

Resources for Further Reading

The following resources may be useful for teachers and administrators in their study and implementation of classroom assessment with purpose in mind. This list is not exhaustive. Instead, it includes examples of books, articles, materials, and web links that can be the starting point for individuals and groups to build their own personalized assessment resource compendia. Particularly useful sites are featured with short descriptions.

Active Learning Practice for Schools: Teaching for Understanding.

<http://learnweb.harvard.edu/alps/tfu/index.cfm>

Alberta Assessment Consortium: Everyday Assessment Tools. www.aac.ab.ca Alberta, 2003.

An excellent website that is very teacher friendly.

Classroom Assessment Toolkit: 1-6.

www.learning.gov.ab.ca/k_12/curriculum/bySubject/ict/div1to4.pdf

Arter, J., & K. Busick. *Practice with Student-Involved Classroom Assessment.* Portland, OR: Assessment Training Institute, 2001.

A Workbook of ideas to accompany Stiggins book Student Involved Classroom Assessment (3rd ed).

Arter, J., & J. McTighe. *Scoring Rubrics in the Classroom.* Thousand Oaks, CA: Corwin, 2001.

Helps the world of rubrics make sense.

Assessment Training Institute. Homepage. www.assessmentinst.com

Association of Assessment Inspectors and Advisors. 2000. Homepage.

www.rmplc.co.uk/orgs/aaia

Black, P. *Testing: Friend or Foe?* Falmer Press: London, 1998.

Black, P., & D. William. "Inside the Black Box: Raising Standards through Classroom Assessment." *Phi Delta Kappan* 80.2 (1998): 139-148.

Black, P., & C. Harrison. "Feedback in Questioning and Marking: The Science Teacher's Role in Formative Assessment." *School Science Review* 82.301 (2001): 55-61.

Black, P., C. Harrison, C. Lee, B. Marshall, & D. Wiliam. *Assessment for Learning: Putting It into Practice.* Berkshire, UK: Open University Press, 2003.

An excellent volume by the people who introduced the power of Assessment for Learning.

Blythe, T., D. Allen, & P.B. Schieffelin. *Looking Together at Student Work: A Companion Guide to Assessing Student Learning.* New York, NY: Teachers' College Press, 1999.

Classroom Assessment and Evaluation.

www.bced.gov.bc.ca/classroom_assessment/class_assess.htm

Clarke, S. *Unlocking Formative Assessment*. London: Hodder and Stoughton, 2001.
Excellent examples of feedback for learning, especially in writing.

Clarke, S. *Formative Assessment in Action: Weaving the Elements Together*. London: Hodder Arnold, 2005.

Classroom Assessment Practices-National (CAPNAT). Homepage.

<http://educ.queensu.ca/~capnat>

Davies, A. *Making Classroom Assessment Work*. Courtenay, BC: Connections Publishing, 2000.

Davies, A., et al. *Together Is Better: Collaborative Assessment, Evaluation and Reporting*. Winnipeg, MB: Peguis Publishers, 1992.

Earl, L. *Assessment As Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, CA: Corwin, 2003.

Earl, L.M., & J.B. Cousins. *Classroom Assessment: Changing the Face, Facing the Change*. Mississauga, ON: Ontario Public School Teachers' Federation, 1995.

Earl, L. & Katz, S. *Leading Schools in a Data Rich World: Harnessing Data for School Improvement*. Thousand Oaks, CA: Corwin, 2006.

Describes a process for using data to paint vivid pictures of your school.

Educational Resources Information Center Clearinghouse on Assessment and Evaluation (ERIC/AE). <http://www.eric.ed.gov/>

Fountas, I., & G.S. Pinnell. *Guiding Readers and Writers Grades 3-6*. Portsmouth, NH: Heinemann Publishing, 2001.

Gregory, K., C. Cameron, & A. Davies. *Conferencing and Reporting: For Use in Middle and Secondary School Classrooms*. Courtenay, BC: Connections Publishing, 2001.

Gregory, G., and L. Kuzmich. *Data-Driven Differentiation in the Standards-Based Classroom*. Thousand Oaks, CA: Corwin, 2004.

Griffin, P., P. Smith, and N. Ridge. *The Literacy Profiles in Practice: Toward Authentic Assessment*. Portsmouth, NH: Heinemann, 2001.

Gives an alternative and very compelling approach to describing student performance.

Holcomb, E. *Getting Excited About Data*. Thousand Oaks, CA: Corwin, 2002.

Joint Committee on Standards for Educational Evaluation. *The Student Evaluation Standards*. Kalamazoo, MI: The Evaluation Center, Western Michigan University, 2000.

Standards that have been adopted for student evaluation by all major agencies that are connected with student assessment in the US and Canada.

Linn, R., and N. Gronlund. *Measurement and Assessment in Teaching*. San Francisco: Prentice Hall, 2000.

Little, J.W., et al. "Looking at Student Work for Teacher Learning, Teacher Community, and School Reform." *Phi Delta Kappan* 85.3, (2003): 185-192.

Marzano, R.J., D. Pickering, and J. McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

National Research Council. *How People Learn: Bridging Research and Practice*. Committee on Learning Research and Educational Practice. Washington, DC: National Academy Press, 1999.

Not specifically about assessment but a seminal and very readable description of current understanding of how learning happens.

Popham, W.J. *Classroom Assessment: What Teachers Need to Know*. 2nd ed. Boston, MA: Allyn and Bacon, 1998.

Poynter, L. 2000. *Using Self-Evaluation with Fourth Graders*.

<http://www.enc.org/topics/assessment/classroom/document.shtm?input=FOC-001564-index>

Protheroe, B. & D. Hilker. *Reality Check: Assessing for Achievement* Toronto: Rubicon Press, 2005.

Relearning by Design. Homepage. <http://www.relearning.org>

Rolheiser, C., B. Bower, & L. Stevahn. *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Sternberg, R., & E. Grigorenko. *Dynamic Testing*. Cambridge, UK: Cambridge University Press, 2002.

Stiggins, R.J. *Leadership for Excellence in Assessment: A Powerful New School District Planning Guide*. Portland, OR: Assessment Training Institute, 2001.

Stiggins, R.J. *Student-Involved Classroom Assessment*. 3rd ed. New York, NY: Prentice Hall, 2000.

The most recent edition of theory and practice in classroom assessment by the North American pioneer in the area.

Stiggins, R.J. "Assessment, Student Confidence, and School Success." *Phi Delta Kappan* (November 1999): 191-198.

Stiggins, R.J.. 2002. *Assessment Crisis: The Absence of Assessment FOR Learning*.
<http://www.pdkintl.org/kappan/k0206sti.htm>

Sutton, R. *Assessment for Learning*. Salford: RS Publications, 1995.

Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of all Learners*.
Alexandria, VA: Association for Supervision and Curriculum Development, 1999.

Western and Northern Canadian Protocol. *Rethinking Classroom Assessment with
Purpose in Mind* www.wncp.ca/assessment/assess.pdf 2005.

*An excellent description of the different purposes for classroom assessment and how
teachers can construct and use assessments to support each purpose in their
classrooms.*

Wiggins, G., & J. McTighe. *Understanding by Design*. Alexandria, VA: Association for
Supervision and Curriculum Development, 1998.

Wilson, R., & S.F. Young. *Assessment and Learning. The ICE Approach*. Winnipeg:
Peguis Publishers, 2000.

Wilson, R. (ed) *Dilemmas in Classroom Assessment: And What To Do About Them*.
Winnipeg: Portage and Main, 2005.