

As a result of such processes, students will develop a “nose for quality” (Claxton 1995) that they will then be able to use in monitoring the quality of their own work.

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- The answer to this question is ... Can you find a way to work it out?

It can also identify where students might use and extend

have given. Furthermore, the research shows that the person providing the feedback benefits just as much as the recipient because she or he is forced to internalize the learning intentions and success criteria in the context of someone else's work, which is less emotionally charged than doing it in the context of one's own work.

Conclusion

The available research evidence suggests that considerable enhancements in student achievement are possible when teachers use assessment, minute-by-minute and day-by-day, to adjust their instruction to meet their students' learning needs. However, it is also clear that making such changes is much more than just adding a few routines to one's normal practice. It involves a change of focus from what the teacher is putting into the process and to what the learner is getting out of it, and the radical nature of the changes means that the support of colleagues is essential. Nevertheless, our experiences to date suggest that the investment of effort in these changes is amply rewarded. Students are more engaged in class, achieve higher standards, and teachers find their work more professionally fulfilling. As one teacher said, "I'm not babysitting any more."

By Dylan Wiliam
Judith Reed, Series Editor

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