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New Assessments, Better Instruction?: Designing Assessment Systems to Promote Instructional Improvement

Susannah Faxon-Mills, Laura S. Hamilton, Mollie Rudnick, Brian M. Stecher

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This report reviews the literature on how assessment affects teaching practice and the conditions that moderate that relationship. The authors identify a wide variety of effects that testing might have on teachers' activities in the classroom and a number of conditions that affect the impact that assessment may have on practice.

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