

## Research on Assessment

- **The most powerful single modification that enhances achievement is feedback. The simplest prescription for improving education must be "dollops of feedback".**

*MAXIMUM POTENTIAL GAIN UP TO 35%*

Hattie, J.A. (1992). Measuring the effects of schooling. *Australian Journal of Education*, 36(1), 5-13

**TESTS FOR HIGHER STANDARDS**, through Survey Exit tests and subtests, grade level tests, and other benchmark and snapshot tests developed with items from the item bank, provide “dollops of feedback” that is based squarely on the State’s standards and only on the State’s standards.

- **Students need assessments that will tell them what they are doing is correct and what is incorrect. They need to know how to correct the performance and work on it until they do.**

*MAXIMUM POTENTIAL GAIN UP TO 30%*

Lysakowski, R.S. and Walberg, H.J. (1981). Classroom reinforcement in relation to learning: A quantitative analysis. *Journal of Educational Research*, 75, 69-77.

Lysakowski, R.S. and Walberg, H.J. (1982). Instructional effect of cues, participation, and corrective feedback: A quantitative synthesis. *American Educational Research Journal*, 19(4), 559-578

Bangert-Downs, R.L., Kulik, C.C., Kulik, J.A., & Morgan, M. (1991). The instructional effects of feedback in test-like events. *Review of Educational Research*, 61(2), 213-238

**TESTS FOR HIGHER STANDARDS** provide diagnostic data so that the student and teacher will know specifically what needs correcting and the related assessment tools to determine the performance in question is correct. The feedback needs to be standards specific to maximize student gains.

- **Assessment results need to be immediate. The greater the delay the less impact there is on achievement.**

*MAXIMUM POTENTIAL GAIN UP TO 20%*

Bangert-Downs, R.L., Kulik, C.C., Kulik, J.A., & Morgan, M. (1991). The instructional effects of feedback in test-like events. *Review of Educational Research*, 61(2), 213-238.

**TESTS FOR HIGHER STANDARDS** provide assessments that allow for immediate feedback. There are several ways for this to happen depending on the scoring technique the teachers opt to employ: hand scoring, Scantron, online, student scoring, etc.

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- **Corrections should be specific to the task/objective.**

Crooks, T.J. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58(4), 438-481.

**TESTS FOR HIGHER STANDARDS** identify the specific standard that each and every test item measures. The standard is coded next to every item on each and every TfHS test. This better enables the teacher to assist the student in making specific corrections of specific, individual standards.

- **Students could use TfHS's Classroom Matrix and My Achievement to know and evaluate their progress.**

Trammel, D.L., Schloss, P.J., Alper, S. (1994). Using self-recording and graphing to increase completion of homework assignments. *Journal of Learning Disabilities*, 27(2), 75-81.

**TESTS FOR HIGHER STANDARDS** offer the student a means of mapping and/or seeing their own progress. Each and every TfHS test has an individual student response sheet that indicates the level of student achievement. For ongoing assessments, like student achievement booklets/minitests, there is an individual record of the student's performance, **My Achievement**, on each and every grade level standard. For grade level pre-post tests and simulation tests, there is an individual student profile and related **Classroom Matrix** that demonstrates what the student knows and the related ongoing progress or lack thereof.

*For more information on this topic that is in summary form, you might want to obtain the following ASCD publication:*

CLASSROOM INSTRUCTION THAT WORKS  
Research-Based Strategies for Increasing Student Achievement  
Robert J. Marzano, Debra J. Pickering, and Jane E. Pollock