

New Study on Impact (September 2001)

Dylan Wiliam (of Black and Wiliam fame) has completed a new study of the impact of high quality, student-involved classroom assessment on student achievement. In this carefully controlled study, students whose teachers used student-involvement techniques showed a huge difference on standardized test scores—equivalent to raising performance from the 25th to the 60th percentile. If raising test scores is the priority, the way to do it is student-involvement, not teaching to the test. (Dylan Wiliam and Clare Lee, King's college London, dylan.wiliam@kcl.ac.uk)

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