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Keeping learning on track. Formative assessment and the regulation of learning; Pt. 1.

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Summary: Describes a 10-year study, to find out if using assessment to support learning, rather than just to measure its results, can improve students' achievement, even when such achievement is measured in the form of state-mandated tests. In reviewing 250 studies from around the world, published between 1987 and 1998, results are that a focus by teachers on assessment for learning, as opposed to assessment of learning, produced a substantial increase in students' achievement.

Classification: D66 C76

Keywords: assessment; feedback; teaching-learning processes; educational research