Making Learning Visible: The Role of Assessment for Learning in Improving Educational Outcomes

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Abstract : This study examines the intersection of Assessment for Learning (AfL) and visible learning principles, focusing on their combined impact on educational outcomes. This study aligns with recent findings on implementing this approach in Thailand, underscoring its potential to transform classrooms into active, student-centered learning spaces. The research highlights key AfL strategies—feedback loops, peer assessment, and goal-setting—as essential for engaging students and fostering self-regulation. Data collected from model schools in Songkhla, Thailand, reveal that integrating visible learning into AfL, alongside professional learning communities (PLCs) for teachers, has led to substantial improvements in student achievement, critical thinking, and engagement. Teachers who underwent targeted training based on visible learning principles demonstrated enhanced skills in providing effective feedback and supporting student autonomy, with post-training assessments showing significant improvements. This study supports the need for continuous teacher development programs that emphasize visible learning concepts alongside strong administrative support and modern educational resources. The findings advocate for AfL and visible learning integration as a model for empowering teachers, enriching student learning, and enhancing educational equity across diverse school settings.