A scoping study relating Australian secondary schooling, educational disadvantage and assessment *for* learning

Dennis Alonzo, Sally Baker
University of New South Wales, Australia
Sally Knipe
Charles Darwin University, Australia
Christine Bottrell
REDthread Research, Australia

Assessment is a significant part of the education cycle with a vital role in aiding student achievement. The link between teachers' assessment *for* learning practices and improvement of student learning has been widely reported. There is also an extensive body of research, describing the intersection between academic performance on national and international tests, equity, and educational disadvantage. However, less is known about how a teacher's assessment *for* learning practices connects to educational equity outcomes. Therefore, there is a need to examine the use of assessment *for* learning practices that support the educational needs of disadvantaged students. This article reports on a scoping review critically examining academic journals and book chapters that have researched the intersection between these areas. Secondary education was selected as a focus because educational disadvantage in Australia increases during adolescence. One of the unexpected findings from this review was the lack of research undertaken in this area.

Introduction

Globally, academic institutions have increased focus on diversity, inclusion, and equity in leadership and management. Despite decades of funding, policy, and research into ameliorating the impacts of long-term educational disadvantage, equitable participation in secondary schooling remains an international concern (Lamb & Huo, 2017). In Australian schools, equity involves providing the resources and opportunities to meet the educational needs of students, irrespective of their background or location. The term 'equity' is complex and depends on many factors and perspectives; for the purpose of this paper the term refers to equivalent opportunities, and equality in access to secondary education. To this end, the following identifiers are considered to contribute to educational disadvantage as outlined in the Government-commissioned *Review of Funding for Schooling* (the Gonski Report) (Australian Government, 2011): disability, English language proficiency, Indigenous, remoteness and socio-economic status (p. xvi). The authors recognise and acknowledged that disadvantage is often compounded by belonging to more than one of these groupings.

A rich body of scholarly work exists which explores how various dimensions of schooling contribute to or ameliorate educational advantage or disadvantage: policy and funding (Beavis, 2011; Perry & McConney, 2010); curriculum (Rowan & Ramsay, 2018; Perry, 2018); geography, location, and sector (Smith et al., 2018); pedagogy (Reid & McCallum, 2014); literacy and numeracy acquisition (Gannaway, 2019; Jones & Inglis, 2015).

Alongside the examination of the effects of various dimensions of schooling there is also a significant body of literature that examines how educational disadvantage intersects with assessment, particularly regarding standardised tests, such as the National Assessment Program Literacy and Numeracy (NAPLAN) and the Programme for International Student Assessment (PISA). Data from both tests strongly suggests academic performance is a challenge for students who are of low socio-economic status (SES), Indigenous, non-English-speaking background (NESB), and living in remote locations (Ford, 2013; Smith et al., 2018).

For education systems to promote equity, fairness in classroom assessment practices has been identified as a key characteristic. Assessment for learning (A/L) can be interpreted widely, however the central premise is the integration of assessment with instruction to increase student engagement, and to improve learning outcomes (Wiliam, 2011, p.13). Equity is paramount in the paradigm of A/L. One of the two key findings of Black and Wiliam's (1999) foundational study highlights the critical role of assessment in addressing the challenge of outcomes for low-achieving students; however, less is known about how approaches and practices relate to assessment and connect with educational disadvantage in the secondary school context. Yet, despite strong scholarly inquiry regarding the impact of A/L on student outcomes (Hattie & Timperley, 2007; Heritage & Wylie, 2018), there is little evidence of how adopting an A/L approach impacts on equitable participation and outcomes for marginalised students (Assessment Reform Group, 2002; Baird et al., 2017; Black & Wiliam, 1999).

How these two components — educational disadvantage and A/L — interact in terms of scholarship and practice has not been investigated through a scoping review in an Australian context. This article reports on identifying what Australian research exists, or what is currently documented in relation to A/L as the nexus of equity, outcomes, and secondary schooling in Australia. The use of this methodology provided a foundation on which to build evidence in a local context in preparation for future research that is more global in nature.

Literature review

The Organisation for Economic Cooperation and Development (OECD) identified Australia as a country where educational inequality 'grows significantly during adolescence' (OECD, 2018). In several countries, such as Australia, Canada and the USA, evidence indicates educational success is significantly influenced by the socio-economic background, race, and geographical location of a student (Lamb et al., 2020). This is confirmed by analysis of Australian student achievement data from international tests—such as Programme for International Student Assessment (PISA) and the Trends in International Mathematics and Science Study (TIMSS) (OECD, 2018). These measurements of performance and equity are often simplistic and overlook — if not ignore — the complex, overlapping, and intersectional disadvantage that many students face through education (Lamb et al., 2020). Educational in/equity are concepts which are multi-dimensional and complex; therefore, in this scoping review, the term educational

disadvantage is considered to represent a nuanced and heterogeneous perspective of students, which resists a one-size-fits-all approach to schooling and assessment.

Equity is a 'wicked' problem from both policy and practice perspectives; improving the educational outcomes for students who experience disadvantage has proven challenging for education systems across the globe. Although many students benefit from Australia's education system, there are many young people who are not reaching age-appropriate levels of academic attainment, as identified in numerous government reports and research findings (Halsey, 2018; Lamb et al., 2020). Australia has a long history of seeking to respond to identified inequitable patterns of educational attainment (Lupton & Hayes, 2018). Advocates for increased equity in education argue that the use of learner-centred assessments such as portfolios, projects and collaborative tasks are fairer forms of assessment. Evidence indicates that to be effective, such forms of assessment are to be developed over time as each artefact requires negotiation, collaboration, integration of different perspectives and a feedback loop made up of students and all who are doing the assessing (Flores et al., 2015). Teacher judgement input is also vital (Tierney, 2014).

The Alice Springs (Mparntwe) Declaration (Department of Education, Skills and Employment, 2019) is built on the mandate established in 1989 as an opportunity to chart a real direction for schooling into the 21st century. This mandate is re-visited every decade attempting to ensure that all Australian Education Ministers commit to national education goals. The *Mparntwe Declaration* documented two goals, where Goal 1 is 'The Australian education system promotes excellence and equity' (p. 5), and Goal 2 'All young Australians become confident and creative individuals, successful lifelong learners, and active and informed members of the community' (p.5). The achievement of both goals is supported by 11 interrelated areas to be acted on, which include 'supporting all young Australians at risk of educational disadvantage' (p. 7), and 'promoting world class curriculum and assessment' (p. 7). Significant to this paper is the focus on responsive assessment in the *Mparntwe* commitment, identified as the use of different forms of appraisal in support of individual students from diverse backgrounds to learn effectively. Specific reference to equity of assessment and A*f*L is made (p. 11).

Approaches to assessment in Australian schooling

Assessment is an integral part of the Australian curriculum, teacher practice and policy commitment (Hardy et al., 2018). *The Alice Springs (Mparntwe) Education Declaration* stated that 'To ensure that student progress and achievement is measured in meaningful ways Australian Governments will continue to develop and enhance national and school-level assessment' (p. 10) and that three types of assessment will be used to do this:

• assessment *for* learning - enabling teachers to use information about student progress to inform their teaching;
• assessment *as* learning - enabling students to reflect on and monitor their own progress to inform their future learning goals; and

- assessment *of* learning - assisting teachers, education leaders, parents, the community, researchers and policy makers to use evidence of student learning to assess student achievement against recognised goals and standards and drive improvements in student outcomes. (p.11, italics added) (Department of Education, Skills and Employment, 2019)

In general, assessment *for* and *as* learning practices are regularly used by teachers to gather data aimed at improved learning, referred to as formative assessment (FA). Assessment *of* learning is referred to as summative assessment that includes all types of teacher/school based summative assessment (SA) and large scale national testings (Department of Education, Skills and Employment, 2019; MCEETYA, 2008). This policy perspective has caused concern for educators through the divisive situation created whereby many teachers grapple with the intent of A/L practices and the seeming disconnection to assessment accountability (Cumming et al., 2019).

The three distinct conceptualisations of assessment above have been widely critiqued for creating confusion, compromising the effectiveness of assessment, and widening the dichotomy between formative and summative assessment (Alonzo, 2016; Bennett, 2011). In 1996, Biggs argued that formative assessment could be used for summative purposes and summative for formative purposes. The demonstrated interconnectedness of formative and summative assessment means that it is impossible to fully isolate one from the other, as both forms of assessment support each other. Biggs further contended that focusing just on the use of summative assessment causes a backwash effect on learning and teaching, which includes negative effects through limiting learning (Harlen & Crick, 2003), narrowing the curriculum (Johnston & McClune, 2000), and compromising teaching (Pollard et al., 2001).

In response to Biggs' (1996) critique, Black and Wiliam (2009), emphasised the relevance of summative assessment as part of formative assessment, which was an adjustment to their earlier position that summative tasks could not be used for formative purposes (Black & Wiliam, 2009). The authors revised their original stance, *Inside the Black Box,* to include the formative use of summative tests, arguing that the result of a summative assessment was evidence of student achievement and therefore can be used to elicit and give feedback (Black & Wiliam, 2003). By reframing the relationship of summative and formative assessment within a model for pedagogical practice, Black and Wiliam emphasised that the distinction between formative and summative assessment 'is not useful because all assessment would be about producing valid inferences about students' (Black & Wiliam, 2009, p.570). The realisation that summative assessment and formative assessment can be considered as mutually supportive, gathers all assessments under the philosophical framework of A/L. Approaching A/L in this manner has helped to reconcile the different functions of summative and formative assessment types and for assessment to be considered as a continuum rather than a dichotomy (Davison, 2007).

Assessment *for* learning in the classroom

The Australian F-10 school curriculum comprises eight learning areas, three cross-curriculum priorities, and seven general capabilities, each requiring students to demonstrate different knowledge and skills (ACARA, n.d.). Across the states and territories of Australia, teachers employ a range of assessment strategies appropriate for evaluating the learning outcomes of each curriculum area, in relation to the age and stage of learners in their class (Atim, 2012). Amongst the existing conceptualisations of assessment, 'the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there' is considered the most effective strategy (Assessment Reform Group, 2002, 2). Subsequently, teachers who can use a range of assessment strategies and assessment data to improve student learning are considered to be effective (Black, 2015, 2017).

The A/L paradigm calls for a shift in the assessment practices of teachers, from recording and evaluating student achievement to helping and encouraging active engagement of students in learning through assessment (Black & Wiliam, 1999; Hattie, 2008; Hattie & Timperley, 2007). Researchers have argued that assessment practices, such as detailed elaboration of learning outcomes, success criteria and performance standards (Nicol & Macfarlane-Dick, 2006) together with assessment tasks specifically designed for learning (Davison, 2007; Alonzo & Loughland, 2022); effective use of feedback (Hattie & Timperley, 2007); and the use of self and peer assessment in the classroom teaching (Price et al., 2004) can significantly assist in addressing inequitable achievement gaps for students (Hattie & Timperley, 2007).

The work of the Assessment Reform Group (2002) in promoting the concept of A/L received significant attention in many educational systems, including England, Wales, Hong Kong, Singapore and most states of Australia, all of which introduced A/L as a foundation for assessment reform. This decision was based on a review conducted by Black & Wiliam (1999) using 250 studies that provided strong research evidence that A/L practices have the high impact on raising student outcomes. A larger scale meta-analysis conducted by Hattie (2008) explored the effects of more than 100 educational interventions on learning. From this research, teacher practices, which form the basis of A/L emerge as some of the most influential interventions in improving student learning. While more recent studies, such as Davison (2019), Schildkamp (2019) and Skovholt (2018), validate results of the earlier studies in *supporting the positive impact* of teacher A/L practices on improved student learning, in Australia further rigorous examination of the why, as well as the who/what has most impact of equitable student learning outcomes is required.

More pragmatically, A/L assessment practices ensure 'equity' through fairness in assessment task design and classroom implementation. Fairness is viewed as an 'essential and enduring ideal in education' (Tierney, 2014, 55). More recently through a systematic review of 150 studies, (Rasooli et al., 2018) connected previous qualities of fairness – the access to equal opportunity to learn, clear and consistent grading criteria, and

accommodation based on student ability and background – with additional factors including constructive and safe environments, consistent and relevant communication of information and critique, as well as 'equity in terms of the equal access of all students to the benefits of formative assessment, and teachers' reflective thinking and practice of fairness' (p.177). Fairness in assessment is therefore required to provide opportunities for all students to demonstrate knowledge and skills, an important consideration for the teaching of educationally disadvantaged students (Klenowski, 2013). As such, advocates for increased equity in education argue that the use of teacher introduced, and scaffolded, learner-centred assessments increases fairness (Siegel, et al., 2014). For successful outcomes, teacher professional understandings are crucial to the effectiveness of assessments, and equity of opportunities and experiences.

This wide range of evidence demonstrates the effectiveness of A/L to enhance learning and improve achievement outcomes for students; however, little is known about the application of A/L for closing the achievement gap experienced by specific cohorts, particularly students who are educationally disadvantaged. Closing the achievement gap for cohorts of educationally disadvantaged students has been the focus of on-going inquiry in pursuit of the fairest approach to quality assessment practices and support (Klenowski, 2013). Australian schools have the scope to implement better quality equity outcomes through school improvement based in school leadership and pedagogy (Sahrakhiz, 2018). The focus of this paper is on what the literature tells us about classroom practices of secondary teachers, in their approaches to assessment, specifically the use of A/L to improve educational outcomes for students who experience disadvantage. Identifying and synthesising relevant evidence is complex and requires a strategic approach to locating and collating what is relevant to the research question and to address the challenges involved in this.

Method

A scoping review was considered an appropriate strategy to explore what research has already been undertaken into A/L practices with educationally disadvantaged students in Australian secondary schools (Arksey & O'Malley, 2005). The rationale in using a scoping review was to identify knowledge gaps, scope and reflect on the body of literature, and to clarify concepts, with a forward-looking view to inform practice and future research. This approach provided a framework for identifying and reflecting on the literature and in order to classify assessment practices that have been recognised as improving educational outcomes for students (Munn et al., 2018). The scoping review mapped the amount and type of research literature published in peer reviewed books, book chapters and journal articles. The following describes each stage of the scoping review.

Stage 1: Identifying the research question

Initially, a research question was devised to guide the scoping review focused on the research topic *A/L practices with educationally disadvantaged students in Australian secondary schools*. This question was:

1. What does the literature say about the relationship between A/L and improving student outcomes for educationally disadvantaged students in Australian secondary schools?

As patterns and themes began to emerge from the literature during the initial stages of the scoping review it became clear that a revision of the research question was required. A further question was added to better represent the context and challenges raised as the scoping progressed. This question was:

2. What are the recommendations in the literature for advancing the use of A/L to increase outcomes of educationally disadvantaged students?

Limiting the study to secondary education in Australia was significant for several reasons. Firstly, junior secondary (Years 7−9) is one of the stages of schooling identified as labouring to implement effective and systematic assessment practices (OECD, 2012; Perry & McConney, 2010). Secondly, the OECD identified that educational inequality in Australia escalates during adolescence, a period correlating with secondary schooling (OECD, 2018). Thirdly, the transition from primary to secondary school coincides with a range of academic, emotional, and social changes that have become an exponential challenge for teachers (Longobardi et al., 2019). Australian secondary schools have attempted to implement positive changes through transition and engagement programs; however, this stage of schooling still experiences higher rates of student disengagement and underachievement in comparison to other stages of schooling (Lamb et al., 2020; Main et al., 2020).

Stage 2: Identifying relevant studies

To undertake the scoping review, the OneSearch (https://www.onesearch.com/) database was used to search the literature for key words and terms associated with A/L, educational disadvantage, secondary education, and Australia. As the literature search was based on the discipline of education, OneSearch allowed the researchers to commence the search of a large selection of journals and databases held by the library. The search also included terms that are associated with A/L practices. Each search was confined to articles published between 2011 and 2021, to examine recent policy reforms and school-based practices. Search terms comprised word combinations associated with equity (such as Indigenous, remote, disability) and A/L (such as peer learning). The combination of search terms is provided in Appendix B.

Each search term combination located many publications. For example, 'assessment for learning, Indigenous and Australia' returned 28,352 publications, which was reduced to 20,358, once search dates were applied. Confining the search to Australian publications significantly condensed the number of articles. The number was further reduced when 'Aboriginal' and 'secondary school' terms were used to refine for relevance. While some articles were focused on Indigenous school education, many were not reporting on any aspect related to A/L, thereby eliminating these publications from the search. This approach was applied for every search term combination. In some instances, the same

article appeared in search results multiple times. For example, search terms for socio-economic, regional, and remote recognised articles on Indigenous education. In addition, to address the complex nature of research in this field, as identified by Black & Wiliam during their research in 1997−1998, a manual search was undertaken in certain reputable journals where articles would most likely be published using the terms educational disadvantage, Australian secondary schooling, and assessment (Wiliam, 2013).

1. *Australian Educational Researcher* - https://www.springer.com/journal/13384
2. *International Journal of Inclusive Education* -
   https://www.tandfonline.com/toc/tied20/current
3. *Assessment in Education: Principles, Policy & Practice* -
   https://www.tandfonline.com/toc/caie20/current

Stage 3: Study selection

From the combined database and manual search, 207 articles were potentially related to the research topic. A closer examination of the content and research focus of each article revealed that 200 articles were not relevant to the research questions, and these were removed from the sample. Although some articles discussed equity and secondary education in Australia in the findings, these studies were omitted because they did not explicitly focus on assessment and educationally disadvantaged students.

After this manual process, seven peer reviewed journal articles and book chapters covering a broad range of perspectives related to the research topic remained (see Appendix A). Some articles examined the use of assessment to address equity policies, other articles were specific to cohorts, such as students with a disability or Indigenous students. One article examined the nexus of assessment and curriculum and the impact on educationally disadvantaged students.

Stage 4: Data charting

Once the articles were identified the focus and theme for each article were categorised and compiled. This allowed the researchers to analyse the focus and findings of each reported area of research and to group the articles into categories according to themes. Keywords identified by the authors in each publication were used as themes. These keywords were compiled and presented in Table 1.

The categories used to summarise the articles were outlined using the following groupings:

- Details (author, year of publication, topic and category of disadvantage addressed)
- Focus (what the article is about)
- Key assessment concepts (list of assessment concepts)
- Key themes (relationship between assessment and student outcomes)

Once each article had been coded, patterns and themes which determined the categorising of findings.

Table 1: Authors' chosen keywords

Authors	Key Words			
Adie et al. (2018)	Dialogic feedback	Feedback coding frameworks	Inclusive research	Self-regulation
Cumming et al. (2013)	Adjustments	Disability standards	Australia	Law
	Equitable assessment	Policy	Students with disability	Practice
Cumming & Van der Kleij (2016)	Not available			
Fenwick (2011)	Access to education	At risk students	Curriculum design	Achievement gap
Graham et al. (2018)	Accessible assessment design	Developmental language disorder	Inclusive practice	Attention deficit hyperactivity disorder
Klenowski (2013)	Student assessment	Intelligent accountability	Fairness	Social justice Indigenous education
Van der Kleij et al. (2017)	Not available			

Stage 5: Collating, summarising, and reporting

As *Stage 4* of the scoping process was completed, findings were examined in relation to the existing themes in the literature (Arksey & O'Malley, 2005). This approach allowed the findings to be synthesised as a narrative and presented in two ways: describing the research firstly, identifying effective A*f*L and demonstrated links to improved outcomes for disadvantaged students, and secondly demonstrating the nature of assessment acknowledged as effective for students from disadvantaged cohorts.

Stage 6: Community consultation

An optional, but significant stage of a scoping review methodology is the opportunity for external consultation (Arksey & O'Malley, 2005). Feedback was sought from Australian educators and researchers with expertise around assessment and equity. Given the limited number of researchers publishing in this field a decision was made to approach some authors whose work had been cited. Four researchers were contacted - three were identified in the scoping review; one was selected due to high-profile publications in assessment. These experts were asked the following questions (Ramsay & Baker, 2019):

- Do you agree with our interpretations?
- Are there any parts you disagreed with?
- Can you see any obvious omissions in the literature we have included?
- Were you able to follow our methodology?
- Are there any areas of future research and advocacy that we have not included/ thought of? (p.58)

Feedback from one researcher was received within two weeks of the email invitation being sent. Observations noted the limited amount of research undertaken in this area and how diverse each research topic was in approach and data source. This reflects the broad nature of A/L practices and the diversity of students that fall under the equity umbrella. Despite follow up email requests no further feedback was received after 4 weeks. Competing demands and timing of the request may have made it difficult for some to respond; however, the feedback received was appreciated.

Results

Researchers have argued that A/L can assist in narrowing the academic gap between students (Brooks et al., 2019). Australian secondary education and those students found to be educationally disadvantaged, have been the focus of many research studies (Lamb et al., 2020; Reid & McCallum, 2014). However, the focus of the three areas, A/L practices with educationally disadvantaged students in secondary schools, has not received much scholarly attention in Australian research. Based on preliminary analysis of the authors' keywords (where available) the small number of articles identified through the scoping review were clustered into four thematic areas. Within each theme, several disparate concepts exist. The themes and related concepts are gathered under the following themes.

1. Feedback
2. Curriculum reform
3. Fairness and equity
4. Policy

The synthesis of key themes from the seven identified research papers provided evidence that certain cohorts of educational disadvantage are more frequently represented in research: Indigenous students (Fenwick, 2011; Klenowski, 2013), and students with a disability (Cumming et al., 2013; Graham et al., 2018). A more balanced representation of research across the areas of educational disadvantage as identified by Australian Government (2011) would represent greater fairness.

Table 2: Overview of the themes identified in reviewed sources

Source	Assess-ment	Curric-ulum	Diver-sity	Equ-ity	Feed-back	Fair-ness	Lear-ning	Policy
Adie et al. (2018)	✔	✔			✔		✔	
Cumming et al. (2013)	✔	✔		✔			✔	✔
Cumming & van der Kleij (2016)	✔	✔	✔	✔	✔		✔	✔
Fenwick (2011)	✔	✔					✔	
Graham et al. (2018)	✔	✔		✔			✔	
Klenowski (2013)	✔	✔		✔		✔	✔	✔
Van der Kleij et al. (2017)	✔				✔		✔	✔

Table 2 summarises the themes identified through the scoping review. More detailed examination of Tables 1 and 2 together with Appendix A could be used to build an argument to investigate certain aspects of 'the gap' more fully and identify opportunities for more broadly distributed/representative site-based research in the Australian context.

Themes from the seven articles identified by the scoping review are woven into the response to each of the following research questions.

> RQ1: What does the literature say about the relationship between assessment for learning and improving outcomes for educationally disadvantaged students in secondary schools in Australia?

The small number of articles identified in the scoping review offered several clear and concise deliberations in relation to RQ1. A/L practices are endorsed in policy and professional learning frameworks, reflecting the policy commitment to equity considerations by various Australian Education departments (see for example, NSW Education Standards Authority or Education and Training, Victoria).

A key message in several of the articles in this scoping review is that Australian secondary teachers are given considerable responsibility to monitor student achievement, and generic teacher A/L skills do not address the learning needs of educationally disadvantaged students (Cumming & Van der Kleij, 2016; Graham, et al., 2018). To ensure fairness and equitable outcomes, secondary teachers are required to consider assessment tasks from the perspective of their students, and student learning needs. Providing students with the opportunity to demonstrate their learning through various modalities and alternate platforms begins to address fairness in educational opportunity through assessment. For some students, such as those with a disability, additional individual modifications contribute further to equity and fairness in assessment design (Cumming et al., 2013; Fenwick, 2011; Klenowski, 2013).

The requirements of assessment tasks must respond to the learning needs of those who experience educational disadvantage. Access to professional learning that goes beyond surface assessment design, and which is integrated into rather than added onto. This means depth of knowledge across all forms of assessment and inclusion of distinct and accessible elements that are visually clear, procedurally unambiguous, and linguistically explicit. The inclusion of these elements in assessment design assists students, including those with the most dominant form of disability, attention-deficit/hyperactivity disorder (ADHD) or development language disorder (DLD) (Cummings, et al., 2013). Graham et al. (2018) provided evidence that this approach enables students to demonstrate their learning and reflects earlier findings that A/L practices are about supporting and encouraging student engagement in their learning through assessment. The research included in this review recommends teacher A/L practices for increased outcomes for educationally disadvantaged students (Cumming et al., 2013; Fenwick, 2011; Klenowski, 2013). The number of research studies in this review does not allow for analysis of research which addresses distinctions between the contexts of disadvantage.

The quality and use of feedback in the teaching and learning process is another area of focus in the research reviewed. The way teachers structure feedback can help students to self-regulate their response to feedback. Research by Adie et al. (2018) which was identified in the scoping review, explored feedback, using technology, as a classroom practice. The use of *iPads* in the classroom is identified as a strategy that can assist teachers in monitoring student response to feedback, as well as encouraging students to reflect on their learning. Other research has found that when teachers talk about content and structure feedback, use of an alternative technology platform allows students to reflect on the content that they are required to learn (Graham et al., 2018). When feedback is undertaken as dialogue—by asking questions and requiring students to self-assess—students can discuss the value of the feedback they receive, thereby supporting their learning. This strategy has been found to be effective with students who have a disability (Van der Kleij et al., 2017).

Teachers who draw on the learning needs of their students provide supportive and encouraging feedback by offering advice on how to improve and acknowledge the skills that the student has demonstrated. The depth and individuality of teacher-student feedback interactions are critical for quality feedback (Van der Kleij et al., 2017). The focus of conversation dictates the response of students, so when teachers talk about content, students reflect on the content that they need to learn. Given the significance of feedback to student outcomes identified in the research literature, it was surprising more articles regarding the use of feedback with educationally disadvantaged students, were not identified.

> RQ2: What are the recommendations in the literature for advancing the use of
> A/L to increase educationally disadvantaged students' outcomes?

Based on study of the seven papers in this scoping review, we summarise the following recommendations from this literature.

Firstly, advancing the use of A/L to increase outcomes for educationally disadvantaged students is to ensure that, not only should the design of assessment tasks be carefully and thoughtfully constructed, but the knowledge, skills and understandings of the learners should be given greater consideration. Feedback should be promoted as an integral part of task design with an emphasis on content, purpose, discussion, and creation of a safe environment. This approach goes to the notion of fairness and equity advocated by Klenowski (2013) and the construction of assessment task designs promoted by Graham et al., (2018). Using this approach to A/L practices provides opportunities for increased student confidence and the potential to increase participation and engagement.

Secondly, given the significant role feedback plays in student learning, a further recommendation from the literature is for schools with populations of educationally disadvantaged students to focus more strongly on the purpose and use of feedback as a mechanism to foster engagement in student learning. Relationships are an important consideration in the feedback loop and feedback that requires students to reason, justify, analyse, evaluate, and articulate their learning is found to assist students develop self-

regulatory skills (DeLuca et al., 2018). Evaluating this approach to feedback provides an A/L lens for student learning and teaching practice (Van der Kleij et al., 2017).

Thirdly, educationally disadvantaged secondary students attend school in various education contexts and locations, studying various discipline areas of the secondary school curriculum. Cumming and Van der Kleij (2016) recommended a greater research focus on A/L practices across the discipline areas in the school curriculum, with educationally disadvantaged students, including those from varied sites, language and cultural backgrounds and disabilities.

Discussion

Taking the research findings reported in the seven articles as a body of research on A/L approaches and students from disadvantaged cohorts, several challenges emerge. The limited number of articles confirmed the initial position that this is an area that is under-explored, despite the evident synergies and policy commitments. The analysis of this small body of work, and responses to the two research questions, suggest that there are general trends in how teachers use A/L strategies to support the learning of educationally disadvantaged student groups. These trends relate to the use of A/L strategies by secondary teachers which support student learning, such as feedback, and approaches to assessment designed and used by teachers that allow students to demonstrate their knowledge and skills. Approaches such as these are important to support fairness in assessment practice. In relation to future research and advocacy, the nature of state and territory policies, including measures in place regarding consistency of assessment, are raised as important considerations for any future action. This is a significant point in the context of Australian education with the responsibility of three school sectors – early childhood, primary and secondary – shared across nine federal, state and territory departments of education.

Linguistic slippage

The language used to frame, identify, and discuss inquiries that encompass A/L, equity, and secondary/ high school education in Australian research also created challenges. The difficulties caused by inconsistent language correspond with Wiliam's (2013) argument that linguistic slippage can cause tensions, based on evidence from the Black & Wiliam (1999) review of studies in educational assessment between 1987 and 1998. In this scoping review, a slippage in the use of terminology to describe educational disadvantage was identified, with terms like 'at risk' and 'equity' variably used. From a policy and practice perspective, variability in terminology was matched by a lack of shared definition of what counts as 'effective' assessment (Klenowski, 2014). This inconsistency in terminology and competing conceptualisations is concerning and may contribute to the small numbers of studies identified through the scoping methodology. An analysis of how terms are used across research may reduce slippage and variability providing focused and supportive understanding for practice.

Professional development opportunities

The degree to which Australia's policy approach to assessment has led to improved teaching practices and outcomes for student learning is also questioned, with calls for a greater alignment between policy, practice, and research (Wilson et al., 2021). If assessment practices and Australian education policies are to reflect the significance of teachers' work in the use of assessment to address the learning outcomes of educationally disadvantaged students, then there is a need for appropriate and ongoing professional learning for teachers, a requirement endorsed by research findings (Cumming et al., 2013; Graham et al., 2018). The form and delivery of professional learning needs to address important aspects of resourcing, time, and change management, when teachers are expected to innovate their pedagogical practice (Westerbroek et al., 2020).

Silences in the literature

While this analysis has identified several general trends in the surveyed literature, the limited number of articles is telling. A/L is a critical component of the Alice Springs Mparntwe Declaration in the context of educational disadvantage (Department of Education, Skills and Employment, 2019, p.10). Despite an established link between teacher A/L practices and improvement of student learning outcomes, the evidence indicates there is a void of systematic research into A/L in Australia. Described as the most influential and widely supported intervention to improve student learning (Black & Wiliam, 1999; Hattie, 2008), it is also interesting to note that A/L has not been applied as a research lens over closing the achievement gaps of student cohorts that require more strategic support. As with other national systems, context matters. While small in number, the Australian studies identified in the scoping review represent national as well as localised inquiries, specifically across five regional and metropolitan jurisdictions of Australia. These studies collectively include interview data from parents, educators, and administrators, as well as interviews and observations involving more than 14 students, from both 'mainstream' and disadvantaged cohorts. This scoping review verifies that limited research exists in this field in the Australian literature, which therefore prompts a question of whether this is Australia-specific, or whether this lacuna is a feature of the international educational literature. A future substantive contribution would be to scope key international papers on the topic and identify if findings are relevant in the Australian context.

Other silences in the literature related to issues we had foreshadowed as significant from our familiarity with the broader A/L literature, but which did not emerge. A marked area of silence is the limited range of assessment strategies explored, such as engaging students in self-reflection, eliciting and giving feedback. Other strategies which are not evidenced in this literature include: sharing learning outcomes and success criteria; peer assessment; questioning; use of NAPLAN data to inform learning and teaching, and the use of other information, such as demographic data and other contextual information. This absence is notable, as these strategies and approaches have been proven as effective interventions to raise student achievement (Black, 2017; Davison, 2019; Schildkamp, 2019; Skovholt, 2018).

A further area of silence relates to the contribution of an evidence-base of effective measurement of outcomes. While a diverse set of outcome measures are reported in the studies, there is minimal cross-referencing between studies (Cumming et al., 2013; Fenwick, 2011; Graham et al., 2018; Klenowski, 2013). This has arguably led to a fragmented, rather than coherent, evidence-base. Developing a more comprehensive knowledge base for ameliorating inequitable schooling through more responsive and flexible assessment practices is further complicated by methodological limitations within the literature included in this scoping review. Most rely on convenience sampling and a small number of samples, meaning that the findings cannot be used to generalise across students to other contexts. The reporting of the impact of assessment on students in the studies examined is limited to what outcomes have improved, rather than developing understandings of how assessment has improved students' learning with respect to the characteristics that constitute their relative educational disadvantage.

Perhaps the most critical omission in this literature is attention to assessment and the feedback literacies of teachers, how differentiation is used to address the needs of all students fairly, and adopted for educationally disadvantaged students. Most of the studies in this review report on the implementation of intervention programs designed by the authors, which is common for research in Australian education (Wilson et al., 2021). Limited evidence-based research providing recommendations and suggestions for advancing the use of A/L in Australia has been identified through this scoping review. However, A/L, which enables teachers to use information about student progress to inform their teaching, is a focus for government policy. To ensure that student progress and achievement is measured in meaningful ways, Australian policy dictates that governments will 'continue to develop and enhance national and school-level assessment that focuses on: assessment for learning...' (Department of Education, Skills and Employment, 2019, p. 10). This requires building a strong assessment culture in schools that supports learning and teaching (Alonzo & Loughland, 2022).

Future research which identifies and carefully explores the application of A/L by individual teachers, schools and systems could contribute to the development of strategies and to more equitable resourcing. Empirical evidence of how teachers implement A/L in practice appears to be missing, particularly in the context of secondary schools from diverse sites that have high proportions of educationally disadvantaged students.

Conclusion

Responding to the attainment gap for educationally disadvantaged students remains a 'wicked' problem. In Australia, despite the strong policy commitment to equitable assessment practices, it is notable that there is a paucity of empirical evidence regarding the relationship between classroom-based assessment and equity that is captured under the umbrella term of A/L. This scoping review has highlighted the gap in the scholarly literature and has sought to identify fertile areas for further exploration to address this. Equitable assessment must be inclusive of classroom practice with students from diverse cultural and language backgrounds and for those with a disability. Adjusting assessment

practices ensures equitable approaches and allows all students, including those with a disability, to demonstrate knowledge. Broader systematic research into the connection between A*f*L, existing site-based practice, and student learning outcomes would provide a foundation for Australian policy makers and educators to address equity through assessment in the secondary school context.

Acknowledgment

References

ACARA (Australian Curriculum Assessment and Reporting Authority) (n.d.). *Learning areas* (Version 8.4). https://www.australiancurriculum.edu.au/f-10-curriculum/learning-areas/

Adie, L., Van der Kleij, F. & Cumming, J. (2018). The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning. *British Educational Research Journal,* 44(4), 704-723. https://doi.org/10.1002/berj.3463

Alonzo, D. (2016). *Development and application of a teacher assessment for learning (AfL) literacy tool.* PhD thesis, University of New South Wales, Australia. http://hdl.handle.net/1959.4/55663

Alonzo, D., Leverett, J. & Obsioma, E. (2021). Leading an assessment reform: Ensuring a whole-school approach for decision-making. *Frontiers in Education, 6*(62). 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

Arksey, H. & O'Malley, L. (2005). Scoping studies: Towards a methodological framework. *International Journal of Social Research Methodology,* 8(1), 19-32. https://doi.org/10.1080/1364557032000119616

Assessment Reform Group (2002). *Assessment for learning: 10 principles.* Nuffield Foundation. https://www.hkeaa.edu.hk/doclibrary/sba/hkdse/eng_dvd/doc/afl_principles.pdf [also https://www.researchgate.net/publication/271849158_Assessment_for_Learning_10_Principles_Research-based_principles_to_guide_classroom_practice_Assessment_for_Learning

Atim, H. (2012). *How classroom assessments promote equity and students' learning: Interview study of teachers' assessment practices in Norwegian schools.* Masters thesis, University of Oslo, Norway. https://www.duo.uio.no/handle/10852/35407

Australian Government (2011). *Review of funding for schooling - Final report.* D. Gonski (Chair) https://www.education.gov.au/download/1307/review-funding-schooling-final-report-december-2011/1280/document/pdf

Baird, J.-A., Andrich, D., Hopfenbeck, T. N. & Stobart, G. (2017). Assessment and learning: Fields apart? *Assessment in Education: Principles, Policy & Practice,* 24(3), 317-350. https://doi.org/10.1080/0969594X.2017.1319337

Beavis, A. (2011). *Addressing educational disadvantage.* ACER. https://research.acer.edu.au/cgi/viewcontent.cgi?article=1096&context=resdev

Bennett, R. E. (2011). Formative assessment: A critical review. Assessment in Education: Principles Policy & Practice, 18(1), 5-25, https://doi.org/10.1080/0969594X.2010.513678

Biggs, J. (1996). Assessing learning quality: Reconciling institutional, staff and educational demands. *Assessment & Evaluation in Higher Education,* 21(1), 5-16.

Black, P. (2015). Formative assessment – an optimistic but incomplete vision. *Assessment in Education: Principles, Policy & Practice,* 22(1), 161-177. https://doi.org/10.1080/0969594X.2014.999643

Black, P. (2017). Assessment in science education. In K. S. Taber & B. Akpan (Eds.), *Science education: An international course companion* (pp. 295-309). Rotterdam: SensePublishers. https://link.springer.com/book/10.1007/978-94-6300-749-8

Black, P. & Wiliam, D. (1999). *Assessment for learning: Beyond the black box.* University of Cambridge School of Education.

Black, P. & Wiliam, D. (2003). 'In praise of educational research': Formative assessment. *British Educational Research Journal,* 29(5), 623-637. https://doi.org/10.1080/0141192032000133721

Black, P. & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability,* 21, 5-31. https://doi.org/10.1007/s11092-008-9068-5

Brooks, C., Carroll, A., Gillies, R. M. & Hattie, J. (2019). A matrix of feedback for learning. *Australian Journal of Teacher Education,* 44(4), 14-32. https://doi.org/10.14221/ajte.2018v44n4.2

Cumming, J., Dickson, E. & Webster, A. (2013). Reasonable adjustments in assessment: Putting law and policy into practice in Australia. *International Journal of Disability, Development and Education,* 60(4), 295-311. https://doi.org/10.1080/1034912X.2013.846467

Cumming, J. J. & Van der Kleij, F. M. (2016). Effective enactment of assessment for learning and student diversity in Australia. In D. Laveault & L. Allal (Eds.), *Assessment for learning: Meeting the challenge of implementation.* (pp. 55-73). Springer. https://doi.org/10.1007/978-3-319-39211-0_4

Cumming, J. J., Van Der Kleij, F. M. & Adie, L. (2019). Contesting educational assessment policies in Australia. *Journal of Education Policy,* 34(6), 836-857. https://doi.org/10.1080/02680939.2019.1608375

Davison, C. (2007). Views from the chalkface: English language school-based assessment in Hong Kong. *Language Assessment Quarterly,* 4(1), 37-68. https://doi.org/10.1080/15434300701348359

Davison, C. (2019). Using assessment to enhance learning in English language education. In X. Gao (Ed.), *Second handbook of English language teaching.* Switzerland: Springer Nature. https://doi.org/10.1007/978-3-030-02899-2_21

DeLuca, C., Pyle, A., Braund, H. & Faith, L. (2020). Leveraging assessment to promote kindergarten learners' independence and self-regulation within play-based classrooms. *Assessment in Education: Principles, Policy & Practice*, 27(4), 394-415. https://doi.org/10.1080/0969594X.2020.1719033

Department of Education, Skills and Employment (2019). *The Alice Springs (Mparntwe) Education Declaration*. The Alice Springs (Mparntwe) Education Declaration. https://www.education.gov.au/alice-springs-mparntwe-education-declaration/resources/alice-springs-mparntwe-education-declaration

Fenwick, L. (2011). Curriculum reform and reproducing inequality in upper-secondary education. *Journal of Curriculum Studies,* 43(6), 697-716. https://doi.org/10.1080/00220272.2011.576773

Flores, M. A., Veiga Simão, A. M., Barros, A. & Pereira, D. (2015). Perceptions of effectiveness, fairness and feedback of assessment methods: A study in higher education. *Studies in Higher Education,* 40(9), 1523-1534. https://doi.org/10.1080/03075079.2014.881348

Gannaway, J. (2019). Beyond the either/or: Searching for relational literacy pedagogy. *English in Australia,* 54(1), 12-19. [verified 12 July 2023] https://www.aate.org.au/documents/item/2127

Graham, L. J., Tancredi, H., Willis, J. & McGraw, K. (2018). Designing out barriers to student access and participation in secondary school assessment. *Australian Educational Researcher,* 45, 103-124. https://doi.org/10.1007/s13384-018-0266-y

Halsey, J. (2018). *Independent review into regional, rural and remote education*. Department of Education, Australian Government. https://www.education.gov.au/quality-schools-package/independent-review-regional-rural-and-remote-education

Hardy, I., Ronnerman, K. & Edwards-Groves, C. (2018). Transforming professional learning: Educational action research in practice. *European Education Research Journal,* 17(3), 421-441. https://doi.org/10.1177/1474904117690409

Harlen, W. & Crick, R. D. (2003). Testing and motivation for learning. *Assessment in Education,* 10(2), 169-208. https://doi.org/10.1080/0969594032000121270

Hattie, J. (2008). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement.* London: Routledge. https://www.routledge.com/Visible-Learning-A-Synthesis-of-Over-800-Meta-Analyses-Relating-to-Achievement/Hattie/p/book/9780415476188

Hattie, J. & Timperley, H. (2007). The power of feedback. *Review of Educational Research,* 77(1), 81-112. https://doi.org/10.3102/003465430298487

Heritage, M. & Wylie, C. (2018). Reaping the benefits of assessment for learning: Achievement, identity, and equity. *ZDM Mathematics Education,* 50, 729-741. https://doi.org/10.1007/s11858-018-0943-3

Johnston, J. & McClune, W. (2000). Selection project sel 5.1. Pupil motivation and attitudes - self-esteem, locus of control, learning disposition and the impact of selection teaching and learning. In *The effects of the selective system of secondary education in Northern Ireland: Research papers* (Vol. II, pp. 1-37). Department of Education.

Jones, I. & Inglis, M. (2015). The problem of assessing problem solving: Can comparative judgement help? *Educational Studies in Mathematics,* 89, 337-355. https://doi.org/10.1007/s10649-015-9607-1

Klenowski, V. (2014). Towards fairer assessment. *Australian Educational Research,* 41, 445-470. https://doi.org/10.1007/s13384-013-0132-x

Lamb, S. & Huo, S. (2017). *Counting the costs of lost opportunity in Australian education.* Mitchell Institute, Victoria University, Australia. https://www.vu.edu.au/mitchell-institute/educational-opportunity/counting-the-costs-of-lost-opportunity-in-australian-education

Lamb, S., Huo, S., Walstab, A., Wade, A., Maire, Q., Doecke, E. & Endekov, Z. (2020). *Educational opportunity in Australia 2020: Who succeeds and who misses out.* Centre for International Research on Education Systems, Victoria University, for the Mitchell Institute: Melbourne. https://www.vu.edu.au/sites/default/files/educational-opportunity-in-australia-2020.pdf

Longobardi, C., Settanni, M., Prino, L. E., Fabris, M. A. & Marengo, D. (2019). Students' psychological adjustment in normative school transitions from kindergarten to high school: Investigating the role of teacher-student relationship quality. *Frontiers in Psychology,* 10. https://doi.org/10.3389/fpsyg.2019.01238

Lupton, R. & Hayes, D. (2018). Think tanks and the pedagogical dispositions and strategies of socially critical researchers: A case study of inequalities in schooling. *Policy Futures in Education,* 16(2), 202-216. https://doi.org/10.1177/1478210317745968

Main, S., Backhouse, M., Jackson, R. & Hill, S. (2020). Mitigating reading failure in adolescents: Outcomes of a Direct Instruction reading program in one secondary school. *Australian Journal of Language and Literacy,* 43(2), 152-166. https://doi.org/10.1007/BF03652051

MCEETYA (Ministerial Council on Education Employment Training and Youth Affairs) (2008). *Melbourne declaration on educational goals for young Australians.* https://vital.voced.edu.au/vital/access/services/Download/ngv:27124/SOURCE2

Munn, Z., Peters, M. D. J., Stern, C., Tufanaru, C., McArthur, A. & Aromataris, E. (2018). Systematic review or scoping review? Guidance for authors when choosing between a systematic or scoping review approach. *BMS Medical Research Methodology,* 18, article 143. https://doi.org/10.1186/s12874-018-0611-x

Nicol, D. J. & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: A model and seven principles of good feedback practice. *Studies in Higher Education,* 31(2), 199-218. https://doi.org/10.1080/03075070600572090

OECD (Organisation for Economic Cooperation and Development) (2012). *Equity and quality in education: Supporting disadvantaged students and schools.* OECD Publishing. https://doi.org/10.1787/9789264130852-en

OECD (Organisation for Economic Cooperation and Development) (2018). *Equity in education: Breaking down barriers to social mobility.* https://doi.org/10.1787/9789264073234-en

Perry L. B. & McConney A. (2010). School socio-economic composition and student outcomes in Australia: Implications for education policy. *Australian Journal of Education,* 54(1), 72-85. https://doi.org/10.1177/000494411005400106

Pollard, A., Triggs, P., Broadfoot, P., McNess, E. & Osborn, M. (2001). *What pupils say: Changing policy and practice in primary education.* London: Continuum. https://www.bloomsbury.com/uk/what-pupils-say-9780826450623/

Price, M., O'Donovan, B. & Rust, C. (2004). Orienting students in the assessment processes through peer review and feedback, *Assessment & Evaluation in Higher Education*, 28(2), 147-164. https://doi.org/10.1080/02602930301671

Ramsay, G. & Baker, S. (2019). Higher education and students from refugee backgrounds: A meta-scoping study. *Refugee Survey Quarterly*, 38(1), 55-82. https://doi.org/10.1093/rsq/hdy018

Rasooli, A., Zandi, H. & DeLuca, C. (2018). Re-conceptualizing classroom assessment fairness: A systematic meta-ethnography of assessment literature and beyond. *Studies in Educational Evaluation*, 56(5), 164-181. https://doi.org/10.1016/j.stueduc.2017.12.008

Reid, A. & McCallum, F. (2014). 'Becoming your best': Student perspectives on community in the pursuit of aspirations. *Australian Educational Researcher,* 41(2), 195-207. https://doi.org/10.1007/s13384-013-0133-9

Rowan, M. & Ramsay, E. (2018). Educational inequality in Tasmania: evidence and explanations. *Australian Educational Researcher,* 45(3), 277-295. https://doi.org/10.1007/s13384-018-0267-x

Sahrakhiz, S. (2018). The 'outdoor school' as a school improvement process: Empirical results from the perspective of teachers in Germany. *International Journal of Educational Reform*, 46(7), 825-837. https://doi.org/10.1080/03004279.2017.1371202

Schildkamp, K. (2019). Data-based decision-making for school improvement: Research insights and gaps. *Educational Research,* 61(3), 257-273. https://doi.org/10.1080/00131881.2019.1625716

Siegel, M. A., Menon, D., Sinha, S., Promyod, N., Wissehr, C. & Halverson, K. (2014). Equitable written assessments forEnglish language learners: How scaffolding helps. *Journal of Science Teacher Education,* 25(6), 681-708. https://doi.org/10.1007/s10972-014-9392-1

Skovholt, K. (2018). Anatomy of a teacher-student feedback encounter. *Teaching and Teacher Education,* 69, 142-153. https://doi.org/10.1016/j.tate.2017.09.012

Smith, C., Parr, N. & Muhidin, S. (2018). Mapping schools' NAPLAN results: A spatial inequality of school outcomes in Australia. *Geographical Research,* 57(2), 133-150. https://doi.org/10.1111/1745-5871.12317

Tierney, R. D. (2014). Fairness as a multifaceted quality in classroom assessment. *Studies in Educational Evaluation,* 43, 55-69. https://doi.org/10.1016/j.stueduc.2013.12.003

Van der Kleij, F., Adie, L. & Cumming, J. (2017). Using video technology to enable student voice in assessment feedback. *British Journal of Educational Technology,* 48(5), 1092-1105. https://doi.org/10.1111/bjet.12536

Westerbroek, H. B., van Rens, L., van den Berg, E. & Janssen, F. (2020). A practical approach to assessment for learning and differentiated instruction. *International Journal of Science Education, 42*(6), 955-976. https://doi.org/10.1080/09500693.2020.1744044

Wiliam, D. (2013). Assessment: The bridge between teaching and learning. *Voices from the Middle*, 21(2), 15-20. https://www.researchgate.net/publication/258423377_Assessment_The_bridge_betw een_teaching_and_learning

Wilson, R., Piccoli, A., Hargreaves, A., Ng, P. T. & Sahlberg, P. (2021). *Putting students first: Moving on from NAPLAN to a new educational assessment system.* The Gonski Institute Policy Paper #2-2021. Sydney: UNSW Gonski Institute. https://www.gie.unsw.edu.au/sites/default/files/documents/Putting%20Students%2 0First_final.pdf

Appendix A: Research studies identified for the scoping review

Authors, date, and source title	State	Cohort	Focus of study	Methods
Adie, van der Kleij & Cumming (2018), *The development and application of coding frameworks to explore dialogic feedback interactions and self-regulated learning.*	Qld	n=4 metropolitan schools; n=6 Year 9 student-teacher pairs in range of disciplines	Dialogue, feedback and self-regulatory action	Mixed method observations and analyses
Cumming, Dickson & Webster (2013), *Reasonable adjustments in assessment: Putting law and policy into practice in Australia*	National	N/A	Support provided to implement A/L to diverse student cohort	Analysis of legislation and practice
Cumming & van der Kleij (2016), *Effective enactment of assessment for learning and student diversity in Australia*	Qld	Principals & staff; n=3 schools; special and inclusive education; n=3 students with learning disabilities	A/L policies, resources and support connected to teacher skills	Semi-structured interviews, observations and reviews of students working independently
Fenwick (2011) *Curriculum reform and reproducing inequality in upper-secondary education*	NT and SA	Senior secondary students	Access, curriculum and assessment impact on at risk students	Document Analysis
Graham, Tancredi, Willis, & McGraw (2018), *Designing out barriers to student access and participation in secondary school assessment*	Qld	Secondary English students	Equity in English classroom practice	Document Analysis

Authors, date, and source title	State	Cohort	Focus of study	Methods
Klenowski (2014), *Towards fairer assessment*	NSW	Indigenous students	Data use and management, professional learning, curriculum, PLPs assessment, and fairness	Mixed methods analysis of program evaluation findings
Van der Kleij, Adie & Cumming (2017), *Using video technology to enable student voice in assessment feedback*	Qld	Year 9 diverse student cohort, n=6 student-teacher pairs	Assessment, feedback and technology	Video stimulated recall of video recorded one-to-one teacher-student feedback conversation

Appendix B: Search terms

- Indigenous, assessment for learning and Australia;
- Indigenous, assessment for learning and disadvantage;
- Indigenous and assessment;
- disability, assessment for learning and Australia;
- disability and assessment;
- equity, assessment for learning and Australia
- remote, assessment and Australia;
- rural education and at risk;
- rural education and assessment;
- remote education and at risk;
- out of home care, assessment for learning and Australia;
- student disadvantage, assessment for learning and Australia;
- fairer assessment, disadvantaged secondary schools and Australia;
- fairness, assessment for learning and Australia;
- assessment and socio-economic status and Australia;
- at risk, assessment for learning and Australia;
- student equity and assessment;
- ESL and assessment;
- learning outcomes, secondary school and Australia;
- peer learning, secondary school and Australia;
- self-assessment, secondary school and Australia;
- feedback, secondary school and Australia;
- success criteria, secondary school and Australia;
- classroom assessment and disadvantaged schools.

Dr Dennis Alonzo is Senior Lecturer in Assessment, Evaluation and Teacher Education, School of Education, University of New South Wales Sydney, Australia. He researches the intersections of curriculum, assessment, equity, evaluation of educational programs, and teacher education and development. He works with educational systems and schools nationally and internationally to lead their assessment reforms focused on articulating policies, developing assessment resources, implementing professional development, and changing teachers' beliefs and practices.
ORCID: https://orcid.org/0000-0001-8900-497X
Email: d.alonzo@unsw.edu.au

Dr Sally Baker formally at the University of New South Wales, is currently an Associate Professor of Migration and Education at the Australian National University. Sally's research interests centre on policy and practice related to language and literacies, particularly students' academic reading and writing 'in transition', students from refugee backgrounds, and broader issues of equity in higher education. Sally is founder and a Co-chair of the Australian Refugee Education Special Interest Group.
ORCID: https://orcid.org/0000-0001-9143-5816
Email: sally.baker@anu.edu.au

Dr Sally Knipe is an Associate Professor (Education) at Charles Darwin University, Northern Territory, Australia. Sally is an experienced teacher and academic with an extensive background in the leadership and development of teacher education programs, which includes working as a national assessor of initial teacher education programs. Sally has published several articles in the areas of teacher education as well as in the use of existing data.
ORCID: https://orcid.org/0000-0001-6273-4331
Email: sally.knipe@cdu.edu.au

Dr Christine Bottrell is currently with REDthread Research, Australia. She partners with communities and service providers to problem pose, designs collaborative approaches within identified contexts - community and corporate, builds sustainable practice, develops and conducts social and education research and evaluation, and designs and facilitates corporate learning and development, curriculum development, and strategic planning.
ORCID: https://orcid.org/0000-0002-4023-6582
Email: cebottrell@gmail.com