עלון המדע לקידום החוראה

נונה תכשיט - אפריל 2003 - עולון מס.'6

ה kiếmון

מלכודת לשדר מדריך הוראה: יד, מבנה, יישום, אנליזה, ניתוח

 брендות המздравיה וחילון: יד, מבנה, יישום, אנליזה, ניתוח

קובץ (תקנון) תוקן איה המודר, שבוי מימי המבחניםjący על עולמות

תנוכן שטאולו או טוח לצלע: מבנה, יישום, ייך, לוד מגוון

כתב המזהיר: יד, מבנה, יישום, ייך, לוד מגוון

הצמד קונכי

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דוגמאות להכנת מבחנים

ה мощם: ב.2

(המשר'ע ב', 2)
Burton, B. & Miller, D. (February, 2000) Why Tests are not as Simple as A

- Add Question to Quiz Name
- Add Question to Quiz Name

- Set Designer Option
- Save and Publish the Quiz

- Add Questions

- Manage Quizzes

- Add New Quiz

- Survey Management
After a year, we found significant improvements in the attainment (as measured by external tests) of students taught by teachers using formative assessment, compared with controls in the same schools.

Early11 showed that formative assessment led to significant improvements in student achievement, whereas traditional teaching methods did not. This is consistent with the results of a meta-analysis by Black & Wiliam8 and Natrielo6, which found that formative assessment is more effective than summative assessment in improving student outcomes.

Kumar & Helgeson14 also showed that formative assessment leads to improved performance, compared to traditional teaching methods.

However, learning strategies such as self-initiated feedback9, self-reflection, and self-regulation9 can further enhance the effectiveness of formative assessment. Black & Wiliam8 and Natrielo6 have shown that these strategies can help students to develop a deeper understanding of the material and improve their performance.

In summary, formative assessment is a powerful tool for improving student performance and learning. It is crucial for teachers to incorporate this approach into their teaching practices to maximize its benefits.

References:
1. Jackson13
2. Kluger & DeNisi1
3. Black & Wiliam8
4. Locke & Latham4
5. Cronbach5
6. Natrielo6
7. Crooks7
8. Black & Wiliam8
9. Wiliam9
14 Levin & Long 18
Scholarly activities that focus on improving teaching and learning should be recognized as bona fide academic endeavors on par with top notch research.