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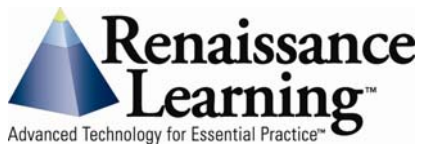
White paper questions academic assessment systems

A lack of cost benefit analysis in schools is leading to unnecessary implementations of expensive literacy and numeracy technologies, reveals a recent white paper. The report published today by Renaissance Learning, and entitled "*Reflections Regarding Assessment, Reading and Maths Instruction in the US and England*" questions current literacy and numeracy assessment systems that overlook the need for daily and monthly assessments in schools.

A further finding of the paper was that the continuing downturn of the economy stresses the need for schools to carefully plan their budgets and expenditure through in-depth consideration of methodologies and technologies on the education market. The report outlines the fact that it is no longer acceptable to assume that the most expensive product is the best on the market.

With standards of literacy and numeracy levels in the UK constantly being questioned, educators must create an environment that offers students the opportunity to build on academic achievement through a broad use of vocabulary, fluency, different media and higher order thinking skills. It is paramount that academic strategies place students at the heart of learning in order for them to achieve to their utmost ability.

Dirk Foch, managing director of Renaissance Learning commented: "Cost effective computerised assessment programmes designed to produce continuous formative assessments, rather than single, high-stakes summative tests, improve teaching and reduce student anxiety. Unobtrusive and easy to implement daily and monthly assessments of literacy and numeracy are essential to ensure continued success at both



primary and secondary level. This places students at the heart of learning, and rightly so.

“Combining low cost computerised assessment technology with best practice teaching, aids teachers’ pedagogy skills and helps students to become better learners. An educational environment that promotes ‘perfect practice makes perfect’ will result in successful academic achievements across the whole class, year groups and school.”

For a copy of the white paper, ‘Reflections Regarding Assessment Reading and Maths Instruction in the US and England’, please contact Renaissance Learning on 020 7184 4000 or go to the Renaissance website at <http://www.renlearn.co.uk/documents/TerryPaul.pdf> to download the PDF version.

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About Renaissance Learning

Renaissance Learning UK Ltd. is an established provider of educational solutions to primary and secondary schools across the UK. The company’s primary objective is to accelerate learning for all children and adults of all ability levels and ethnic and social backgrounds.

Renaissance Learning produces software and hardware that provides teachers, principals, parents and pupils with immediate access to information on academic performance. This information technology provides timely and reliable feedback which enhances individualised instruction, creating a better learning environment and more motivated pupils.

Renaissance Learning supports educators by providing services to ensure a successful implementation of Renaissance products. These services include

professional development, consulting, training and suggestions for best practice in the classroom.

For further information visit www.renlearn.co.uk

Accelerated Reader

With Accelerated Reader, teachers can create a customised reading program to meet the needs of every individual pupil.

Using information generated by the software, teachers can help pupils select books that are difficult enough to keep them challenged, but not too difficult to cause frustration.

In addition, Accelerated Reader helps teachers monitor pupils' vocabulary growth, literacy skills development and reading skills taught through basal readers and other reading textbooks.

The Accelerated Reader program is very simple to use:

The pupil reads a book of their choice from the school library, for which there is an Accelerated Reader quiz (now over 14,000 to choose from!). Once the pupil has read the book, they take a quick computer-based quiz. The quizzes are fun and encourage motivation and enjoyment.

Instant feedback! The program automatically prints out a report showing how well the pupil has performed.

The teacher has an opportunity to guide the pupil's reading by using the reports and ensuring that the child achieves success and is therefore motivated to read another book – for fun!

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