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**Takes on  
Thoughtful  
Assessment**

Great teachers are habitual students of their students. They assess continually to understand the human beings that they teach.

—Carol Ann Tomlinson, p. 10

If students answer all the teacher's questions correctly, the teacher is surely wasting the students' time. Worthwhile questions cause students to struggle and think.

—Dylan Wiliam, p. 16

When we give students the impression that we value the right answer more than critical thinking, we may drive them to take shortcuts and cheat.

—Cris Tovani, p. 50

Recurring, nonthreatening feedback encourages students to persist. As some teachers say, "You don't know it yet."

—Cathy Vatterott, p. 39

If we don't teach students how to plan, assess, and refine their own work, performance on the Common Core-aligned tests will improve little.

—Harvey F. Silver and Matthew J. Perini, online

Surfacing student misconceptions is at the very heart of the learning process.

—Brent Duckor, p. 28

The more time that elapses between a student response and teacher feedback, the less metacognitive reflection takes place.

—Sonny Magaña and Robert J. Marzano, p. 82

Grading too soon can lead students to the damaging inference that if you have to try, you aren't smart in the subject.

—Jan Chappuis, p. 20

Source: The collective wisdom of authors published in the March 2014 issue of *Educational Leadership*, "Using Assessments Thoughtfully" (Volume 71, Issue 6).