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%**


**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%**


**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%**


**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.
Research on Assessment

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


**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.**


**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