



Rethinking the Use of Tests: A Meta-Analysis of Practice Testing

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The testing effect is a well-known concept referring to gains in learning and retention that can occur when students take a practice test on studied material before taking a final test on the same material. Research demonstrates that students who take practice tests often outperform students in nontesting learning conditions such as restudying, practice, filler activities, or no presentation of the material. However, evidence-based meta-analysis is needed to develop a comprehensive understanding of the conditions under which practice tests enhance or inhibit learning. This meta-analysis fills this gap by examining the effects of practice tests versus nontesting learning conditions. Results reveal that practice tests are more beneficial for learning than restudying and all other comparison conditions. Mean effect sizes were moderated by the features of practice tests, participant and study characteristics, outcome constructs, and methodological features of the studies. Findings may guide the use of practice tests to advance student learning, and inform students, teachers, researchers, and policymakers. This article concludes with the theoretical and practical implications of the meta-analysis.

KEYWORDS: practice test, testing effect, retrieval practice, meta-analysis, systematic review

Johnny comes home from school exhausted. He's scheduled to take five tests within the next few days (American literature, C++ programming, U.S. and Global Economics, Calculus, and Forensic Science), and results will determine whether he can graduate. Despite spending hours each night preparing for exams, he becomes overwhelmed grappling with complex topics. "Why do we have tests?" Johnny exclaims to his parents. "How do I study for these tests? I don't know!" Johnny's parents notice his frustration and are concerned that he's considering dropping out of high school, since he struggled to make it to Grade 12.

Rethinking The Use Of Tests A Meta Analysis Of Practice

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Rethinking The Use Of Tests A Meta Analysis Of Practice:

High Leverage Practices for Inclusive Classrooms James McLeskey, Lawrence Maheady, Bonnie Billingsley, Mary T. Brownell, Timothy J. Lewis, 2022-03-30 *High Leverage Practices for Inclusive Classrooms* Second Edition offers a set of practices that are integral to the support of student learning and that can be systematically taught learned and implemented by those entering the teaching profession In this second edition chapters have been fully updated to reflect changes in the field since its original publication and feature all new examples illustrating the use of HLPs and incorporating culturally responsive practices Focused primarily on Tiers 1 and 2 or work that mostly occurs with students with mild to moderate disabilities in general education classrooms this powerful research based resource provides rich practical information highly suitable for teachers and additionally useful for teacher educators and teacher preparation programs [The College Classroom Assessment Compendium](#) Jay Parkes, Dawn Zimmaro, 2017-12-06 *The College Classroom Assessment Compendium* provides new and seasoned instructors with comprehensive strategies perspectives and solutions for the daily challenges and issues involved in student assessment Composed of cross referenced research based entries organized for effective and immediate access this book provides systematic explanations of assessment policies and practices including guidelines for classroom implementation Situated beyond the techniques covered in most instructor training and preparation these practical entries draw from a variety of disciplines and offer an invaluable reference for college instructors interested in developing coherent reliable classroom assessment climates ***The Oxford Handbook of Stress and Mental Health*** Kate L. Harkness, Elizabeth P. Hayden, 2020 This handbook is currently in development with individual articles publishing online in advance of print publication At this time we cannot add information about unpublished articles in this handbook however the table of contents will continue to grow as additional articles pass through the review process and are added to the site Please note that the online publication date for this handbook is the date that the first article in the title was published online *Contemporary Public Health* James W. Holsinger Jr., F. Douglas Scutchfield, 2021-07-27 Public health refers to the management and prevention of disease within a population by promoting healthy behaviors and environments in an effort to create a higher standard of living In this comprehensive volume editors James W Holsinger Jr and F Douglas Scutchfield and an esteemed group of scholars and practitioners offer a concise overview of this burgeoning field emphasizing that the need for effective services has never been greater Designed as a supplemental text for introductory courses in public health practice at the undergraduate and graduate levels *Contemporary Public Health* provides historical background that contextualizes the current state of the field and explores the major issues practitioners face today It addresses essential topics such as the social and ecological determinants of health and their impact on practice marginalized populations the role of community oriented primary care accreditation and the organizational landscape of the American public health system Finally it examines the opioid epidemic the impact of pandemics including COVID 19 and international

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American Journal of Public Health, 2005-07

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