



Key Ideas from Theory and Research

Standard 5: Assessment is Integrated into Instruction

*Directions: Read the excerpts from the research base for Standard 5.
As you read, highlight key words and phrases.*

- Regular assessment (two to five times per week), with follow-up action, produces a substantial increase in student learning (e.g., Fuchs & Fuchs, 1986).
- Formative assessment, when effectively implemented, can impact student achievement as much or more than any other instructional intervention (e.g., Black & Wiliam, 1998; Hattie, 1999; Hattie & Timperley, 2007).
- Assessment “should focus on making students’ thinking visible to both their teachers and themselves so that instructional strategies can be selected to support an appropriate course for future learning” (National Research Council, 2001, p. 4).
- Feedback to students that is descriptive and evaluative and engages students in mindful activity – in contrast to feedback that gives current achievement – has the greatest benefit in student achievement (Kluger & DeNisi, 1996; Tunstall & Gipps, 1996; Shute, 2008).

STANDARD 5

MODULE