

Table 1.1: Reviews of Research on Feedback and Other Aspects of Formative Assessment

Study	Focus
Fuchs and Fuchs (1986)	Formative assessment, focusing on students with special educational needs (21 studies)
Natriello (1987)	Formative and summative assessment procedures and their impact on students (91 studies)
Crooks (1988)	Classroom assessment practices and their impact on students (241 studies)
Bangert-Drowns, Kulik, Kulik, and Morgan (1991)	Feedback in “test-like” events such as end-of-chapter quizzes (40 studies)
Dempster (1991, 1992)	Classroom tests and reviews (56 studies) and issues of implementation
Elshout-Mohr (1994)	Feedback in self-directed learning (including studies published only in Dutch)
Kluger and DeNisi (1996)	Feedback in schools, colleges, and workplaces (131 studies)
Black and Wiliam (1998a)	Formative assessment in K–12 education
Nyquist (2003)	Feedback and other aspects of formative assessment with college-age students (187 studies)
Brookhart (2004)	Review of formative assessment and other aspects of classroom assessment
Allal and Lopez (2005)	Review of research studies on formative assessment published only in French
Köller (2005)	Review of research studies on formative assessment published only in German
Brookhart (2007)	Expanded review of formative assessment and other aspects of classroom assessment
Wiliam (2007b)	Review of studies on formative assessment in mathematics education
Hattie and Timperley (2007)	Extended review of research on feedback
Shute (2008)	Review of research specifically focused on intelligent tutoring systems
Andrade and Cizek (2010)	Handbook of research on formative assessment
McMillan (2013)	Handbook of research on classroom assessment