USC Center for Excellence in Teaching

# Formative assessment

## WHAT IS THIS RESOURCE?

A selection of literature resources discussing the impacts of formative assessment on student learning.

**Dunlosky, J., Rawson, K., Marsh, E., Nathan, M., & Willingham, D. (2013). Improving Students’ Learning With Effective Learning Techniques: Promising Directions From Cognitive and Educational Psychology. *Psychological Science in the Public Interest : a Journal of the American Psychological Society, 14*(1), 4–58.**[**https://doi.org/10.1177/1529100612453266**](https://doi.org/10.1177/1529100612453266)

See section titled “Practice testing” for literature review.

**Hattie, J. (2009). *Visible learning : a synthesis of over 800 meta-analyses relating to achievement*(pp. 185-6). London: Routledge.**

Planned, frequent, deliberate practice by students improves learning.

**Roediger, H., & Karpicke, J. (2006). The Power of Testing Memory: Basic Research and Implications for Educational Practice. *Perspectives on Psychological Science, 1*(3), 181–210.**[**https://doi.org/10.1111/j.1745-6916.2006.00012.x**](https://doi.org/10.1111/j.1745-6916.2006.00012.x)

A review of research literature on the learning benefits from testing (formative evaluation)