff or schooling but also with the students in a home learning environment. Although these definitions offer insight into the notion of parental involvement as a continuing process, we need a clearer definition that highlights its purpose, elements, dimensions, and discrete processes. A clear definition of parental involvement will shape teachers' and parents' practices.

Fourth, in addition to the fuzzy concept of parental involvement, there are also competing terms used (e.g., parental involvement, parent engagement, parental support, parent's scaffolding behaviour, parental help, parent's participation, parent inclusion, and family involvement). The conceptual issue is compounded by the emergence of family involvement as opposed to parental involvement only. This is an expansion from parents to family who get involved in the assessment, emphasising the family's influence on students' learning. Williams and Williams (2021) found that family involvement resulted in high home review implementation on vocabulary homework. Home interactions increase when parents and students are doing homework (Sheridan et al., 2019) that becomes a family routine and eventually becomes part of the family culture (Fox, 2016). Further, Davidovitch and Yavich (2015) viewed mothers as more engaged than fathers. However, some literature reported that families had become consumers rather than participants in the assessment (Cooper et al., 2014). These terms need to be clearly defined, and how they are associated with parental involvement. Clarifying terms will also clarify the definition of parental involvement if it can be used as an overarching construct that encompasses all these terminologies.

Fifth, there are only two mechanisms that define parental involvement. One is parents' direct involvement in assessment activities. Parents' active involvement includes helping with homework and lesson reviews (e.g., Soto et al., 2020; William et al., 2017), discussing the learning objectives with students (Williams & Williams, 2021), and doing tasks/activities (Tipton et al., 2017). The other one is parents' encouragement which includes providing feedback (Williams & Williams, 2021) and showing an interest in students' work (Xiao et al., 2016; Short-Meyerson et al., 2022). Parents' active involvement and encouragement of students impacts their' academic achievement (Hutchings et al., 2020) and success in school (Davidovitch & Yavich, 2015). Although it is premature to conceptualise parental involvement in assessment, it appears that it is a continuum of practice from a mere receiver of assessment information to actively supporting their children's use of assessment and assessment information to achieve their learning goals. If

we have to accept this proposition, we need to establish the impact of each practice on students' learning before considering them to be part of the continuum of parental involvement. There is no use in using a strategy that involves parents in assessment but does not positively influence students' learning.

Lastly, we have highlighted various challenges in parental involvement grouped into three categories: parent factors, teacher factors, and student factors. Some of the difficulties faced by parents include low levels of involvement (Regier, 2022; Sheridan et al., 2019; Zhang, 2017; Fox, 2016), lack of encouragement for students (Short-Meyerson et al., 2022), low self-efficacy (Williams & Williams, 2022), lack of confidence in teachers (Kolak et al., 2021), biases (Sarıkaya, 2021), limited time (Hutchings et al., 2020; Soto et al., 2020; van Aswegen & Perdergast, 2015), lack of resources (Fox, 2016), and gender disparities (Davidovitch & Yavich, 2015). Teacher-related challenges mentioned in the literature include unclear instruction and a lack of feedback (Kolak et al., 2021). Student-related issues impacting parental involvement include low participation in assessment (Xiao et al., 2016). By understanding the complexities of the relationships between parental involvement and student learning, it is possible to design interventions tailored to the specific needs and challenges which can help improve parental involvement in student learning. What is not highlighted is the role of school leadership in addressing these challenges. A whole-school approach to effective assessment implementation has shown to support its effectiveness (Alonzo et al., 2021).

## **Conclusion and implications**

Our study aimed to synthesise studies that report parental involvement in assessment. Using the PRISMA method, we accessed 25 studies and reviewed them to answer our three research questions. The literature offered no consistent, standardised ways of involving parents in the assessment. The literature also reported contextual differences in the impacts, effectiveness, and potential barriers of parental involvement in evaluating students' academic achievement. Our study highlights geographical, theoretical, and practical gaps in parental involvement in assessment.

We acknowledge some limitations of our research. We collected publications only from ProQuest, Web of Science, and Scopus. We considered these publishers as they offer strong indexing quality, written in English that made their journals readable for international audiences. There might be other papers not captured by these databases. Also, we limited our search to peer-reviewed articles. This exclusion criterion limited our scoping, where we did not review printed books, book chapters, reports and documents about parental involvement in assessment. These resources can be considered in future systematic literature reviews. Furthermore, we did not include studies from the higher education context. Exploring how parents are involved in the assessment process in this context would be worthwhile.

## References

- Alonzo, D. (2020). Teacher education and professional development in industry 4.0. The case for building a strong assessment literacy. In Ashadi, J. Priyana, Basikin, A. Triastuti & N. H. P. S. Putro (Eds.), *Teacher education and professional development in industry 4.0* (pp. 3-10). Taylor & Francis Group. <https://www.routledge.com/Teacher-Education-and-Professional-Development-In-Industry-40-Proceedings/Ashadi-Priyana-Basikin-Triastuti-Putro/p/book/9780367654597>
- Alonzo, D., Baker, S., Knipe, S. & Bottrell, C. (2023). A scoping study relating Australian secondary schooling, educational disadvantage and assessment for learning. *Issues in Educational Research*, 33(3), 874-896. <http://www.iier.org.au/iier33/alonzo.pdf>
- Alonzo, D., Davison, C. & Salhberg, P. (2023). Assessment for equity: The role of formative assessment. In C. Harrison, C. Leung & D. Pepper (Eds.), *Educational assessment: The influence of Paul Black on research, pedagogy and practice* (pp. 143-162). Bloomsbury Publishing. <https://www.bloomsbury.com/au/educational-assessment-9781350288492/>
- Alonzo, D., Leverett, J. & Obsioma, E. (2021). Leading an assessment reform: Ensuring a whole-school approach for decision-making. *Frontiers in Education*, 6, article 631857. <https://doi.org/10.3389/feduc.2021.631857>
- Alonzo, D. & Loughland, T. (2022). Variability of students' responses to assessment activities: The influence of achievement levels. *International Journal of Instruction*, 15(4), 1071-1090. <https://doi.org/10.29333/iji.2022.15457a>
- Black, P. & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-90. <https://doi.org/10.1177/003172171009200119>
- Boud, D. & Soler, R. (2016). Sustainable assessment revisited. *Assessment & Evaluation in Higher Education*, 41(3), 400-413. <https://doi.org/10.1080/02602938.2015.1018133>
- Bubb, S. & Jones, M. A. (2020). Learning from the COVID-19 home-schooling experience: Listening to pupils, parents/carers and teachers. *Improving Schools*, 23(3), 209-222. <https://doi.org/10.1177/1365480220958797>
- Castro, M., Expósito-Casas, E., López-Martín, E., Lizasoain, L., Navarro-Asencio, E. & Gaviria, J. L. (2015). Parental involvement on student academic achievement: A meta-analysis. *Educational Research Review*, 14, 33-46. <https://doi.org/10.1016/j.edurev.2015.01.002>
- Cooper, M., Hedges, H. & Dixon, H. (2014). Weaving RIE with *Te Whāriki*: Re-thinking family involvement in assessment of learning dispositions. *Early Child Development and Care*, 184(5), 733-748. <https://doi.org/10.1080/03004430.2013.818987>
- Davidovitch, N. & Yavich, R. (2015). Technology-related involvement: The effect of the MASHOV system on parent involvement in Israeli junior highs. *Journal of International Education Research*, 11(4), 243-252. <https://doi.org/10.19030/jier.v11i4.9458>
- Day, E. & Dotterer, A. M. (2018). Parental involvement and adolescent academic outcomes: Exploring differences in beneficial strategies across racial/ethnic groups. *Journal of Youth and Adolescence*, 47(6), 1332-1349. <https://doi.org/10.1007/s10964-018-0853-2>

- Diogo, A. M., Silva, P. & Viana, J. (2018). Children's use of ICT, family mediation, and social inequalities. *Issues in Educational Research*, 28(1), 61-76.  
<http://www.iier.org.au/iier28/diogo.pdf>
- Epstein, J. L., Sanders, M. G., Sheldon, S. B., Simon, B. S., Salinas, K. C., Jansorn, N. R., ... & Williams, K. J. (2018). *School, family, and community partnerships: Your handbook for action*. Corwin Press. [4th ed.] <https://us.sagepub.com/en-us/nam/book/school-family-and-community-partnerships-2>
- Ferretti, N., Ganley, C. M. & Kofler, M. J. (2019). Predicting children's school grades: Unique and interactive effects of parental beliefs and child inattention/hyperactivity symptoms. *British Journal of Developmental Psychology*, 37(2), 300-307.  
<https://doi.org/10.1111/bjdp.12276>
- Fox, K. R. (2016). Homework as a family literacy practice: What counts as best practices for children deemed as high risk for academic failure due to socioeconomic status. *School Community Journal*, 26(2), 215-236.  
<https://files.eric.ed.gov/fulltext/EJ1124009.pdf>
- Freund, A., Schaedel, B., Azaiza, F., Boehm, A. & Lazarowitz, R. H. (2018). Parental involvement among Jewish and Arab parents: Patterns and contextual predictors. *Children and Youth Services Review*, 85, 194-201.  
<https://doi.org/10.1016/j.chilyouth.2017.12.018>
- Gonzalez, A. R. (2002). Parental involvement: Its contribution to high school students' motivation. *The Clearing House*, 75(3), 132-134.  
<https://doi.org/10.1080/00098650209599252>
- Gonzalez-DeHass, A. R., Willems, P. P. & Holbein, M. F. D. (2005). Examining the relationship between parental involvement and student motivation. *Educational Psychology Review*, 17, 99-123. <https://doi.org/10.1007/s10648-005-3949-7>
- Goodall, J. (2018). A toolkit for parental engagement: From project to process. *School Leadership & Management*, 38(2), 222-238.  
<https://doi.org/10.1080/13632434.2018.1430689>
- Grolnick, W. S. & Slowiaczek, M. L. (1994). Parents' involvement in children's schooling: A multidimensional conceptualization and motivational model. *Child Development*, 65(1), 237-252. <https://doi.org/10.1111/j.1467-8624.1994.tb00747.x>
- Hackworth, N. J., Matthews, J., Westrupp, E. M., Nguyen, C., Phan, T., Scicluna, A., Cann, W., Bethelsen, D., Bennetts, S. K. & Nicholson, J. M. (2018). What influences parental engagement in early intervention? Parent, program and community predictors of enrolment, retention and involvement. *Prevention Science*, 19(7), 880-893.  
<https://doi.org/10.1007/s11121-018-0897-2>
- Hannigan, C., Alonzo, D. & Oo, C. Z. (2022). Student assessment literacy: Indicators and domains from the literature. *Assessment in Education: Principles, Policy & Practice*, 29(4), 482-504. <https://doi.org/10.1080/0969594X.2022.2121911>
- Hepplestone, S., Holden, G., Irwin, B., Parkin, H. J. & Thorpe, L. (2011). Using technology to encourage student engagement with feedback: A literature review. *Research in Learning Technology*, 19(2), 117-127. <https://doi.org/10.3402/rlt.v19i2.10347>
- Heritage, M. & Wylie, C. (2018). Reaping the benefits of assessment for learning: Achievement, identity, and equity. *ZDM Mathematics Education*, 50(4), 729-741.  
<https://doi.org/10.1007/s11858-018-0943-3>

- Hornby, G. & Blackwell, I. (2018). Barriers to parental involvement in education: An update. *Educational Review*, 70(1), 109-119.  
<https://doi.org/10.1080/00131911.2018.1388612>
- Hutchings, J., Pye, K. L., Bywater, T. & Williams, M. E. (2020). A feasibility evaluation of the Incredible Years® School Readiness parenting programme. *Psychosocial Intervention*, 29(2), 83-91. <https://doi.org/10.5093/pi2020a2>
- Jay, T., Rose, J. & Simmons, B. (2017). Finding "Mathematics": Parents questioning school-centred approaches to involvement in children's mathematics learning. *School Community Journal*, 27(1), 201-230.  
<https://www.adi.org/journal/2017ss/JayRoseSimmonsSpring2017.pdf>
- Kingston, S., Huang, K. Y., Calzada, E., Dawson-McClure, S. & Brotman, L. (2013). Parent involvement in education as a moderator of family and neighbourhood socio-economic context on school readiness among young children. *Journal of Community Psychology*, 41(3), 265-276. <https://doi.org/10.1002/jcop.21528>
- Kolak, A., Markic, I., Horvat, Z., Klemencic, M. & Stojanac, M. (2021). When the parent becomes the teacher: Attitudes on distance learning in the time of "Corona-teaching" from parents' perspective. *Turkish Online Journal of Educational Technology*, 20(1), 85-94.  
<https://eric.ed.gov/?id=EJ1290856>
- Lara, L. & Saracostti, M. (2019). Effect of parental involvement on children's academic achievement in Chile. *Frontiers in Psychology*, 10, article 1464.  
<https://doi.org/10.3389/fpsyg.2019.01464>
- López-Pastor, V. & Sicilia-Camacho, A. (2017). Formative and shared assessment in higher education. Lessons learned and challenges for the future. *Assessment & Evaluation in Higher Education*, 42(1), 77-97.  
<https://doi.org/10.1080/02602938.2015.1083535>
- Malpique, A. A., Pino-Pasternak, D., Ledger, S. & Kelso-Marsh, B. (2023). Shaping young children's handwriting and keyboarding performance: Individual and contextual-level factors. *Issues in Educational Research*, 33(4), 1441-1460.  
<http://www.iier.org.au/iier33/malpique.pdf>
- Merga, M. K., Malpique, A., Mat Roni, S., Valcan, D., & Ledger, S. (2021). Teachers' perceptions of the impact of COVID-19 on writing instruction in Australia. *Issues in Educational Research*, 31(4), 1138-1155. <https://www.iier.org.au/iier31/merga.pdf>
- Morrison, G. R., Ross, S. J., Morrison, J. R. & Kalman, H. K. (2019). *Designing effective instruction*. Wiley. <https://www.wiley.com/en-us/Designing+Effective+Instruction%2C+8th+Edition-p-9781119465935>
- Murray, E., McFarland-Piazza, L. & Harrison, L. J. (2015). Changing patterns of parent-teacher communication and parent involvement from preschool to school. *Early Child Development and Care*, 185(7), 1031-1052.  
<https://doi.org/10.1080/03004430.2014.975223>
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., Brennan, S. E., Chou, R., Glanville, J., Grimshaw, J. M., Hróbjartsson, A., Lalu, M. M., Li, T., Loder, E. W., Mayo-Wilson, E., McDonald, S., McGuinness, L. A., Stewart, L. A., Thomas, J., Tricco, A. C., Welch, V. A., Whiting, P. & Moher, D. (2021). The PRISMA 2020 statement: An updated

- guideline for reporting systematic reviews. *International Journal of Surgery*, 88, article 105906. <https://doi.org/10.1016/j.ijso.2021.105906>
- Panadero, E., Jonsson, A. & Botella, J. (2017). Effects of self-assessment on self-regulated learning and self-efficacy: Four meta-analyses. *Educational Research Review*, 22, 74-98. <https://doi.org/10.1016/j.edurev.2017.08.004>
- Park, S., Stone, S. I. & Holloway, S. D. (2017). School-based parental involvement as a predictor of achievement and school learning environment: An elementary school-level analysis. *Children and Youth Services Review*, 82, 195-206. <https://doi.org/10.1016/j.childyouth.2017.09.012>
- Pillet-Shore, D. (2016). Criticizing another's child: How teachers evaluate students during parent-teacher conferences. *Language in Society*, 45(1), 33-58. <https://doi.org/10.1017/S0047404515000809>
- Reaburn, R. (2021). The experiences of homeschooling parents with mathematics. *Issues in Educational Research*, 31(2), 606-625. <http://www.iier.org.au/iier31/reaburn.pdf>
- Regier, B. J. (2022). High school jazz band directors' efficacious sources, self-efficacy for teaching strategies, and pedagogical behaviors. *Journal of Research in Music Education*, 70(1), 92-108. <https://doi.org/10.1177/00224294211024530>
- Sánchez, C. N. P., Montesinos, M. B. & Rodriguez, L. C. (2013). Family influences in academic achievement: A study of the Canary Islands. *Revista Internacional de Sociología*, 71(1), 169-187. <https://doi.org/10.3989/ris.2011.04.11>
- Sarikaya, İ. (2021). Teaching writing in emergency distance education: The case of primary school teachers. *International Journal of Curriculum and Instruction*, 13(2), 1923-1945. <https://eric.ed.gov/?id=EJ1291860>
- Sheridan, S. M., Knoche, L. L., Boise, C. E., Moen, A. L., Lester, H., Edwards, C. P., Schumacher, R. & Cheng, K. (2019). Supporting preschool children with developmental concerns: Effects of the getting ready intervention on school-based social competencies and relationships. *Early Childhood Research Quarterly*, 48(3rdQ), 303-316. <https://doi.org/10.1016/j.jecresq.2019.03.008>
- Short-Meyerson, K., Sandrin, S., Meyerson, P. & White, L. (2022). "Don't just tell me the answer": Ethnicity, gender and parents' science scaffolding. *Journal of Latinos and Education*, 21(1), 24-38. <https://doi.org/10.1080/15348431.2019.1612397>
- Silinskas, G. & Kikas, E. (2019). Parental involvement in math homework: Links to children's performance and motivation. *Scandinavian Journal of Educational Research*, 63(1), 17-37. <https://doi.org/10.1080/00313831.2017.1324901>
- Soto, X., Seven, Y., McKenna, M., Madsen, K., Peters-Sanders, L., Kelley, E. S. & Goldstein, H. (2020). Iterative development of a home review program to promote preschoolers' vocabulary skills: Social validity and learning outcomes. *Language, Speech, and Hearing Services in Schools*, 51(2), 371-389. [https://doi.org/10.1044/2019\\_LSHSS-19-00011](https://doi.org/10.1044/2019_LSHSS-19-00011)
- Suskie, L. (2018). *Assessing student learning: A common sense guide*. Wiley. <https://www.wiley.com/en-au/Assessing+Student+Learning:+A+Common+Sense+Guide,+3rd+Edition-p-9781119426936>
- Tan, C. Y., Lyu, M. & Peng, B. (2020). Academic benefits from parental involvement are stratified by parental socio-economic status: A meta-analysis. *Parenting*, 20(4), 241-287. <https://doi.org/10.1080/15295192.2019.1694836>



- Terzi, R. & Kirilmazkaya, G. (2020). Examining predictive effects of attitudes toward STEM and demographic factors on academic achievement. *Issues in Educational Research*, 30(2), 736-755. <https://www.iier.org.au/iier30/terzi.pdf>
- Tipton, L. A., Blacher, J. B. & Eisenhower, A. S. (2017). Young children with ASD: Parent strategies for interaction during adapted book reading activity. *Remedial and Special Education*, 38(3), 171-180. <https://doi.org/10.1177/0741932516677831>
- Torres, S. A. & Castañeda-Peña, H. A. (2016). Exploring the roles of parents and students in EFL literacy learning: A Colombian case. *English Language Teaching*, 9(10), 156-165. <https://doi.org/10.5539/elt.v9n10p156>
- Uslu, F. & Gizir, S. (2017). School belonging of adolescents: The role of teacher-student relationships, peer relationships and family involvement. *Educational Sciences: Theory & Practice*, 17(1), 63-82. <https://files.eric.ed.gov/fulltext/EJ1130860.pdf>
- Van Aswegen, C. & Pendergast, D. (2015). Evaluating an enrichment program in early childhood: A multi-methods approach. *International Research in Early Childhood Education*, 6(1), 38-61. <https://files.eric.ed.gov/fulltext/EJ1150968.pdf>
- Vernon, T. W. (2014). Fostering a social child with autism: A moment-by-moment sequential analysis of an early social engagement intervention. *Journal of Autism and Developmental Disorders*, 44(12), 3072-3082. <https://doi.org/10.1007/s10803-014-2173-z>
- Waxman Fisher, Y. (1998). *Identification, awareness and perceived accessibility as predictors of parental school involvement*. Doctoral dissertation, Hebrew University, Israel.
- Wee, J. (2020). The roles of parents in community Korean-English bilingual family literacy. *The Reading Teacher*, 74(3), 330-334. <https://doi.org/10.1002/trtr.1956>
- Williams, H. & Williams, K. (2022). Parental contributions and assessment for learning as a component of mathematics homework. *Education 3-13*, 50(2), 211-224. <https://doi.org/10.1080/03004279.2020.1842480>
- Williams, K. & Williams, H. (2021). Mathematics problem-solving homework as a conduit for parental involvement in learning. Evaluation of a pilot study. *Educational Review*, 73(2), 209-228. <https://doi.org/10.1080/00131911.2019.1566210>
- Williams, K., Swift, J., Williams, H. & Van Daal, V. (2017). Raising children's self-efficacy through parental involvement in homework. *Educational Research*, 59(3), 316-334. <https://doi.org/10.1080/00131881.2017.1344558>
- Womack, T. A. & Johnson, A. H. (2022). Examining the likelihood of parents' homework involvement with elementary-age students with individualized education programs. *Remedial and Special Education*, 43(4), 211-221. <https://doi.org/10.1177/07419325211047956>
- Xenofontos, C. (2019). Primary teachers' perspectives on mathematics during curriculum reform: A collective case study from Cyprus. *Issues in Educational Research*, 29(3), 979-996. <http://www.iier.org.au/iier29/xenofontos.pdf>
- Xiao, L., Namukasa, I. & Zhang, Y. (2016). Design-based mathematics workshops. *New Library World*, 117(3/4), 138-157. <https://doi.org/10.1108/NLW-08-2015-0059>
- Zhang, Q. (2017). Do learning stories tell the whole story of children's learning? A phenomenographic enquiry. *Early Years*, 37(3), 255-267. <https://doi.org/10.1080/09575146.2016.1151403>

**Dr Melvin Sarsale** (corresponding author) is an assistant professor of accounting and business education at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0003-4591-5020>

Email: [msarsale@southernleytestateu.edu.ph](mailto:msarsale@southernleytestateu.edu.ph)

**Dr Dennis Alonzo** is a senior lecturer in assessment, evaluation, and teacher education and development at the School of Education, University of New South Wales, Sydney.

ORCID: <https://orcid.org/0000-0001-8900-497X>

Email: [d.alonzo@unsw.edu.au](mailto:d.alonzo@unsw.edu.au)

**Mary Annchyr Jumarito** is a lecturer in social sciences and philosophy at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0003-4714-1313>

Email: [mjumarito@southernleytestateu.edu.ph](mailto:mjumarito@southernleytestateu.edu.ph)

**Catherine Garcia** is an early career researcher in business education at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0002-4963-4210>

Email: [cgarcia@southernleytestateu.edu.ph](mailto:cgarcia@southernleytestateu.edu.ph)

**Karen Molina** is an early career researcher in language education at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0001-8127-7471>

Email: [kmolina@southernleytestateu.edu.ph](mailto:kmolina@southernleytestateu.edu.ph)

**Dr Cherry Zin Oo** is a lecturer in assessment and evaluation at the Department of Education Psychology, Yangon University of Education, Myanmar.

ORCID: <https://orcid.org/0000-0002-3227-8010>

Email: [cherryzinn@gmail.com](mailto:cherryzinn@gmail.com)

**Dr Francis Ann Sy** is a professor of mathematics education and evaluation at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0003-3161-9597>

Email: [fsy@southernleytestateu.edu.ph](mailto:fsy@southernleytestateu.edu.ph)

**Dr Prose Ivy Yepes** is a professor of science education and educational management at Southern Leyte State University, Philippines.

ORCID: <https://orcid.org/0000-0001-8053-4106>

Email: [pyepes@southernleytestateu.edu.ph](mailto:pyepes@southernleytestateu.edu.ph)

**Please cite as:** Sarsale, M., Alonzo, D., Jumarito, M. A., Garcia, C., Molina, K., Oo, C. Z., Sy, F. A. & Yepes, P. I. (2024). Parental involvement in assessment: Why, how and where to? *Issues in Educational Research*, 34(1), 235-260.

<http://www.iier.org.au/iier34/sarsale-m.pdf>