

"Effective feedback tends to encourage and support further effort." (Education Endowment Foundation)

"Retrieval practice occurring during tests can greatly enhance retention of the retrieved information (relative to no testing or even restudying)." (Roediger, Putnam & Smith).

"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor." (Dylan William)

"The shorter the time interval between eliciting the evidence, and using it to improve instruction, the bigger the likely impact on learning." (Dylan William)

Low-Stakes Testing **Relevant Research**

"Performance today does not necessarily translate into the type of learning that will be evident tomorrow." (Soderstrom & Bjork).

"Testing (or practising retrieval from memory) boosts learning in various ways, such as improved memory of the tested information and transfer of learning to new situations." (Kang).

"We must know what we want to measure and why, in order to select the right tool to achieve our purpose." (Evidence-based Education).

Useful Websites:

- www.educationendowmentfoundation.org.uk
- www.learningscientists.org
- Youtube: search Dylan William AFL

Strengths

(of low-stakes assessment IN YOUR PRACTICE)

Weaknesses

(of low-stakes assessment IN YOUR PRACTICE)

Low-Stakes Assessment

Definition:

Opportunities

(for utilising low-stakes assessment)

Barriers to Implementation

(in your classroom/department/context)