

Seznam použité literatury

- Agarwal, P. K., D'Antonio, L., Roediger III, H. L., McDermott, K. B., & McDaniel, M. A. (2014). Classroom-based programs of retrieval practice reduce middle school and high school students' test anxiety. *Journal of Applied Research in Memory and Cognition*, 3(3), 131–139. doi:10.1016/j.jarmac.2014.07.002
- Alderson, J. (Writer), & J. Chard (Director). (2007). *Formative assessment and personalised learning- secondary* [Video]. In Available, Light (Producer). London, UK: Teachers' TV.
- Allal, L., & Lopez, L. M. (2005). Formative assessment of learning: A review of publications in French. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms* (pp. 241–264). Paris, France: Organisation for Economic Co-operation and Development.
- Anderson, J. R., Reder, L. M., & Simon, H. A. (1996). Situated learning and education. *Educational Researcher*, 25(4), 5–11.
- Andrade, H. G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5), 13–18.
- Andrade, H. L., & Cizek, G. J. (Eds.). (2010). *Handbook of formative assessment*. New York, NY: Taylor & Francis.
- Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the effects of stereotype threat on African American college students by shaping theories of intelligence. *Journal of Experimental Social Psychology*, 38(2), 113–125.
- Arter, J. A., & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.
- Bandura, A. (1977). Self-efficacy: Towards a unifying theory of behavioral change. *Psychological Review*, 84(2), 191–215.
- Bangert-Drowns, R. L., Kulik, C.-L. C., Kulik, J. A., & Morgan, M. (1991). The instructional effect of feedback in test-like events. *Review of Educational Research*, 61(2), 213–238.
- Barkat, J. C. G. (2014). *Handing over the baton: An intervention study looking at improving students' motivational attitudes towards taking greater ownership of their learning at KS4* (Unpublished doctoral dissertation). Institute of Education, University of London, London, UK.

- Barry, D., & Wiliam, D. (Writers) & E. Hardy (Director). (2010). The classroom experiment (part 2) [TV]. In D. Barry (Producer), *The classroom experiment*. London, England: BBC TV.
- Berliner, D. C. (1994). Expertise: The wonder of exemplary performances. In J. N. Mangieri & C. C. Block (Eds.), *Creating powerful thinking in teachers and students: Diverse perspectives* (pp. 161–186). Fort Worth, TX: Harcourt Brace College.
- Biggs, J. B., & Collis, K. F. (1982). *Evaluating the quality of learning: The SOLO taxonomy (structure of the observed learning outcome)*. London, UK: Academic Press.
- Bjork, R. A., & Richardson-Klavehn, A. (1989). On the puzzling relationship between environment context and human memory. In C. Izawa (Ed.), *Current issues in cognitive processes: The Tulane Flowerree Symposium on Cognition* (pp. 313–344). Hillsdale, NJ: Erlbaum.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Buckingham, UK: Open University Press.
- Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2004). Working inside the black box: Assessment for learning in the classroom. *Phi Delta Kappan*, 86(1), 8–21.
- Black, P. J., & Wiliam, D. (1998a). Assessment and classroom learning. *Assessment in Education: Principles, Policy and Practice*, 5(1), 7–74.
- Black, P. J., & Wiliam, D. (1998b). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139–148.
- Black, P. J., & Wiliam, D. (2009). Developing the theory of formative assessment. *Educational Assessment, Evaluation and Accountability*, 21(1), 5–31.
- Blackwell, L. S., Dweck, C. S., & Trzesniewski, K. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), 246–263.
- Blanchard, K. H. (2009, August 17). *Feedback is the breakfast of champions*. Retrieved January 17, 2015, from <http://howwelead.org/2009/08/17/feedback-is-thebreakfast-of-champions/>
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals: Handbook 1. Cognitive domain*. New York, NY: Longman.
- Bloom, B. S. (1984). The search for methods of instruction as effective as one-to-one tutoring. *Educational Leadership*, 41(8), 4–17.
- Boekaerts, M. (1996). Self-regulated learning at the junction of cognition and motivation. *European Psychologist*, 1(2), 100–112.
- Boekaerts, M. (2006). Self-regulation and effort investment. In K. A. Renninger, I. E. Sigel, & R. M. Lerner (Eds.), *Handbook of child psychology: Vol. 4. Child psychology in practice* (6th ed., pp. 345–377). Hoboken, NJ: Wiley.
- Boekaerts, M., Maes, S., & Karoly, P. (2005). Self-regulation across domains of applied psychology: Is there an emerging consensus? *Applied Psychology: An International Review*, 54(2), 149–154.

- Clarke, S. (2005). *Formative assessment in the secondary classroom*. London, UK: Hodder & Stoughton.
- Claxton, G. L. (1995). What kind of learning does self-assessment drive? Developing a "nose" for quality: Comments on Klenowski. *Assessment in Education: Principles, Policy and Practice*, 2(3), 339–343.
- Clifford, M. M. (1988). Failure tolerance and academic risk-taking in ten- to twelve-year-old students. *British Journal of Educational Psychology*, 58(1), 15–27. doi:10.1111/j.2044-8279.1988.tb00875.x
- Cohen, J. (1988). *Statistical power analysis for the behavioral sciences* (2nd ed.). Hillsdale, NJ: Erlbaum.
- Condry, J., & Chambers, J. (1978). Intrinsic motivation and the process of learning. In M. R. Lepper & D. Greene (Eds.), *The hidden costs of rewards: New perspectives on the psychology of human motivation* (pp. 61–84). Hillsdale, NJ: Erlbaum.
- Corcoran, T., Mosher, F. A., & Rogat, A. (2009). *Learning progressions in science: An evidence-based approach to reform* (Vol. RR-63). Philadelphia: University of Pennsylvania Consortium for Policy Research in Education.
- Covey, S. R. (1989). *The seven habits of highly effective people: Restoring the character ethic*. New York, NY: Simon & Schuster.
- Crooks, T. J. (1988). The impact of classroom evaluation practices on students. *Review of Educational Research*, 58(4), 438–481.
- Daro, P., Mosher, F. A., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction*. Philadelphia, PA: Centre for Policy Research in Education.
- Davis, B. (1997). Listening for differences: An evolving conception of mathematics teaching. *Journal for Research in Mathematics Education*, 28(3), 355–376.
- Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior*. New York, NY: Plenum Press.
- Deci, E. L., & Ryan, R. M. (1994). Promoting self-determined education. *Scandinavian Journal of Educational Research*, 38(1), 3–14.
- Deevers, M. (2006). *Linking classroom assessment practices with student motivation in mathematics*. Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, CA.
- Dempster, F. N. (1991). Synthesis of research on reviews and tests. *Educational Leadership*, 48(7), 71–76.
- Dempster, F. N. (1992). Using tests to promote learning: A neglected classroom resource. *Journal of Research and Development in Education*, 25(4), 213–217.
- Denvir, B., & Brown, M. L. (1986). Understanding of number concepts in low-attaining 7–9 year olds: Part 1. Development of descriptive framework and diagnostic instrument. *Educational Studies in Mathematics*, 17(1), 15–36.
- Dillon, J. T. (1988). *Questioning and teaching: A manual of practice*. London, UK: Croom Helm.

- Driver, R., & Easley, J. (1978). Pupils and paradigms: A review of literature related to concept development in adolescent science students. *Studies in Science Education*, 5(1), 61–84. doi: 10.1080/03057267808559857
- Duffy, C. A. (1987). Stealing. In C. A. Duffy (Ed.), *Selling Manhattan*. Greenwich, UK: Anvil Press Poetry.
- Dukes, R. L., & Albanesi, H. (2013). Seeing red: Quality of an essay, color of the grading pen, and student reactions to the grading process. *Social Science Journal*, 50(1), 96–100. doi:10.1016/j.soscij.2012.07.005
- Dweck, C. S. (2000). *Self-theories: Their role in motivation, personality and development*. Philadelphia, PA: Psychology Press.
- Dweck, C. S. (2006). *Mindset: The new psychology of success*. New York, NY: Random House.
- Dweck, C. S., & Leggett, E. L. (1988). A social cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256–273.
- Elshout-Mohr, M. (1994). Feedback in self-instruction. *European Education*, 26(2), 58–73.
- Epstein, D. (2013). *The sports gene: Inside the science of extraordinary athletic performance*. New York, NY: Penguin.
- Exley, K., & Linton, K. (2014). *FA and spellings*. Enfield, UK: Southbury Primary School.
- Ferri, D. (2005). Trying to make sure girls in class get as many chances to participate as the boys [Radio]. *All Things Considered*. Washington, DC: American Public Media.
- Fielding, M. (1989). The fraternal foundations of democracy: Towards emancipatory practice in school-based INSET. In C. Harber & R. Meighan (Eds.), *The democratic school: Educational management and the practice of democracy* (pp. 133–145). Ticknall, UK: Education Now.
- Flavell, J. H. (1976). Metacognitive aspects of problem solving. In L. B. Resnick (Ed.), *The nature of intelligence* (pp. 231–235). Hillsdale, NJ: Erlbaum.
- Flavell, J. H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 35–60). New York, NY: Academic Press.
- Foos, P. W., Mora, J. J., & Tkacz, S. (1994). Student study techniques and the generation effect. *Journal of Educational Psychology*, 86(4), 567–576.
- Fry, E. (1980). The new instant word list. *Reading Teacher*, 34(3), 284–289.
- Fuchs, L. S., & Fuchs, D. (1986). Effects of systematic formative evaluation—a metaanalysis. *Exceptional Children*, 53(3), 199–208.
- Fullan, M., & Stiegelbauer, S. (1991). *The new meaning of educational change*. London, UK: Cassell.
- Gallimore, R., Ermeling, B. A., Saunders, W. M., & Goldenberg, C. N. (2009). Moving the learning of teaching closer to practice: Teacher education implications of school-based inquiry teams. *Elementary School Journal*, 109(5), 537–553.
- Gilbert, J. K., Osborne, R. J., & Fensham, P. J. (1982). Children's science and its consequences for teaching. *Science Education*, 66(4), 623–663.

- Ginsburg, H. P. (2001). *The Mellon Literacy Project: What does it teach us about educational research, practice, and sustainability?* New York, NY: Russell Sage Foundation.
- Godden, D. R., & Baddeley, A. D. (1975). Context-dependent memory in two natural environments: On land and underwater. *British Journal of Psychology*, 66(3), 325–331.
- Grossman, P., Wineburg, S. S., & Woolworth, S. (2000). *What makes teacher community different from a gathering of teachers?* Seattle: University of Washington Center for the Study of Teaching and Policy.
- Gunderson, E. A., Gripshover, S. J., Romero, C., Dweck, C. S., Goldin-Meadow, S., & Levine, S. C. (2013). Parent praise to 1- to 3-year-olds predicts children's motivational frameworks 5 years later. *Child Development*, 84(5), 1526–1541. doi: 10.1111/cdev.12064
- Guthrie, J. T., Seifert, M., Burnham, N. A., & Caplan, R. I. (1974). The maze technique to assess, monitor reading comprehension. *Reading Teacher*, 28(2), 161–168.
- Haidt, J. (2005). *The happiness hypothesis: Finding modern truth in ancient wisdom*. New York, NY: Basic Books.
- Hansford, B. C., & Hattie, J. A. (1982). The relationship between self and achievement/performance measures. *Review of Educational Research*, 52(1), 123–142. doi:10.3102/00346543052001123
- Harlen, W. (Ed.). (2010). *Principles and big ideas of science education*. Hatfield, UK: Association for Science Education.
- Hartley, L. P. (1953). *The go-between*. London, UK: Hamish Hamilton.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81–112.
- Hemery, D. (1986). *The pursuit of sporting excellence: A study of sport's highest achievers*. Champaign, IL: Human Kinetics Books.
- Herbst, S., & Davies, A. (2014, April 23). To quote the experts. Retrieved January 18, 2015, from <http://sandraherbst.blogspot.com/2014/04/to-quote-experts.html>
- Hodgen, J., & Wiliam, D. (2006). *Mathematics inside the black box: Assessment for learning in the mathematics classroom*. London, UK: NFER-Nelson.
- Hong, Y.-y., Chiu, C.-y., Dweck, C. S., Lin, D. M. S., & Wan, W. (1999). Implicit theories, attributions, and coping: A meaning system approach. *Journal of Personality and Social Psychology*, 77(3), 588–599. doi:10.1037/0022-3514.77.3.588
- Howard, J. (1991). *Getting smart: The social construction of intelligence*. Waltham, MA: Efficacy Institute.
- Howard-Jones, P. (2014). *Neuroscience and education: A review of educational interventions and approaches informed by neuroscience*. London, UK: Education Endowment Foundation.
- Hunter, M. (1982). *Mastery teaching*. El Segundo, CA: Tip.
- Jackson, R. R. (2009). *Never work harder than your students, and other principles of great teaching*. Alexandria, VA: ASCD.

- Johnson, D. W., Johnson, R. T., & Smith, K. A. (1998). Cooperative learning returns to college: What evidence is there that it works? *Change: The Magazine of Higher Learning*, 30(4), 26–35. doi:10.1080/00091389809602629
- Johnson, R. T., & Johnson, D. W. (1994). An overview of cooperative learning. In J. S. Thousand, R. A. Villa, & A. I. Nevin (Eds.), *Creativity and collaborative learning: A practical guide to empowering students and teachers* (pp. 31–44). Baltimore, MD: Paul H. Brookes.
- Kagan, S., & Kagan, M. (2009). *Kagan cooperative learning*. San Clemente, CA: Kagan.
- Keeley, P. (2012). *Science formative assessment: 75 practical strategies for linking assessment, instruction, and learning*. Thousand Oaks, CA: Corwin.
- Kerr, R., & Booth, B. (1978). Specific and varied practice of motor skill. *Perceptual and Motor Skills*, 46(2), 395–401.
- Kluger, A. N., & DeNisi, A. (1996). The effects of feedback interventions on performance: A historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*, 119(2), 254–284.
- Kobrin, J. L., Camara, W. J., & Milewski, G. B. (2002). *The utility of the SAT-I and SAT-II for admissions decisions in California and the nation*. New York, NY: College Board.
- Kohn, A. (1994). Grading: The issue is not how but why. *Educational Leadership*, 52(2), 38–41.
- Kohn, A. (2006). The trouble with rubrics. *English Journal*, 95(4), 12–15.
- Köller, O. (2005). Formative assessment in classrooms: A review of the empirical German literature. In J. Looney (Ed.), *Formative assessment: Improving learning in secondary classrooms* (pp. 265–279). Paris, France: Organisation for Economic Co-operation and Development.
- Kulhavy, R. W. (1977). Feedback in written instruction. *Review of Educational Research*, 47(2), 211–232.
- Lave, J. (1988). *Cognition in practice: Mind, mathematics and culture in everyday life*. Cambridge, UK: Cambridge University Press.
- Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute-by-minute and day-by-day. *Educational Leadership*, 63(3), 18–24.
- Leahy, S., & Wiliam, D. (2011). *Devising learning progressions*. Paper presented at the Annual meeting of the American Educational Research Association, San Francisco, CA.
- Lee, T. D., & Carnahan, H. (1990). Bandwidth knowledge of results and motor learning: More than just a relative frequency effect. *Quarterly Journal of Experimental Psychology Section A*, 42(4), 777–789. doi:10.1080/14640749008401249
- Lemov, D. (2010). *Teach like a champion: 49 techniques that put students on the path to college*. San Francisco, CA: Jossey-Bass.
- Lemov, D., Woolway, E., & Yezzi, K. (2012). *Practice perfect: 42 rules for getting better at getting better*. San Francisco, CA: Jossey-Bass.
- Lenth, R. V. (2006, August 14). Java applets for power and sample size. Retrieved April 20, 2015, from <http://homepage.stat.uiowa.edu/~rlenth/Power/>

- Liem, G. A. D., Ginns, P., Martin, A. J., & Stone, B. (2012). Personal best goals and academic and social functioning: A longitudinal perspective. *Learning and Instruction*, 22(3), 222–230.
- Linnenbrink, E. A. (2005). The dilemma of performance-approach goals: The use of multiple goal contexts to promote students' motivation and learning. *Journal of Educational Psychology*, 97(2), 197–213.
- Livingstone, R. W. (1941). *The future in education*. Cambridge, UK: Cambridge University Press.
- Longhurst, N., & Norton, L. S. (1997). Self-assessment in coursework essays. *Studies in Educational Evaluation*, 23(4), 319–330. doi:10.1016/S0191-491X(97)86213-X
- Lowe, G. (1980). State-dependent recall decrements with moderate doses of alcohol. *Current Psychological Research*, 1(1), 3–8.
- Lyon, C. J., Wylie, E. C., & Goe, L. (2006). *Changing teachers, changing schools*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.
- Maher, J., & Wiliam, D. (2007, April). *Keeping learning on track in new teacher induction*. Paper presented at the Annual meeting of the American Educational Research Association, Chicago, IL.
- Marzano, R. J., Kendall, J. S., & Gaddy, B. B. (1999). *Essential knowledge: The debate over what American students should know*. Denver, CO: McREL.
- Matthews, R. S., Cooper, J. L., Davidson, N., & Hawkes, P. (1995). Building bridges between cooperative and collaborative learning. *Change: The Magazine of Higher Learning*, 27(4), 35–40. doi:10.1080/00091389809602629
- McMillan, J. H. (Ed.). (2013). *SAGE handbook of research on classroom assessment* (2nd ed.). Thousand Oaks, CA: SAGE.
- Mehan, H. (1979). "What time is it, Denise?": Asking known information questions in classroom discourse. *Theory into Practice*, 28(4), 285–294.
- Mehta, R., & Zhu, R. J. (2009). Blue or red? Exploring the effect of color on cognitive performance. In A. L. McGill & S. Shavitt (Eds.), *North American Advances in Consumer Research* (Vol. 36, pp. 1045–1046). Duluth, MN: Association for Consumer Research.
- Mercer, N., Dawes, L., Wegerif, R., & Sams, C. (2004). Reasoning as a scientist: Ways of helping children to use language to learn science. *British Educational Research Journal*, 30(3), 359–377.
- Meyer, J., & Land, R. (2003). *Threshold concepts and troublesome knowledge: Linkages to ways of thinking and practising within the disciplines*. Edinburgh, UK: University of Edinburgh School of Education.
- Minstrell, J. (1992). Facets of students' knowledge and relevant instruction. In R. Duit, F. M. Goldberg, & H. Niedderer (Eds.), *Research in physics learning: Theoretical issues and empirical studies (Proceedings of an international workshop held at the University of Bremen, March 4–8, 1991)* (pp. 110–128). Kiel, Germany: Institut für die Pädagogik der Naturwissenschaften an der Universität Kiel.

- Mullet, H. G., Butler, A. C., Verdin, B., von Borries, R., & Marsh, E. J. (2014). Delaying feedback promotes transfer of knowledge despite student preferences to receive feedback immediately. *Journal of Applied Research in Memory and Cognition*, 3(3), 222–229. doi:10.1016/j.jarmac.2014.05.001
- Mullis, G. (Ed.). (2011). *Students as lesson observers and learning partners: CD resource pack*. London, UK: Specialist Schools and Academies Trust.
- Munns, G., Sawyer, W., & Cole, B. (Eds.). (2013). *Exemplary teachers of students in poverty*. Abingdon, UK: Routledge.
- Munns, G., & Woodward, H. (2006). Student engagement and student self assessment: The REAL framework. *Assessment in Education: Principles, Policy & Practice*, 13(2), 193–213. doi:10.1080/09695940600703969
- National Curriculum History Working Group. (1990). *Final report*. London, UK: Her Majesty's Stationery Office.
- Natriello, G. (1987). The impact of evaluation processes on students. *Educational Psychologist*, 22(2), 155–175.
- Naylor, S., & Naylor, B. (2000). *Concept cartoons in science education*. Sandbach, UK: Millgate House Education.
- Novak, J. D. (1977). *A theory of education*. Ithaca, NY: Cornell University Press.
- NTI Social Studies. (2014). The five big ideas of social studies. *Wikispaces*. Retrieved October 15, 2014, from <http://ntisocialstudies.wikispaces.com/The+Five+Big+Ideas+of+Social+Studies>
- Nunes, T., Carraher, D. W., & Schliemann, A. D. (1993). *Street mathematics and school mathematics*. Cambridge, UK: Cambridge University Press.
- Nyquist, J. B. (2003). *The benefits of reconstructing feedback as a larger system of formative assessment: A meta-analysis* (Unpublished master's thesis). Vanderbilt University, Nashville, TN.
- Osborne, J. (2011). *Why assessment matters*. Paper presented at the Annual conference of the Science Community Representing Education, London, UK. www.scoreeducation.org/media/6606/purposejo.pdf
- Paixao, L. (2014, October 29). *Embedded formative assessment: Great book!* October 29. Retrieved November 3, 2013, from <http://lianepaixao.wordpress.com/2013/10/29/embedded-formative-assessment-great-book/>
- Panitz, T. (1999). *Collaborative versus cooperative learning: A comparison of the two concepts which will help us understand the underlying nature of interactive learning*. Retrieved October 24, 2014, from <http://files.eric.ed.gov/fulltext/ED448443.pdf>
- Perkins, D. (1999). The many faces of constructivism. *Educational Leadership*, 57(3), 6–11.
- Popham, W. J., Keller, T., Moulding, B., Pellegrino, J. W., & Sandifer, P. (2005). Instructionally supportive accountability tests in science: A viable assessment option? *Measurement: Interdisciplinary Research and Perspectives*, 3(3), 121–179.
- Propel. (n.d.). *Social studies big ideas*. Retrieved October 15, 2014, from www.coedn.usf.edu/main/departments/seced/Propel/PROPELSSE/PropelSSEBigIdeas.htm

- Raychaudhuri, S. (1988). Self assessment. *English in Education*, 22(3), 12.
- Reeves, J., McCall, J., & MacGilchrist, B. (2001). Change leadership: Planning, conceptualization and perception. In J. MacBeath & P. Mortimore (Eds.), *Improving school effectiveness* (pp. 122–137). Buckingham, UK: Open University Press.
- Ritchhart, R., & Perkins, D. (2008). Making thinking visible. *Educational Leadership*, 65(5), 57–61.
- Roberts, R. (Producer). (2014, September 15). *Elizabeth Green on education and building a better teacher*. EconTalk Episode with Elizabeth Green. Retrieved from www.econtalk.org/archives/2014/09/elizabeth_green.html
- Robins, R. W., & Pals, J. L. (2002). Implicit self-theories in the academic domain: Implications for goal orientation, attributions, affect, and self-esteem change. *Self and Identity*, 1(4), 313–336.
- Rolland, R. G. (2012). Synthesizing the evidence on classroom goal structures in middle and secondary schools: A meta-analysis and narrative review. *Review of Educational Research*, 82(4), 396–435. doi: 10.3102/0034654312464909
- Ross, S. (1998). Self-assessment in second language testing: A meta-analysis and analysis of experiential factors. *Language Testing*, 15(1), 1–20. doi:10.1177/026553229801500101
- Rowe, M. B. (1974a). Wait time and rewards as instructional variables, their influence on language, learning and fate control. *Journal of Research in Science Teaching*, 11(2), 81–94.
- Rowe, M. B. (1974b). Wait time and rewards as instructional variables, their influence on language, learning and fate control: Part II, Rewards. *Journal of Research in Science Teaching*, 11(4), 291–308.
- Ruiz-Primo, M. A., & Li, M. (2013). Examining formative feedback in the classroom context: New research perspectives. In J. H. McMillan (Ed.), *SAGE handbook of research on classroom assessment* (2nd ed., pp. 215–232). Thousand Oaks, CA: SAGE.
- Ryan, R. M., & Connell, J. P. (1989). Perceived locus of causality and internalization: Examining reasons for acting in two domains. *Journal of Personality and Social Psychology*, 57(5), 749–761.
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25, 54–67.
- Sadler, P. M. (1998). Psychometric models of student conceptions in science: Reconciling qualitative studies and distractor-driven assessment instruments. *Journal of Research in Science Teaching*, 35(3), 265–296. doi:10.1002/(SICI)1098-2736(199803)35:3<265::AID-TEA3>3.0.CO;2-P
- Saunders, W. M., Goldenberg, C. N., & Gallimore, R. (2009). Increasing achievement by focusing grade level teams on improving classroom learning: A prospective, quasi-experimental study of Title 1 schools. *American Educational Research Journal*, 46(4), 1006–1033.
- Senko, C., Durik, A. M., Patel, L., Lovejoy, C. M., & Valentiner, D. (2013). Performance approach goal effects on achievement under low versus high challenge conditions. *Learning and Instruction*, 23(1), 60–68. doi:10.1016/j.learninstruc.2012.05.006

- Shulman, L. S. (2005, February). The signature pedagogies of the professions of law, medicine, engineering, and the clergy: Potential lessons for the education of teachers. In the Math Science Partnerships (MSP) Workshop, *Teacher education for effective teaching and learning*. National Research Council Center for Education, Irvine, CA.
- Shute, V. J. (2008). Focus on formative feedback. *Review of Educational Research*, 78(1), 153–189.
- Skipper, Y., & Douglas, K. (2012). Is no praise good praise? Effects of positive feedback on children's and university students' responses to subsequent failures. *British Journal of Educational Psychology*, 82(4), 327–339. doi:10.1111/j.2044-8279.2011.02028.x
- Slamecka, N., & Graf, P. (1978). The generation effect: Delineation of a phenomenon. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 14, 592–604.
- Slavin, R. E., Hurley, E. A., & Chamberlain, A. M. (2003). Cooperative learning and achievement. In W. M. Reynolds & G. J. Miller (Eds.), *Handbook of psychology: Vol. 7. Educational psychology* (pp. 177–198). Hoboken, NJ: Wiley.
- Smith, P. J. K., Taylor, S. J., & Withers, K. (1997). Applying bandwidth feedback scheduling to a golf shot. *Research Quarterly for Exercise and Sport*, 68(3), 215–221.
- Smith, S. M., Glenberg, A. M., & Bjork, R. A. (1978). Environmental context and human memory. *Memory and Cognition*, 6(4), 342–353.
- Spendlove, D. (2009). *Putting assessment for learning into practice*. London, UK: Continuum.
- Spradbery, J. (1976). Conservative pupils? Pupil resistance to curriculum innovation in mathematics. In M. F. D. Young & G. Whitty (Eds.), *Explorations into the politics of school knowledge* (pp. 236–243). Driffield, UK: Nafferton.
- Springer, M. G., Ballou, D., Hamilton, L., Le, V.-N., Lockwood, J. R., McCaffrey, D., . . . Stecher, B. M. (2010). *Teacher pay for performance: Experimental evidence from the project on incentives in teaching*. Nashville, TN: National Center on Performance Incentives at Vanderbilt University.
- Stone, D., & Heen, S. (2014). *Thanks for the feedback: The science and art of receiving feedback*. New York, NY: Penguin.
- Svenson, O. (1981). Are we all less risky and more skillful than our fellow drivers? *Acta Psychologica*, 47(2), 143–148.
- Swan, M. (1978). *The language of graphs: A collection of teaching materials*. Nottingham, UK: University of Nottingham Shell Centre for Mathematical Education.
- Thomas, T., & Wiliam, D. (Writers), & E. Hardy (Director). (2010). The classroom experiment (part 1) [TV]. In D. Barry (Producer), *The classroom experiment*. London, England: BBC TV.
- Thompson, M., & Goe, L. (2008). *Models of effective and scalable teacher professional development* (Vol. RR-09-07). Princeton, NJ: Educational Testing Service.
- Tversky, A. (1964). On the optimal number of alternatives at a choice point. *Journal of Mathematical Psychology*, 1(2), 386–391.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.

- van Yperen, N. W., Elliot, A. J., & Anseel, F. (2009). The influence of mastery avoidance goals on performance improvement. *European Journal of Social Psychology*, 39(6), 932–943. doi:10.1002/ejsp.590
- Wagner, L. (1990). Social and historical perspectives on peer teaching in education. In H. C. Foot, M. J. Morgan, & R. H. Shute (Eds.), *Children helping children* (pp. 21–42). Chichester, UK: Wiley.
- Wainer, H. (2011). *Uneducated guesses: Using evidence to uncover misguided education policies*. Princeton, NJ: Princeton University Press.
- Walsh, J. A., & Sattes, B. D. (2011). *Thinking through quality questions: Deepening student engagement*. Thousand Oaks, CA: Corwin.
- Wiggins, G., & McTighe, J. (2000). *Understanding by design*. New York, NY: Prentice Hall.
- Wiliam, D. (2006a). Assessment: Learning communities can use it to engineer a bridge connecting teaching and learning. *Journal of Staff Development*, 27(1), 16–20.
- Wiliam, D. (2006b). The half-second delay: What follows? *Pedagogy, Culture and Society*, 14(1), 71–81.
- Wiliam, D. (2007a). Content then process: Teacher learning communities in the service of formative assessment. In D. B. Reeves (Ed.), *Ahead of the curve: The power of assessment to transform teaching and learning* (pp. 183–204). Bloomington, IN: Solution Tree.
- Wiliam, D. (2007b). Keeping learning on track: Classroom assessment and the regulative of learning. In F. K. Lester Jr. (Ed.), *Second handbook of mathematics teaching and learning* (pp. 1053–1098). Greenwich, CT: Information Age.
- Wiliam, D. (2011a). *Embedded formative assessment*. Bloomington, IN: Solution Tree.
- Wiliam, D. (2011b). What is assessment for learning? *Studies in Educational Evaluation*, 37(1), 2–14.
- Wiliam, D., & Leahy, S. (2014). *Embedding formative assessment professional development pack*. West Palm Beach, FL: Learning Sciences International.
- Wiliam, D., Lee, C., Harrison, C., & Black, P. J. (2004). Teachers developing assessment for learning: Impact on student achievement. *Assessment in Education: Principles Policy and Practice*, 11(1), 49–65.
- Wiliam, D., & Thompson, M. (2008). Integrating assessment with instruction: What will it take to make it work? In C. A. Dwyer (Ed.), *The future of assessment: Shaping teaching and learning* (pp. 53–82). Mahwah, NJ: Erlbaum.
- Willingham, D. T. (2009). *Why don't students like school: A cognitive scientist answers questions about how the mind works and what it means for your classroom*. San Francisco, CA: Jossey-Bass.
- Wilson, G. (1999). The grammar school master. In G. Wilson (Ed.), *Mickey Brad-dock's works do and other stories* (pp. 89–100). Disley, UK: Millrace Books.
- Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of research in education* (Vol. 24, pp. 173–209). Washington, DC: American Educational Research Association.

- Winner, E. (1996). The rage to master: The decisive case for talent in the visual arts. In K. A. Ericsson (Ed.), *The road to excellence: The acquisition of expert performance in the arts and sciences, sports and games* (pp. 271–301). Hillsdale, NJ: Erlbaum.
- Wylie, E. C., Lyon, C. J., & Goe, L. (2009). *Teacher professional development focused on formative assessment: Changing teachers, changing schools* (Vol. RR-09-10). Princeton, NJ: Educational Testing Service.
- Wylie, E. C., Lyon, C. J., & Mavronikolas, E. (2008). Effective and scalable teacher professional development: A report of the formative research and development (Vol. RR-08-65). Princeton, NJ: Educational Testing Service.
- Yeager, D. S., Purdie-Vaughns, V., Garcia, J., Apfel, N., Brzustoski, P., Master, A., Cohen, G. L. (2013). Breaking the cycle of mistrust: Wise interventions to provide critical feedback across the racial divide. *Journal of Experimental Psychology: General*, 143(2), 804–824. doi:10.1037/a0033906