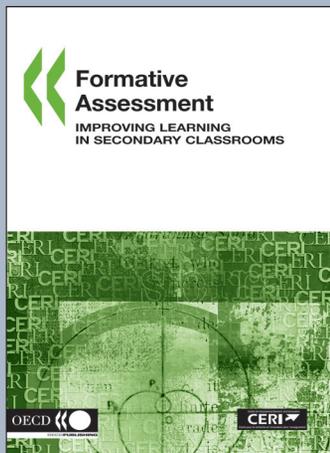


FORMATIVE ASSESSMENT is one of the most effective strategies for promoting high performance in schools.



Publication date: February 2005

ISBN: 92-64-00739-3

Price: €43/£29

Pages: 280

Formative Assessment

IMPROVING LEARNING IN SECONDARY CLASSROOMS

Formative assessment – the frequent assessments of student progress to identify learning needs and shape teaching – has become a prominent issue in education reform. The achievement gains associated with formative assessment have been described as “among the largest ever reported for educational interventions”. While many teachers incorporate aspects of formative assessment into their teaching, it is much less common to find formative assessment practised systematically.

This study features exemplary cases from secondary schools in Canada, Denmark, England, Finland, Italy, New Zealand, Queensland in Australia, and Scotland; international literature reviews; and policy analysis. It shows how formative assessment can be put into practice in schools and classrooms and suggests how policies can support this direction for educational improvement. *Formative Assessment: Improving Learning in Secondary Classrooms* will be of particular interest to policy-makers, teachers and students.

CONTENTS

Thematic Discussion

- The Case for Formative Assessment
- Policy Frameworks
- The Elements of Formative Assessment
- Formative Assessment in Practice
- Benefits and Barriers
- Policy Implications

Country Case Studies

International Literature Reviews

- > HIGHER LEVELS of student achievement and greater equity of student outcomes are among the goals promoted by formative assessment.
- > TEACHERS who use formative assessment systematically make fundamental changes: in their interactions with students, the way they set up learning situations and guide students toward learning goals, even how they think about student success.
- > WITH FORMATIVE assessment, teachers guide students toward the development of their own “learning to learn” skills.



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