

***Research on Classroom Assessment*** (May 2002)

By Judy Arter

We are routinely asked for research on the impact of classroom assessment in addition to the Black and Wiliam (1998) work which synthesized the results of some 40 studies from around the world. So here are some additional references.

Patricia G. Avery and Elisabeth Palmer (2001). *Developing Authentic Instruction and Assessment to Promote Authentic Student Performance*. Paper presented at American Educational Research Association meeting, Seattle, 2001.

Only practicing to develop more thought provoking assessment tasks is not enough to change instruction or student achievement.

Donna Beardon (2002). Math Learning Community Project. Insights, Vol 2.4, Dallas Independent School Distirct.

Schools in the math learning community project had greater gains on the the TAAS or Stanford 9 math subtest than comparison schools with similar pre-scores.

Benjamin S. Bloom (1984). *The Search for Methods of Group Instruction as Effective as One-to-One Tutoring*. **Educational Leadership**, May 1984, pp. 4-17.

A summary of research on standard whole-class instruction versus mastery learning and one-on-one tutoring. Both of the latter used classroom assessment extensively as a key part of instruction. There were large achievement differences favoring the two latter approaches.

Terry Crooks (1988). The impact of evaluation processes on students. *Educational Psychologist*, 22(2): 155-175.

Found the same impact as the later Black and Wiliam study.

Lynn S. Fuchs, Douglas Fuchs, Kathy Karns, Carol L. Hamlett, & Michelle Kataroff (1999). *Mathematics Performance Assessment in the Classroom: Effects on Teacher Planning and Student Problem Solving*. **American Educational Research Journal**, **36(3)**:609-646.

Students performed better on problem solving tasks when they had teachers who (a) received training on use of performance assessments in math, and (b) were given time to analyze student work and discuss instructional strategies.

Karen Moni, Christina E. van Kraayenoord, and Carolyn D. Baker (2001). *An Investigation of Discourses of Classroom-Based Literacy Assessment in Two First Year High School English Class-rooms*. Paper presented at American Educational Research Association meeting, Seattle, 2001. E-mail address: [k.moni@mailbox.uq.edu.au](mailto:k.moni@mailbox.uq.edu.au)

Studied the impact of classroom assessment on student motivation.

Michael C. Rodriquez (2000). *Linking Classroom Assessment Practices to Large-Scale Test Performance*. Paper presented at American Educational Research Association meeting, New Orleans, 2000.

“Teacher assessment practices had significant relationships to classroom performance”  
(p. 2)

John A. Ross, Carol Rolheiser, and Anne Hogaboam-Gray (1999). *Effects of Self-Evaluation Training on Narrative Writing*. **Assessing Writing**, 6(1): 107-132.

Treatment group students became more accurate in their self-evaluations than controls.  
Treatment students also outperformed controls on narrative writing.

Allison M Ryan and Helen Patrick (2001). *The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement During Middle School*. **American Educational research Journal**, 38(2): 437-460.

“Being in an environment where students' ideas and efforts are respected, with minimal threat of being embarrassed or teased, boosts students' confidence in their ability to learn... When students felt that their actions would be compared directly to others in the class, they expressed less confidence...” (p. 455).

Lorrie A. Shepard (2000). *The Role of Assessment in a Learning Culture*. **Educational Researcher** 29(7): 4-14.

An historical view and review of the literature on the uses of assessment that best promote student learning.

Dylan Wiliam and Clare Lee (2001). *Teachers Developing Assessment for Learning: Impact on Student Achievement*. Paper presented at the British Educational Research Association meeting, University of Leeds, September 2001. E-mail: [Dylan.wiliam@kcl.ac.uk](mailto:Dylan.wiliam@kcl.ac.uk).

Effect size of .27 in secondary classrooms where teachers made time to develop formative assessment strategies.