**Introduction**

Research suggests that quality formative assessment in the classroom can improve student achievement.

This study examines the impact of Classroom Assessment for Student Learning (CASL).

CASL is a widely used professional development program in classroom and formative assessment published by the Assessment Training Institute of Pearson Education.

Despite CASL’s wide use, there is no direct causal evidence supporting its effectiveness in improving student achievement and teacher outcomes.

**Research Questions**

1. Does CASL have a significant impact on 4th and 5th grade student mathematics achievement?
2. Does CASL have a significant impact on teacher knowledge of classroom assessment?
3. Does CASL have a significant impact on the quality of classroom assessment practices?
4. Does CASL have a significant impact on the extent to which teachers involve their students in classroom assessment?

**Sample**

- 67 schools from 32 districts participated
- 33 schools randomly assigned to intervention group (CASL)
- 34 schools randomly assigned to control group (business as usual)

- Sample included 409 teachers (178 intervention; 231 control) and 9,960 students (4,420 intervention; 5,176 control)

**Intervention**

- CASL designed to be implemented without an external facilitator
- Intervention group teachers received complete set of CASL professional materials in November 2007
  - Facilitation handbook (Chappuis, 2007)
  - CASL textbooks (Stiggins et al., 2004)
  - DVD sets
  - Ancillary books
- Intervention group teachers implemented CASL without any involvement of, or requirements from, the research team
- Intervention teachers studied CASL materials during the 2007-2008 school year
- Intervention teachers implemented CASL in their classrooms during the 2008-2009 school year

**Attrition**

- Attrition for student achievement outcome within acceptable levels (What Works Clearinghouse, 2008; Figures 1 & 2)
- All schools randomly assigned were included in student achievement impact analysis sample

**Results**

The final report for this study is currently under review by the IES Standards and Review Office. Release of the final report is expected in late March or early April.

**Limitations**

Results generalize only to implementation of CASL with similar degrees of intensity.

Results only generalize to the voluntary sample.

Results only generalize to Grade 4 and 5 math achievement measured by Colorado state test.

Results do not generalize to formative assessment practices in general.

**References**


**Student and Teacher Impacts of Professional Development in Classroom Assessment for Student Learning**

Bruce Randel, Andrea Beesley, Tedra Clark, Xin Wang

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