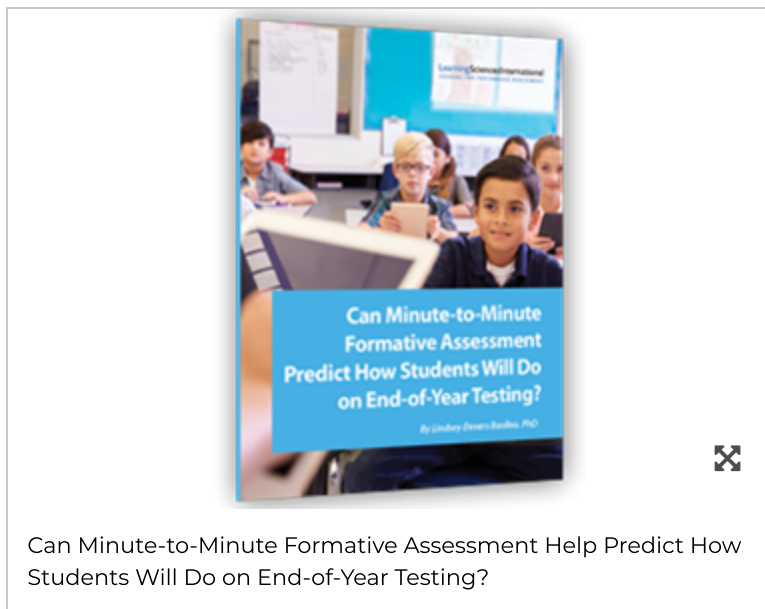


Learning Sciences International Releases New Research Report: Formative Assessment May Help Teachers Predict Summative Scores

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Learning Sciences International

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West Palm Beach, Florida (PRWEB) November 01, 2016 -- Learning Sciences International recently released the results of a study its research team conducted at a Florida elementary school throughout the 2015–16 school year. The goal was to determine whether or not students' day-to-day performance on standards-based instruction can help teachers predict performance on summative exams, and the findings are published in a research report, "Can Minute-to-Minute Formative Assessment Help Predict How Students Will Do on End-of-Year Testing?"

This study helps to establish even more evidence that formative assessment can improve student outcomes.

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Students benefit with a combination of formative and summative assessment; however, problems arise when teachers find out too late whether or not an alignment between the two is intact, making it critical to have a process for predicting outcomes.

Teachers in six classrooms, producing more than 540 assessment scores, used the LSI Standards Tracker software platform to quickly collect student evidence during instruction and determine which students had met standards-based criteria on each performance assessment. Comparing the results, the researchers found a positive link between Tracker scores and end-of-year assessment scores.

“This study helps to establish even more evidence that formative assessment can improve student outcomes,” says Dr. Lindsey Devers Basileo, Learning Sciences Senior Research Analyst, adding that the study proved valuable for teachers in their professional growth. “The comparison helped them understand when they were overestimating or underestimating student performance on standards.”

Learning Sciences International has made the LSI Standards Tracker available to schools and districts throughout the United States. Pre-populated with state standards for math and English language arts, teachers use this tool to monitor learning, conduct minute-to-minute classroom formative assessment, and keep students on track for success with summative assessments.

Learning Sciences International, a leading provider of professional development and performance management in education, combines research-based instructional strategies, evaluation models, and classroom

monitoring techniques with advanced web-based technology to foster meaningful growth in educators and leadership. Founded by former university faculty members and researchers, the company supports schools and educational initiatives in 11 countries and serves 311,000 teachers and more than 4 million students in the United States.

Anyone interested in learning more about the study may download the report from the Learning Sciences website.

Maia Appleby, Learning Sciences International,
<http://learningsciences.com>, +1 717.845.6300 Ext: 156,
mappleby@learningsciences.com