

Student Assessment:

A Bibliography of Resources

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Stewart Resources Centre

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*Annotations have been excerpted and/or adapted from descriptions provided by the publishers.

155.40287 L879

Alternative approaches to assessing young children / Losardo, Angela

Baltimore, MD: Paul H. Brooks, 2001.

Subjects: Psychological tests for children. Child development. Testing. Behavioral assessment of children. Educational tests and measurements.

Notes: In this book, professionals who work with children from birth to age 8 will find in-depth examinations of six alternative assessment models - naturalistic, focused, performance, portfolio, dynamic, and curriculum-based language.

370.152 M821

Critical thinking and formative assessments : increasing the rigor in your classroom /

Moore, Betsy. Stanley, Todd.

Larchmont, NY : Eye on Education, 2009.

Subjects: Critical thinking. Study and teaching.

Notes: The authors explore the benefits of critical thinking and provide the tools you need to develop and monitor critical thinking skills in the classroom. Topics include: The Difference Between Higher-Level and Lower-Level Thinking, Writing Higher-Level Thinking Questions, and Assessing Critical Thinking Strategies to Develop Higher-Level Thinking Skills.

370.711 M913

Formative classroom walkthroughs : how principals and teachers collaborate to raise student achievement / Moss, Connie.

Alexandria, VA: ASCD, 2015.

Subjects: Academic achievement. Observation (Educational method). Educational evaluation.

Notes: Revolutionize the walkthrough to focus on the end game of teaching: student learning. The authors present the proven practice of formative walkthroughs that ask and answer questions specific to what the student is learning and doing. Learn the value of the observer examining the lesson from the student's point of view, seeking evidence of seven key learning components: a worthwhile lesson, a learning target, a performance of understanding, success criteria, formative feedback, student self-assessment, and effective questioning.

370.78 D637 2007

Self-assessment and the student learner : I must know to grow

Saskatoon, SK: Dr. Stirling McDowell Foundation, 2007.

Subjects: Action research in education. Saskatchewan. Students. Self-rating of. Academic achievement.

Notes: This project focuses on how teachers assess student learning, how teachers engage students in analyzing specific assessment tools and information, and how together teachers and students can work towards a desired learning target. Providing students with the tools to be able to self-assess allows these students to achieve higher outcomes than they originally expected.

371.102 A164

Clarity in the classroom : using formative assessment for building learning-focused relationships / Absolum, Michael. Gray, James. Mutchmor, Meagan.

Winnipeg, MB : Portage & Main Press, 2010.

Subjects: Classroom environment. Educational tests and measurements. Learning, Psychology of. Effective teaching. Teacher-student relationships.

Notes: Originally written for a New Zealand readership, this book has been adapted for North American educators. This book helps teachers refocus, revisit, and reflect on the fundamental purpose of assessment.

371.1023 G539

Giving effective feedback to your students / Association for Supervision and Curriculum Development.

Alexandria, VA : ASCD, 2009.

Subjects: Feedback (Psychology). Communication in education. Teacher-student relationships.

Contents: 3 DVDs.

Notes: The program shows teachers using feedback in the formative assessment process to improve the focus of classroom lessons and instructional strategies and demonstrates how to ensure feedback has the right timing and tone with the optimum amount of content and clarity.

371.2012 P957

The principal as assessment leader / Guskey, Thomas R.

Bloomington, IN : Solution Tree Press, 2009.

Subjects: Educational tests and measurements. Educational evaluation. School principals.

Notes: Filled with first-hand experiences from expert practitioners, this book delivers the motivation needed to ignite a shift toward formative assessment and overall school improvement through building teacher literacy, providing targeted professional development, acquiring appropriate technology.

371.26 B154

Common formative assessment : a toolkit for professional learning communities at work / Bailey, Kim. Jakicic, Chris.

Bloomington, IN : Solution Tree Press, 2012.

Subjects: Teaching teams. Professional learning communities. Educational tests and measurements.

Notes: The authors offer accessible tools, templates, and protocols for K-12 educators to incorporate common formative assessments into their professional learning community practices to monitor and enhance student learning.

371.26 B872

Exploring formative assessment / Brookhart, Susan M.

Alexandria, VA : Association for Supervision and Curriculum Development, 2009.

Subjects: Teachers' workshops. Professional learning communities. Teachers' In-service training. Educational tests and measurements.

371.26 B872

Formative assessment strategies for every classroom / Brookhart, Susan M.

Alexandria, VA : Association for Supervision and Curriculum Development, 2006.

Subjects: Educational evaluation. Handbooks, manuals, etc. Educational tests and measurements.

Notes: A series of Teacher Tools helps you create high-quality classroom assignments, use appropriate intervention strategies, and give students good feedback. Then a series of Student Tools helps you teach formative assessment strategies that students can use.

371.26 B872

How to create and use rubrics for formative assessment and grading / Brookhart, Susan M. Alexandria, VA : ASCD, 2013.

Subjects: Grading and marking (Students). Educational evaluation.

Notes: The author identifies two essential components of effective rubrics: (1) criteria that relate to the learning (not the tasks) that students are being asked to demonstrate and (2) clear descriptions of performance across a continuum of quality. She outlines the difference between various kinds of rubrics (for example, general versus task-specific, and analytic versus holistic), explains when using each type of rubric is appropriate, and highlights examples from all grade levels and assorted content areas.

371.26 B959

Balanced assessment : from formative to summative / Burke, Kay.

Bloomington, IN : Solution Tree Press, 2010.

Subjects: Education—Standards—United States. Educational evaluation.

Notes: The author shows teachers how to work backward, starting with the expectations for student achievement results. She explains a process of analyzing the standards, deciding precisely what knowledge and skills will have to be taught and assessed, and then planning instruction to prepare students to demonstrate that they have met or exceeded the standards.

371.26 B959

From standards to rubrics in six steps : tools for assessing student learning / Burke, Kay.

Thousand Oaks, CA : Corwin Press, 2011. 3rd. ed.

Subjects: Curriculum planning. Educational tests and measurements. Grading and marking (Students). Competency-based education.

Notes: Covering summative, formative, and differentiated assessments, this guide features templates for each step of the process - sample tasks, rubrics, and units.

371.26 B959

Using formative assessment in the RTI framework / Burke, Kay. Depka, Eileen.

Bloomington, IN : Solution Tree Press, 2011.

Subjects: Learning disabled children—Rating of. Educational tests and measurements. Response to intervention (Learning disabled children).

Notes: This book is intended for teachers and administrators who want to better understand the basics of RTI and its connection to formative assessment. It provides educators with ample information and ideas that will help them base their instructional decisions on the results of effective formative assessment practices.

371.26 C467

Seven strategies of assessment for learning / Chappuis, Jan.

Boston, MA: Pearson, 2015.

Subjects: Grading and marking (Students). Educational tests and measurements. Students' Rating of. Educational evaluation.

Notes: This book gives K to 12 classroom teachers an incisive look at seven practical strategies structured around three essential questions: Where am I going? Where am I now? and How can I close the gap? Complete with research-based recommendations about assessment practices for improving student achievement, the book is sequenced to help teachers easily weave formative assessment practices into daily teaching and assessment activities at all levels.

371.26 D221

Beyond the bubble test : how performance assessments support 21st century learning /

Darling-Hammond, Linda. Adamson, Frank.

San Francisco, CA: Jossey-Bass, 2014.

Subjects: Curriculum-based assessment. Educational tests and measurements.

Notes: This book situates the current debate on performance assessment within the context of testing in the United States, but also includes Singapore, Hong Kong, and other places whose reform can serve as an example.

371.26 D278

De-testing and de-grading schools : authentic alternatives to accountability and standardization

New York, NY: Peter Lang, 2013.

Subjects: Educational change. Educational tests and measurements. Educational accountability.

Notes: This is a book that explores the historical failure of testing and grading; the theoretical and philosophical arguments against testing and grading; the negative influence of testing and grading on social justice, race, class, and gender; and the role of testing and grading in perpetuating a deficit perspective of children, learning, race, and class.

371.26 D852

Grading smarter, not harder : assessment strategies that motivate kids and help them learn /

Dueck, Myron.

Alexandria, VA: ASCD, 2014.

Subjects: Educational evaluation. Grading and marking (Students). Educational tests and measurements.

Notes: The author reveals how many of the assessment policies that teachers adopt can actually prove detrimental to student motivation and achievement, and shows how we can tailor policies to address what really matters: student understanding of content.

371.26 E13

Assessment as learning : using classroom assessment to maximize student learning /

Earl, Lorna M.

Thousand Oaks, CA : Corwin, 2013. 2nd ed.

Subjects: Educational tests and measurements. Learning.

Notes: Using clear explanations and poignant cases, this book illustrates how formative assessment can be used to understand student beliefs, inform classroom instruction, and encourage student reflection.

371.26 F571

Engaging students through performance assessment : creating performance tasks to monitor student learning / Flach, Tracey K.

Englewood, CO: Lead and Learn Press, 2011.

Subjects: Education—Standards. Educational tests and measurements.

Notes: Performance assessment is a form of testing that requires students to perform a task rather than select an answer from a ready-made list, e.g., a student may be asked to explain historical events, generate scientific hypotheses, or solve math problems.

371.26 F655

Informative assessment : when it's not about a grade / Fogarty, Robin J. Kerns, Gene.

Thousand Oaks, CA : Corwin Press, 2009.

Subjects: Educational tests and measurements. Effective teaching.

Notes: This research-based book provides a succinct yet substantive discussion about formative assessments and how they impact the teaching/learning cycle.

371.26 F724

Formative assessment in the content areas. Elementary school / Fisher, Douglas. Association for Supervision and Curriculum Development.

Alexandria, VA : ASCD, 2009.

Subjects: Academic achievement—Testing. Educational evaluation. Educational tests and measurements.

Contents: 1 DVD.

Notes: Includes a professional development program with embedded PowerPoint presentation and teacher handouts. Demonstrates the five key elements of formative assessment that every teacher needs to know. Includes scenes in elementary school mathematics and language arts.

371.26 F724

Formative assessment in the content areas. Middle school / Fisher, Douglas. Association for Supervision and Curriculum Development.

Alexandria, VA : ASCD, 2009.

Subjects: Educational evaluation. Educational tests and measurements. Academic achievement—Testing.

Contents: 1 DVD.

Notes: Includes a professional development program with embedded PowerPoint presentation and teacher handouts. Demonstrates the five key elements of formative assessment that every teacher needs to know. Includes scenes in middle school science, mathematics, Spanish and history.

371.26 F724

Formative assessment in the content areas. High school / Fisher, Douglas. Association for Supervision and Curriculum Development.

Alexandria, VA : ASCD, 2009.

Subjects: Academic achievement—Testing. Educational tests and measurements. Educational evaluation.

Contents: 1 DVD.

Notes: Includes a professional development program with embedded PowerPoint presentation and teacher handouts. Demonstrates the five key elements of formative assessment that every teacher needs to know. Includes scenes in high school humanities, mathematics, and design classrooms.

371.26 F893

The formative assessment action plan : practical steps to more successful teaching and learning / Frey, Nancy. Fisher, Douglas.

Alexandria, VA : ASCD, 2011.

Subjects: Effective teaching. Communication in education. Teacher-student relationships. Educational tests and measurements.

Notes: The authors explain how four discrete steps work in tandem to create a seamless, comprehensive formative assessment system - one that has no beginning and no end. This ongoing approach enhances an active give-and-take relationship between teachers and students to promote learning.

371.26 G822

Self-assessment and goal-setting / Gregory, Kathleen.

Courtenay, BC: Connections Publishing, 2011.

Subjects: Students' Self-rating of. Academic achievement.

371.26 G884

Growing success : assessment, evaluation, and reporting in Ontario schools, covering grades 1 to 12

Toronto, ON: Ontario Ministry of Education, 2010.

Subjects: Educational tests and measurements' Ontario. School children' Rating of' Ontario. Grading and marking (Students) ' Ontario.

371.26 H921

50 tools and techniques for classroom assessment / Hume, Karen.

Toronto, ON : Pearson, 2009.

Subjects: Educational tests and measurements. Effective teaching.

Notes: A DVD in the back of the book contains authentic classroom videos referenced in the book, as well as more than 100 reproducible and modifiable blackline masters. This book includes assessment techniques such as feedback, graphic organizers, learning logs and journals, observation, one-on-one assessment, peer assessment, performance tasks, portfolios, questioning, rubrics, self-report and self-assessment, and teacher-made tests.

371.26 L271

Short-cycle assessment : improving student achievement through formative assessment / Lang, Susan. Moore, Elizabeth. Stanley, Todd.

Larchmont, NY : Eye on Education, 2008.

Subjects: Educational tests and measurements. Examinations' Design and construction.

Notes: This book shows you how to improve student achievement by providing them with frequent feedback on their work. It provides a step-by-step process to help you: write good questions that assess student learning, design your own formative assessments, administer short-

cycle assessments, analyze and use data to shape instruction, and prepare your students for high-stakes tests. Includes activities and forms to walk you through the process step by step.

371.26 M393

Formative assessment and standards-based grading / Marzano, Robert J.

Bloomington, IN : Marzano Research Laboratory, 2010.

Subjects: Academic achievement—Testing. Educational tests and measurements. Grading and marking (Students). Students—Rating of.

Notes: Explains how to design and interpret several types of formative assessments, how to track student progress, and how to assign meaningful grades, even if a school or district uses a traditional grading system.

371.26 P827

Classroom assessment. What teachers need to know / Popham, W. James.

Boston, MA: Pearson, 2014.

Subjects: Grading and marking (Students). Educational tests and measurements. Examinations—Design and construction. Examinations—Validity.

Notes: With its constant attention to the instructional implications of educational assessment, this book helps readers become assessment literate — to understand the fundamental concepts and processes of educational testing that will influence teachers' hour-to-hour instructional decisions. The text recognizes and highlights the exponential increase in the importance of educational assessment in an era of Common Core State Standards, national assessment consortia, and teacher-evaluations based on students' test scores.

371.26 P827

Transformative assessment in action : an inside look at applying the process / Popham, W. James.

Alexandria, VA : ASCD, 2011.

Subjects: Educational tests and measurements. School improvement programs.

Notes: The author takes you inside the classrooms, and inside the heads of teachers who are using the formative assessment process to improve student learning.

371.26 P887 OVERSIZE

The power of formative assessment : to advance learning / Association for Supervision and Curriculum Development.

Alexandria, VA : ASCD, 2008.

Subjects: Education—Standards. Educational tests and measurements.

Contents: 3 video discs

Notes: Experts and practitioners explain the main functions of formative assessment and the basic process teachers use to implement formative assessment in the classroom. Scenes from elementary and secondary classrooms show formative assessment strategies that teachers use to diagnose and address student learning problems.

371.26 R497

Common sense assessment in the classroom / Rice, Lynda.

Huntington Beach, CA: Shell Education, 2013.

Subjects: Educational evaluation. Educational tests and measurements. Grading and marking (Students). Teaching.

Notes: This guide will give you the tools to effectively implement assessment in the classroom and use it more effectively to inform and strengthen instruction. It discusses the importance of effective and efficient grading, providing strategies for teachers to learn what students truly understand and whether they have mastered concepts. The book includes checklists, rubrics, and graphics to support student learning and help teachers make good decisions about the types of assessment to use in the classroom.

371.26 S335

Ten things that matter from assessment to grading / Schimmer, Tom.

Don Mills, ON : Pearson Canada, 2012.

Subjects: Educational tests and measurements. Grading and marking (Students). Students' Rating of. Academic achievement—Testing.

Notes: The author highlights ten key educational priorities that he suggests are the most important aspects of implementing assessment for learning and sound grading practices, including building student confidence, differentiating instruction, and providing accurate, clear reporting.

371.26 S121

Teaching students to self-assess : how do I help students reflect and grow as learners? /

Sackstein, Starr.

Alexandria, VA: ASCD, 2015.

Subjects: Reflective teaching. Educational tests and measurements. Students' Self-rating of.

Notes: This book explains how teachers can use reflection to help students decipher their own learning needs and engage in deep, thought-provoking discourse about progress.

371.26 S539

Drowning in data? : how to collect, organize, and document student performance / Shea, Mary.

Portsmouth, NH: Heinemann, 2005.

Subjects: Educational evaluation.

Notes: This book outlines best practices for ongoing assessment that help both to plan instruction for students and to determine how much and how well they are learning. The authors offer a framework for assessment as well as a specific implementation plan. CARP (Collect, Analyze, Report, Plan) is a clear, concise assessment system that frames the goals and objectives of assessment, while TWIN is a specific portfolio-based means to show evidence of Thinking, Work samples, In-the-classroom benchmarks, and Norm-referenced or other standardized achievement testing. Together, CARP and TWIN simplify assessment by breaking it down into manageable chunks, while, at the same time, making information readily available to plan your teaching or substantiate student achievement.

371.26 S725

Brain-friendly assessments : what they are and how to use them / Sousa, David.

West Palm Beach, FL: Learning Sciences International, 2005.

Subjects: Cognitive learning. Neurosciences. Learning—Physiological aspects. Brain. Educational tests and measurements.

Notes: Increase learning with effectively designed assessments based on neuroscience.

Assessment and testing serve distinctly different purposes in education. Whereas testing gives teachers a snapshot of what each student knows at a given moment, assessment provides a way

to continually monitor student progress and give feedback and support to increase learning. This book guides teachers on this journey as they work to determine what, whom, where, and how to assess. Using research findings from educational neuroscience, the author describes critical factors to consider when designing and selecting assessment techniques to gauge how well students learn and retain information. In this book, Sousa explores ways to develop and administer assessments that are in the best interest of students; design brain-friendly assessments to deepen students' understanding; and fairly assess all students, including English-language learners and those who are home-schooled. Effectively designed assessments help improve student performance, but also improve qualities that standardized test scores alone cannot measure, such as creativity, curiosity, higher-order thinking, and collaboration.

371.26 S757

Linking assessment to instructional strategies : a guide for teachers / Spinelli, Cathleen G. Upper Saddle River, NJ: Pearson Education, 2011.

Subjects: Cognitive styles in children. Mixed ability grouping in education. Individualized instruction.

Notes: This book will interpret and guide teachers on how to integrate cutting-edge assessment measures seamlessly into their daily teaching schedule. The book contains the latest authentic, curriculum, and performance-based assessment measures with direct connections to instruction, IEP development, and methods of reporting to parents.

371.26 S789

Formative assessments in a professional learning community / Stanley, Todd. Moore, Betsy. Larchmont, NY : Eye on Education, 2010.

Subjects: Professional learning communities. Educational tests and measurements.

371.26 S913

Check-in assessments for differentiated lessons / Strayer, Troy. Strayer, Beverly. New York, NY: Scholastic, Inc., 2012.

Subjects: Individualized instruction. Educational tests and measurements. Mixed ability grouping in education.

Notes: These 26 classroom-tested mini-assessments can gauge students' background knowledge at the beginning of a lesson unit or evaluate their understanding at the end, providing a quick, effective way to plan and to differentiate instruction. Highly motivating formats (like Alphabet Activator and 3-2-1 Blast Off!) require little preparation and actively engage students to increase their retention of information and concepts. Grades 5 & up.

371.26 T253

The teacher as assessment leader / Guskey, Thomas R. Bloomington, IN : Solution Tree Press, 2009.

Subjects: Academic achievement—Testing. Teachers. Educational tests and measurements.

Notes: Explores the importance of formative assessment and the responsibility of teachers to ignite positive change inside the classroom.

371.26 T736

So what do they really know? : assessment that informs teaching and learning / Tovani, Cris.

Portland, ME: Stenhouse Publishers, 2011.

Subjects: Education—Evaluation. Educational tests and measurements. Effective teaching. Teacher-student relationships. Academic achievement.

Notes: The author explores the complex issue of monitoring, assessing, and grading students' thinking and performance with fairness and fidelity. She also shares ways to bring students into the assessment cycle. Grades 6-12.

371.26 T967

Formative assessment : responding to your students / Tuttle, Harry G.

Larchmont, NY : Eye on Education, 2008.

Subjects: Teacher-student relationships. Effective teaching. Educational tests and measurements.

Notes: With practical strategies, tools, and examples for teachers of all subjects and grade levels, this book shows you how to use formative assessment to promote successful student learning.

Topics include: monitoring student learning; small group, peer, and self-monitoring; recording observations; diagnosing student response; giving and using feedback; and reporting, grading, and celebrating student growth.

371.26 W679

Embedded formative assessment : practical techniques for K-12 classrooms / Wiliam, Dylan. Leahy, Siobhán.

West Palm Beach, FL: Learning Sciences International, 2015.

Subjects: Effective teaching—Handbooks, manuals, etc. Educational tests and measurements. Academic achievement.

Notes: This book helps educators make instructional decisions, with a robust collection of techniques and an understanding of how to use them. Wiliam and Leahy deliver a clear, practical guide for teachers centred on the five key strategies for improving teacher practice and student achievement: 1) Clarifying, sharing and understanding learning intentions and success criteria; 2) Engineering productive discussion and activities that elicit evidence of learning; 3) Providing feedback that moves learners forward; 4) Activating students as learning resources for each other; and 5) Activating students as owners of their own learning. The authors provide an overview of each strategy and a number of very practical formative assessment techniques for implementing them in K-12 classrooms.

371.264 G815

What teachers really need to know about formative assessment / Greenstein, Laura.

Alexandria, VA : ACSD, 2010.

Subjects: Educational tests and measurements.

Notes: Emphasizing formative assessment application in secondary schools but applicable to teachers of all grade levels and all subject areas, this book provides: dozens of strategies for measuring student understanding and diagnosing learning needs before, during, and after instruction; illustrations of formative assessment across the content areas, from math to language arts to science to social studies to health and physical education; guidance on making data-informed instructional adjustments; sample templates for organizing assessment data to track both whole-class and individual progress toward identified goals; and case studies to illustrate effective and ineffective formative assessment and deepen your understanding.

371.264 H548

Formative assessment : making it happen in the classroom / Heritage, H. Margaret.
Thousand Oaks, CA : Corwin Press, 2010.

Subjects: Effective teaching. Educational tests and measurements.

Notes: This book helps educators develop the knowledge and skills necessary to successfully implement formative assessment in the classroom. The book explains how to: Clearly articulate learning progressions, learning goals, and success criteria; select strategies for assessment and provide quality feedback; engage students in self-assessment and self-management; and create a classroom environment that values feedback as part of the learning process.

371.264 M913

Advancing formative assessment in every classroom : a guide for instructional leaders / Moss, Connie M. Brookhart, Susan M.

Alexandria, VA : ASCD, 2009.

Subjects: Group work in education. Educational evaluation. Teachers' In-service training.

Notes: In this practical guide, the authors define formative assessment as an active, continual process in which teachers and students work together to gather evidence of learning.

371.264 R773

Brain-compatible assessments / Ronis, Diane L.

Thousand Oaks, CA : Corwin Press, 2007. 2nd ed.

Subjects: Learning, Psychology of. Educational tests and measurements.

Notes: This edition applies brain research to improve formative and summative assessment in the classroom, provides how-to's for designing top quality rubrics, and incorporates computer technology tools to enhance learning, increase productivity, and promote creativity.

371.264 S816

Differentiated assessment : how to assess the learning potential of every student /

Stefanakis, Evangeline Harris.

San Francisco, CA: Jossey-Bass, 2011.

Subjects: Portfolios in education. Learning ability' Testing. Individualized instruction. Remedial teaching.

Notes: This book describes a comprehensive assessment system especially appropriate for multilingual and "differentiated" classrooms with large numbers of underperforming students. Although the program makes use of conventional standardized tests and disability screenings, it places special importance on two approaches in particular: Student Portfolio Assessments and Personalized Learning Profiles. This book provides detailed guidance and practical tools (including a DVD) for implementing successful portfolio and "profile" practices in the classroom. It also includes real-world examples of model assessment programs from five schools.

371.27 B261

Assessment 3.0 : throw out your grade book and inspire learning/ Barnes, Mark.

Thousand Oaks, CA: Corwin, 2015.

Subjects: Educational tests and measurements. Grading and marking (Students).

371.27 B661

Looking together at student work / Blythe, Tina.

New York, NY: Teachers College Press, 2015.

Subjects: Educational tests and measurements. Grading and marking (Students).

371.27 B872

How to assess higher-order thinking skills in your classroom / Brookhart, Susan M.

Alexandria, VA : ASCD, 2010.

Subjects: Educational tests and measurements. Grading and marking (Students). Thought and thinkingóStudy and teaching (Secondary). Critical thinkingóStudy and teaching (Secondary).

Notes: Examples from actual classroom teachers include multiple-choice items, constructed-response (essay) items, and performance assessment tasks. Readers will learn how to use formative assessment to improve student work and then use summative assessment for grading or scoring.

371.27 F533

Checking for understanding : formative assessment techniques for your classroom /

Fisher, Douglas.

Alexandria, VA : Association for Supervision and Curriculum Develop, 2007.

Subjects: Educational tests and measurements. StudentsóRating of.

Notes: The authors explore a variety of engaging activities that can build understanding, including: interactive writing, portfolios, multimedia presentations, audience response systems, interactive hand signals, public performances. Rubrics and charts help teachers check their own understanding as they work with students.

371.27 G165

Developing performance-based assessments. Grades K-5 / Gallavan, Nancy P.

Thousand Oaks, CA : Corwin Press, 2009.

Subjects: Educational tests and measurementsóUnited States. Competency-based educational testsóUnited States. School childrenóRating ofóUnited States.

371.27 G165

Developing performance-based assessments. Grades 6-12 / Gallavan, Nancy P.

Thousand Oaks, CA : Corwin Press, 2009.

Subjects: Competency-based educational tests. Middle school studentsóRating of. High school studentsóRating of. Educational tests and measurements.

Notes: The author provides a template for recording assessment data, demonstrates how to create rubrics for teacher/student use, and offers standards-based examples featuring classroom teachers' insights.

371.271 G229

Teacher-made assessments : how to connect curriculum, instruction, and student learning /

Gareis, Christopher R. Grant, Leslie W.

Larchmont, NY: Eye on Education, 2015.

Subjects: Grading and marking (Students). Educational tests and measurements.

Notes: Assessment is not only a measure of student learning, but a means to student learning.

This book goes through the process of creating and using fair, reliable, and valid classroom assessments, including tests, quizzes, essays, and rubrics. Learn how and when to use different

types of assessment items (select-response, constructed-response, etc.) to improve student achievement.

371.271 P827

Transformative assessment / Popham, W. James.

Alexandria, VA : Association for Supervision and Curriculum Develop, 2008.

Subjects: Educational tests and measurements. School improvement programs.

Notes: The author clarifies what formative assessment really is, why it's right for your school or classroom, and how to use this approach to improve teaching, learning, classroom climate, teacher professional development, and school performance. Here's a book that finally explains: what gives formative assessment the unique ability to transform the way you teach and the way students learn; why true formative assessment is about adjusting instructional decisions; and how formative assessments fit into a sequence of learning progressions. Get step-by-step guidance in how to use four levels of formative assessment to: help you find out what students are and are not learning and use those discoveries to change your instruction; give students performance data that helps them adjust their learning tactics; change classroom climate from grade competition to student-teacher collaboration on reaching specific learning goals; and build schoolwide learning communities that promote teacher professional development.

371.272 B872

Grading and learning : practices that support student achievement / Brookhart, Susan M. Bloomington, IN : Solution Tree Press, 2011.

Subjects: Educational tests and measurements. Examinations. Validity. Grading and marking (Students). Academic achievement. Testing.

371.272 C182

Rethinking letter grades : a five-step approach for aligning letter grades to learning standards / Cameron, Caren. Gregory, Kathleen.

Winnipeg, MB: Portage & Main Press, 2014.

Subjects: Grading and marking (Students). Students. Rating of. Education. Standards. Educational test and measurements.

Notes: The authors offer a five-step process for arriving at letter grades that moves away from collecting a string of marks and calculating a grade. They examine a wide variety of assessment tools (rating scales, scoring keys, rubrics, test scores, observation records, discussion notes, symbols, portfolio collections, and more) and match the student evidence with a description of achievement. This description presents a valid picture of student achievement - one that recognizes all aspects of student performance.

371.272 G982

Developing standards-based report cards / Guskey, Thomas R. Bailey, Jane M.

Thousand Oaks, CA : Corwin Press, 2010.

Subjects: Grading and marking (Students). Report cards. Education. Standards.

Notes: This book guides educators in aligning assessment and reporting practices with standards-based education and providing more detailed reports of children's learning and achievement. This volume provides a clear framework for developing standards-based report cards, shows how to communicate with parents, students, and other stakeholders about changes, and illustrates how

to achieve grading consistency without increasing teachers' workloads or violating their professional autonomy.

371.272 G982

On your mark : challenging the conventions of grading and reporting / Guskey, Thomas.

Bloomington, IN: Solution Tree Press, 2015.

Subjects: Educational evaluation. School reports. Grading and marking (Students).

371.272 O17

The school leader's guide to grading / O'Connor, Ken.

Bloomington, IN : Solution Tree Press, 2013.

Subjects: School administrators—Handbooks, manuals, etc. Educational leadership. Grading and marking (Students).

Notes: Discover how the seven essential Ps can improve your effectiveness in supporting assessment and communicating student achievement. You will also learn how to avoid inaccurate grades caused by penalties for lateness or academic dishonesty, extra credit, group rather than individual work, and marking down for attendance.

371.272 O18

Fifteen fixes for broken grades : a repair kit / O'Connor, Ken.

Toronto : Pearson Canada, 2012.

Subjects: Educational tests and measurements. Grading and marking (Students).

Notes: Fixes are organized around these four key categories: Fixes for Practices That Distort Achievement, Fixes for Low-Quality or Poorly Organized Evidence, Fixes for Inappropriate Grade Calculation, and Fixes to Support Learning.

371.272 O18

How to grade for learning, K-12 / O'Connor, Ken.

Thousand Oaks, CA : Corwin Press, 2009. 3rd ed.

Subjects: Grading and marking (Students). Education—Standards.

371.272 O18

How to grade for learning, K-12 : multimedia kit for professional development / O'Connor, Ken.

Thousand Oaks, CA : Corwin Press, 2009. 3rd ed.

Subjects: Education—Standards. Grading and marking (Students).

Contents: 1 DVD, 1 CD-ROM, and 2 books.

371.272 P895

Practical solutions for serious problems in standards-based grading / Guskey, Thomas R.

Thousand Oaks, CA : Corwin Press, 2009.

Subjects: Education—Standards. Grading and marking (Students).

371.272 R332

Elements of grading : a guide to effective practice / Reeves, Douglas B.

Bloomington, IN: Solution Tree Press, 2016.

Subjects: Grading and marking (Students) óHandbooks, manuals, etc.

Notes: Drawing on evidence-based research, the author provides practical suggestions to teachers, administrators, and school leaders for making the grading process not only more fair, accurate, specific, and timely, but also more efficient. The book includes examples, case studies, and opportunities for reflection to facilitate individual and school-wide examinations of grading policies.

371.272 V351

Rethinking grading : meaningful assessment for standards-based learning / Vatterott, Cathy.

Alexandria, VA: ASCD, 2012.

Subjects: Educational evaluation. Educational tests and measurements. Grading and marking (Students).

Notes: Grading systems often reward on-time task completion and penalize disorganization and bad behavior. Despite our best intentions, grades seem to reflect student compliance more than student learning and engagement. In the process, we inadvertently subvert the learning process. After careful research and years of experiences with grading as a teacher and a parent, Cathy Vatterott examines and debunks traditional practices and policies of grading in K-12 schools. She offers a new paradigm for standards-based grading that focuses on student mastery of content and gives concrete examples from elementary, middle, and high schools. This book will show all educators how standards-based grading can authentically reflect student progress and learning and significantly improve both teaching and learning.

371.3028 M913

Learning targets : helping students aim for understanding in today's lesson / Moss, Connie M. Brookhart, Susan M.

Alexandria, VA: ASCD, 2012.

Subjects: Effective teaching. Lesson planning. School improvement programs. Academic achievement.

Notes: This book situates learning targets in a theory of action that students, teachers, principals, and central-office administrators can use to unify their efforts to raise student achievement and create a culture of evidence-based, results-oriented practice; provides strategies for designing learning targets that promote higher-order thinking and foster student goal setting, self-assessment, and self-regulation; explains how to design a strong performance of understanding, an activity that produces evidence of students' progress toward the learning target; and shows how to use learning targets to guide summative assessment and grading.

371.39 G876

Focused observations : how to observe young children for assessment and curriculum planning / Gonlund, Gaye. James, Marlyn.

St. Paul, MN: Redleaf Press, 2013.

Subjects: Observation (Educational method). Curriculum planning. Educational tests and measurements. Early childhood education.

Notes: This book explains why observation is one of the best methods to get to know each child well, track progress, and plan individualized curriculum. It also provides tools and techniques to help you strengthen your observations, create portfolios with rich documentation, and support

each child. You will also learn how to share your findings with families and grow as an observer through review and reflection activities.

371.394 D644

25 quick formative assessments for a differentiated classroom / Dodge, Judith.

New York : Scholastic, 2009.

Subjects: Individualized instruction.

Contents: 1 book and 1 CD-ROM.

Notes: Grades 3-8. This collection of quick, flexible, informal assessments helps teachers take a snapshot of student learning - at any time during a lesson or unit of study, in any curriculum area.

371.394 G822

Differentiated instructional strategies : one size doesn't fit all / Gregory, Gayle.

Chapman, Carolyn.

Thousand Oaks, CA : Corwin, 2013. 3rd ed.

Subjects: Cognitive styles in children. Individualized instruction. Mixed ability grouping in education.

Notes: In the third edition of this guide for K-12 teachers and administrators, consultants Gregory and Chapman offer new strategies and Common Core State Standards lesson-planning templates, now in a larger format (8.5x11). They outline a six-step process for differentiated instruction: creating a nurturing classroom environment, understanding each student, formative assessment at all stages of the learning process, grouping, instructional strategies, and curriculum approaches. The book provides a wealth of documents, templates, logs, surveys, student worksheets, and classroom activities.

371.394 T659

Assessment and student success in a differentiated classroom : helping students aim for understanding in today's lesson / Tomlinson, Carol. Moon, Tonya R.

Alexandria, VA: ASCD, 2013.

Subjects: Educational tests and measurements. Individualized instruction.

371.395 B872

Grading and group work : how do I assess individual learning when students work together?/ Brookhart, Susan M.

Alexandria, VA: ASCD, 2013.

Subjects: Group work in education. Grading and marking (Students). Educational tests and measurements. Educational evaluation.

371.9 J95

Grading exceptional and struggling learners / Jung, Lee Ann. Guskey, Thomas R.

Thousand Oaks, CA : Corwin Press, 2012.

Subjects: Learning disabled children. Grading and marking (Students).

Notes: Provides general education teachers and administrators with a step-by-step process for assigning fair and meaningful grades to struggling students, including students with IEPs, those receiving intensive intervention through an RTI model, and ELLs. Includes a five-step standards-based inclusive grading model.

371.9 T452

Demystifying transition assessment : / Thoma, Colleen A. Tamura, Ronald.

Baltimore, MD: Paul H. Brookes Publishing, 2013.

Subjects: Youth with disabilitiesóEmployment. School-to-work transition. Youth with disabilitiesóEducation. People with disabilitiesóFunctional assessment.

Notes: This guide prepares education professionals to use today's best assessment tools and strategies to identify which transition approaches really work. You'll discover how to choose assessments appropriate for each situation and student; how to apply best assessment practices in 7 key areas; how to collect the right data at the right time; how to make the most of informal assessments and formal performance-based methods tailored to each student's needs; and how to translate assessment results into better, more personalized transition IEP plans.

372 K26

What are they thinking? : promoting elementary learning through formative assessment / Keeley, Page

Arlington, VA: NSTA Press, 2014.

Subjects: Inquiry-based learning. Educational evaluation. Education, ElementaryóAims and objectives. Education, ElementaryóEvaluation. Education, Elementary.

372.126 B812

Test less, assess more : a K-8 guide to formative assessment Brady, Leigh Angela. McColl, Lisa. Larchmont, NY : Eye on Education, 2010.

Subjects: Education, ElementaryóEvaluation. Educational tests and measurements. Academic achievement.

Notes: The authors show how to turn daily classroom lessons and activities into valuable opportunities for assessment.

372.136 H478

Windows on learning : documenting young children's work / Helm, Judy Harris.

New York, NY: Teachers College Press, 2007.

Subjects: Project method in teaching. School reports. Portfolios in education. Early childhood educationóDocumentation.

Notes: This guide provides teachers with a proven method for documenting (collecting, analyzing, and displaying) young children's work at school. This resource also shows how to develop children's portfolios to share with parents or to use for assessment and other accountability purposes.

372.21 F518

Assessment of young children : a collaborative approach / Fiore, Lisa B.

New York, NY: Routledge, 2012.

Subjects: Early childhood educationóEvaluation.

Notes: This book explores both standardized and authentic assessment, work sampling systems, and observation skills. Readers will walk away with strategies for communicating information about children and portfolio assessment, and how the use of formal and informal methods of observation, documentation, and assessment are connected to teacher and student inquiry.

372.21 P776

Pedagogical documentation in early childhood : sharing children's learning and teachers' thinking / Stacey, Susan.

St. Paul, MN: Redleaf Press, 2015.

Subjects: Inquiry-based learning. Student-centered learning. Early childhood education. Observation (Educational method). Reflective teaching. Early childhood education. Curricula. Critical pedagogy.

Notes: A step-by-step guide to documenting children's ideas, questions, play, and learning in a way that enhances teachers' thinking and understanding at the same time. This book supports teachers on their journey to tell the stories behind children's work and inquiry.

372.218 F997

Essential kindergarten assessments for reading, writing, and math / Fyke, Laurie B.

New York : Scholastic, 2007.

Subjects: Grading and marking (Students) Kindergarten.

Notes: Packed with short, easy-to-administer evaluations, this resource helps you target children's strengths and areas for improvement to guide your teaching. Using this assessment resource is a great way to ensure that your learners are on track for meeting kindergarten standards in reading, writing, and math.

372.35 A141

Seamless assessment in science : a guide for elementary and middle school teachers / Abell, Sandra K. Volkman, Mark J.

Portsmouth, NH : Heinemann, 2006.

Subjects: Science. Study and teaching (Middle school) Evaluation. Science. Study and teaching (Elementary) Evaluation. Science. Ability testing.

Notes: Grades K-8. This book is a one-stop guide for assessing students' learning. Working with the popular 5E model as an instructional framework, the authors designed accompanying methods for embedding formative and summative assessment throughout any science unit. Seamless Assessment in Science includes thirteen vignettes, written by practicing teachers in a variety of settings where assessment isn't merely a test, but an opportunity for students to share what they've learned. You'll observe inquiry-driven classrooms in action as primary, intermediate, and middle level students tackle topics in the life, physical, and earth sciences.

372.35 C284

Weaving science inquiry and continuous assessment : using formative assessment to improve learning / Carlson, Maura O'Brien. Reinhardt, Karen. Humphrey, Gregg E.

Thousand Oaks, CA : Corwin Press, 2003.

Subjects: Science. Study and teaching (Elementary) Students. Rating of.

372.4 G976

Reading success for all students : using formative assessment to guide instruction and intervention / Gunning, Thomas G.

San Francisco, CA : Jossey-Bass, 2012.

Subjects: Reading (Elementary). Reading (Elementary) Ability testing.

Notes: Grades K-8. Help for reading teachers in continuous monitoring, assessment and instruction that targets students' problem areas. This vital resource offers classroom teachers and literacy coaches practical assessments that can be used to evaluate key areas in students' reading performance.

372.35 M167

Differentiated lessons and assessments. Science, grade 4 / McMeans, Julia.

Westminster, CA: Teacher Created Resources, 2010.

Subjects: Individualized instruction. Science Study and teaching (Elementary).

Notes: This book focuses on reading strategies, content-specific vocabulary, multiple assessment options, activities for various learning styles, and graphic organizers.

372.35 M167

Differentiated lessons and assessments. Science, grade 5 / McMeans, Julia.

Westminster, CA: Teacher Created Resources, 2010.

Subjects: Individualized instruction. Science Study and teaching (Elementary).

Notes: This book focuses on reading strategies, content-specific vocabulary, multiple assessment options, activities for various learning styles, and graphic organizers.

372.35 M167

Differentiated lessons and assessments. Science, grade 6 / McMeans, Julia.

Westminster, CA: Teacher Created Resources, 2010.

Subjects: Individualized instruction. Science Study and teaching (Elementary).

Notes: This book focuses on reading strategies, content-specific vocabulary, multiple assessment options, activities for various learning styles, and graphic organizers.

372.4 S636

Next steps in literacy instruction : connecting assessments to effective interventions /

Smartt, Susan M. Glaser, Deborah R.

Baltimore, MD : Paul H. Brookes, 2010.

Subjects: Reading (Elementary). English language Composition and exercises Study and teaching (Elementary). Web-based instruction. Language and languages Study and teaching (Elementary) Technological innovations.

Notes: What happens after a formative literacy assessment like DIBELS, TPRI, FAIR, or AIMSweb? How can educators translate the results into targeted interventions and improved reading outcomes? This teaching guide makes the next steps of literacy instruction clear and easy for K-6 educators. It gives readers a specific breakdown of the indicators on today's most popular reading assessments and matches those items with interventions that make a real difference.

372.4162 S487

Teaching reading in small groups : differentiated instruction for building strategic, independent readers / Serravallo, Jennifer.

Portsmouth, NH : Heinemann, 2010.

Subjects: Reading (Elementary). Group reading. Small groups.

Notes: The author shows how small groups help you uncover hidden time in your teaching for meeting individual students' needs. You'll work more closely with more children each day with her how-to's on using formative assessment to create groups of readers with common needs,

differentiating for individuals, even when they're in a group, and enhancing your Tier 1 and Tier 2 instruction.

372.417 O61

Accessible assessment : how 9 sensible techniques can power data-driven reading instruction/ Opitz, Michael F.

Portsmouth, NH: Heineman, 2011.

Subjects: Reading. Individualized instruction.

Notes: This book combines nine informal techniques into a manageable, calendarized framework that drives highly targeted, differentiated instruction. The authors help teachers measure only what matters most, assess with confidence that comes from a strong research base, increase consistency and organization across school years, grades, and buildings, implement predictable assessment structures flexibly, and plan short-, medium-, and long-range instructional goals.

372.43 R447

Strategies for reading assessment and instruction : helping every child succeed / Reutzel, D. Ray.

Boston, MA: Pearson/Allyn & Bacon, 2011.

Subjects: Child development. Reading Remedial teaching. Reading.

Notes: Each strategy follows a three-part progression, including sequence, materials, and procedures. The authors provide a number of intervention strategies for a struggling reader. Included are assessment tools and strategies, IF-THEN strategy intervention guides, differentiated reading instruction, a classroom environment assessment tool, fluency norms and expression measures, and ideas to connect with the home.

English language arts grade 1 (2010). English language arts grade 2 (2010). English language arts grade 3 (2010). English language arts grade 4 (2010). English language arts grade 5 (2010).

372.48 R631

Assessments for differentiating reading instruction : 100 forms and checklists for identifying students' strengths and needs so you can help every reader improve/ Robb, Laura.

New York, NY: Scholastic, 2009.

Subjects: Reading (Elementary). Reading Ability testing.

Notes: Grades 4 ó 8. This book includes reading strategy checklists, reading interest surveys, tiered task evaluation forms, differentiated reading and vocabulary tests, conference forms, self-evaluations, and a planning form for documenting RTI.

372.6 B154

Formative assessment for literacy, grades K-6 : building reading and academic language skills across the curriculum / Bailey, Alison L. Heritage, Margaret.

Thousand Oaks, CA : Corwin Press, 2008.

Subjects: Educational tests and measurements. Effective teaching. Language arts Evaluation. English language Study and teaching (Elementary).

Notes: Grades K-6. This resource discusses the stages of literacy skill development and offers strategies for developing students understanding of academic language - the vocabulary used in classroom instruction and found in textbooks and tests. The authors explain how formative

assessment differs from other assessment models and demonstrate how their unique approach fits within broader frameworks for assessment and instruction.

372.623 O96

What student writing teaches us : formative assessment in the writing workshop /

Overmeyer, Mark.

Portland, ME : Stenhouse Publishers, 2009.

Subjects: English language ó Composition and exercises ó Evaluation. English language ó Composition and exercises ó Study and teaching (Elementary). Educational tests and measurements.

Notes: Grades 2-8. Framed within the context of writing workshop, the book examines the reasons for reading student work and provides various methods for helping students improve as writers. Formative assessment presents teachers with multiple opportunities to read student work, with a clear focus, thereby supporting students in all stages of the writing process.

372.7 I82

How to assess while you teach math : formative assessment practice and lessons, grades K-2 : a multimedia professional learning resource / Islas, Dana.

Sausalito, CA : Math Solutions, 2011.

Subjects: Mathematics ó Study and teaching (Elementary) ó Evaluation.

Contents: 1 book and 1 DVD.

Notes: DVD features 14 video segments filmed in actual classrooms. The lessons in this resource integrate seven key formative assessment practices important to informing instruction: individual assessment, teacher checklists, teacher notebooks, student notebooks, student checklists, student goal setting, and student-led conferences. The accompanying video demonstrates these practices in action with students.

372.7 J89

Informative assessment : formative assessment to improve math achievement, grades K-6 :

Joyner, Jeane M. Muri, Mari.

Sausalito, CA : Math Solutions, 2011.

Subjects: Mathematics ó Study and teaching (Elementary).

Notes: Teachers can change classroom practices so that the information they gather through formative assessment strategies (good questions; written, oral, and self-assessments; mathematically rich tasks) supports their instructional decisions and leads to greater student learning and long-term success.

372.7 K26

Mathematics formative assessment : 75 practical strategies for linking assessment, instruction, and learning / Keeley, Page. Tobey, Cheryl Rose.

Thousand Oaks, CA : Corwin Press, 2011

Subjects: Educational evaluation. Mathematics ó Study and teaching.

Notes: This book provides teachers with guidance and suggestions for using formative assessment to improve teaching and learning in the mathematics classroom, and identifies and describes practical techniques teachers can use to build a rich repertoire of formative assessment strategies.

372.7 O12

Using formative assessment to drive mathematics instruction in grades prek-2 / Oberdorf, Christine. Taylor-Cox, Jennifer.

Larchmont, NY : Eye on Education, 2012.
Subjects: Mathematics Study and teaching (Early childhood). Mathematics Study and teaching (Primary) Mathematical ability Testing.

372.7 O12

Using formative assessment to drive mathematics instruction in grades 3-5 / Oberdorf, Christine. Taylor-Cox, Jennifer.

Larchmont, NY : Eye on Education, 2012.

Subjects: Mathematics Study and teaching (Elementary). Educational tests and measurements. Mathematical ability Testing.

372.7 T243

Math intervention. Grades preK-2 : building number power with formative assessments, differentiation, and games / Taylor-Cox, Jennifer.

Larchmont, NY : Eye on Education, 2009.

Subjects: Mathematics Study and teaching (Early childhood). Mathematics Study and teaching (Primary). Number concept in children.

Notes: To help teachers target math instruction for struggling students.

372.7 T243

Math intervention. Grades 3-5 : building number power with formative assessments, differentiation, and games / Taylor-Cox, Jennifer.

Larchmont, NY : Eye on Education, 2009.

Subjects: Number concept in children. Mathematics Study and teaching (Elementary).

Notes: To help teachers target math instruction for struggling students.

372.86 L962

Assessment-driven instruction in physical education : a standards-based approach to promoting and documenting learning / Lund, Jacalyn Lea. Veal, Mary Lou.

Champaign, IL: Human Kinetics, 2013.

Subjects: Physical education and training Study and teaching (Secondary) Examinations. Educational tests and measurements

Notes: This book shows you how to use standards-based assessment to advance and support student learning in middle and high school physical education programs. In this text, the authors help readers not only understand assessment concepts and applications, but also develop the skills to implement assessment.

373.127 C776

Repenser l'évaluation : stratégies et outils pour améliorer l'apprentissage au secondaire / Cooper, Damian. Catania, Jeff.

Montreal, QC : Modulo, 2011.

Subjects: Educational tests and measurements. High school students Rating of. Examinations Design and construction. Grading and marking (Students). Educational evaluation.

Notes: Text in French. Translation of: Talk about assessment : high schools strategies and tools.

Découvrez une nouvelle approche de l'évaluation : une évaluation au service de l'apprentissage, flexible et équilibrée, alliant communication, collaboration et planification.

373.127 C776

Talk about assessment : high school strategies and tools / Cooper, Damian. Catania, Jeff.
Toronto, ON : Nelson Education, 2010.

Subjects: Grading and marking (Students). High school students' Rating of. Educational tests and measurements. Educational evaluation. Examinations' Design and construction.

Examinations' Design and construction.

Contents: 1 book and 1 DVD.

Notes: DVD includes the tools referred to in the text (as well as rubrics, checklists, unit-planning templates, and sample units) in modifiable format. Also included are ten video clips featuring teachers and students actively engaged in planning, learning, and assessment. One of the video clips follows a high school class as they create a coffee table book.

373.127 H538

A fresh look at grading and reporting in high schools / Herbst, Sandra. Davies, Anne.
Courtenay, BC: connect2learning, 2014.

Subjects: Education, Secondary' Canada. Grading and marking (Students) ' Canada.

379.151 F478

Beyond standardized truth : improving teaching and learning through inquiry-based reading assessment / Filkins, Scott R.

Urbana, IL : National Council of Teachers of English, 2012.

Subjects: Education' Standards' United States. Reading' Ability testing' United States.

Notes: The author brings us into his classroom and the classrooms of his colleagues to demonstrate how high school teachers across the disciplines can engage in inquiry-based reading assessment to support student learning. The classroom portraits highlight the importance of incorporating genuinely formative assessment into our instruction.

379.158 A297

Common formative assessments : how to connect standards-based instruction and assessment / Ainsworth, Larry. Viegut, Donald.

Thousand Oaks, CA : Corwin Press, 2006.

Subjects: Education' Standards. Educational tests and measurements.

Notes: This resource presents the "big picture" of an integrated, standards-based instruction and assessment system and offers instructional leaders and teacher teams guidelines for: developing high-quality common formative assessments, aligning school-based common formative assessments with district benchmarks and large-scale summative assessments, predicting likely student performance on subsequent assessments in time to make instructional modifications, and implementing and sustaining common formative assessments within the school's or division's assessment culture.

379.158 G982

Answers to essential questions about standards, assessments, grading, and reporting / Guskey, Thomas R. Jung, Lee Ann.

Thousand Oaks, CA : Corwin, 2013.

Subjects: Grading and marking (Students). Education' Standards.

Notes: Standards, assessments, grading, and reporting provide the foundation for nearly every initiative in modern education reform. But what do these terms actually mean, and what changes in each area will bring about the improvements teachers and school leaders want to see? The authors collect the essential questions that stymie educators, and give each one a short, simple, jargon-free response.

379.159 M394

Making standards useful in the classroom / Marzano, Robert J. Haystead, Mark W.
Association for Supervision and Curriculum Development.
Alexandria, VA : ASCD, 2008.

Subjects: Grading and marking (Students). Educational evaluation.

Notes: The authors give you good reasons for why some content standards should be dropped and explain how benchmark statements in standards should be rewritten. Learn how to sequence content and set up grading scales that help facilitate formative assessment and effective instruction, and get clear steps for unpacking and converting standards into guidelines that are much more useful to classroom teachers.

428.007 L415

Assessment and ESL : an alternative approach / Law, Barbara.
Winnipeg, MB: Portage & Main Press, 2007.

Subjects: English language Study and teaching as a second language.

Notes: This is a comprehensive, easy-to-read resource that explores the theory and practice of ESL assessment. It is written for anyone working with English-language learners (both elementary and secondary, mainstream and ESL). This revised and expanded edition presents ideas and tools for alternative assessment, offering methods of documenting the learning and progress of second-language learners - learning and progress that may not always be apparent at first glance.

428.0071 P982

Pulling together : how to integrate inquiry, assessment, and instruction in today's English classroom / Schnellert, Leyton.

Markham, ON : Pembroke, 2009.

Subjects: English language Study and teaching (Elementary). Language arts (Secondary).
Language arts (Elementary). English language Study and teaching (Secondary).

Notes: Four educators discuss the current big ideas in teaching: formative assessment, backward design, inquiry learning, strategic teaching, and metacognition.

428.00712 B468

Formative assessment for English language arts : a guide for middle and high school teachers / Benjamin, Amy.

Larchmont, NY : Eye on Education, 2008.

Subjects: Language arts (Secondary). English teachers Handbooks, manuals, etc.

Notes: This book demonstrates how formative assessments, unlike standardized tests, provide the kind of communication between teachers and students that help teachers make instructional decisions to improve student performance. Included are fully-developed examples of standards-based formative assessments in reading comprehension, writing, note taking, and vocabulary growth.

428.24 F724

Formative assessments : English as a second language / Seed, Debbie. Blanger, Claire.
Ottawa, ON : Canadian Association of Second Language Teachers, 1999.

Subjects: English languageóStudy and teaching as a second language. English languageóAbility testing. English languageóExaminations, questions, etc.

428.24 S995

How to reach and teach English language learners / Syrja, Rachel Carrillo
San Francisco, CA: Jossey-Bass, 2011.

Subjects: English languageóStudy and teachingóForeign speakers.

Notes: This book provides practical strategies and tools for assessing and teaching even the most hard to reach English language learners across the content areas. Syrja offers educators the latest information on working with ELLs (including using formative assessments) and provides a wealth of classroom-tested models and measures. These tools have proven to be effective with ESL students at all levels, including Long Term English Learners (LTELs).

FR 448.24 C675

Le coffre à outils : niveau avancé : instruments d'évaluation formative en français langue seconde

Ottawa, ON: Canadian Association of Second Language Teachers, 1999.

Subjects : French languageóExaminations, questions, etc. LearningóEvaluation. Educational tests and measurements. French languageóStudy and teaching as a second language.

Notes: Text mostly in French. CD-ROM in back of book titled French as a second language, formative assessment instruments - advanced level.

507.1 K26

Science formative assessment : 75 practical strategies for linking assessment, instruction, and learning / Keeley, Page. National Science Teachers Association.

Thousand Oaks, CA : Corwin Press, 2008.

Subjects: Effective teaching. Interaction analysis in education. ScienceóStudy and teachingóEvaluation.

Notes: Formative assessment allows educators to discover the varied ideas that students bring to the classroom, determine students' understanding of key concepts, and design learning opportunities that will deepen students' mastery of content and standards. The author shares 75 specific assessment techniques to help science teachers in Grades K-12 provide effective instruction. These assessments can be used with any science curriculum, and the author includes: a description of how each technique promotes student learning; considerations for design and implementation, such as required materials, timing, modeling the technique, and grouping students; modifications for different types of students or purposes; caveats for using each technique; and ways the techniques can be used in other content areas.

Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010). Science grade 6 (2009). Science grade 7 (2009). Science grade 8 (2009). Science grade 9 (2009).

507.1 K26

Uncovering student ideas in science : 25 formative assessment probes / Keeley, Page.

Eberle, Francis. Farrin, Lynn.

Arlington, VA : NSTA Press, 2005.

Subjects: Educational evaluation.

Notes: This book is comprised of 25 probes - brief, easily administered activities designed to determine your students' thinking on 44 core science topics (grouped by light, sound, matter, gravity, heat and temperature, life science, and Earth and space science). The probes are formative assessment tools to use before you begin teaching a topic or unit. The detailed teacher materials that accompany each probe review science content; give connections to National Science Education Standards and Benchmarks; present developmental considerations; summarize relevant research on learning; and suggest instructional approaches for elementary, middle, and high school students.

Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010).

507.1 K26

Uncovering student ideas in science, vol. 2 : 25 more formative assessment probes / Keeley,

Page. Eberle, Francis. Tugel, Joyce.

Arlington, VA : NSTA Press, 2007.

Subjects: Educational evaluation. ScienceóStudy and teaching.

Notes: Topics include forms of matter, changes in matter, living things and life processes, rocks and landforms, the day/night cycle, and objects in the night sky.

Grades K-12. Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010).

507.1 K26

Uncovering student ideas in science, vol. 3 : another 25 formative assessment probes /

Keeley, Page. Eberle, Francis. Dorsey, Chad.

Arlington, VA : NSTA Press, 2008.

Subjects: ScienceóStudy and teaching. Educational evaluation.

Notes: This book offers five life science probes, seven earth and space science probes, ten physical science probes, and three nature of science probes.

Grades K-12. Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010).

507.1 K26

Uncovering student ideas in science, vol. 4 : 25 new formative assessment probes / Keeley,

Page. Tugel, Joyce.

Arlington, VA : NSTA Press, 2009.

Subjects: ScienceóStudy and teaching. Educational evaluation.

Notes: This book adds to the probes in physical, life, and earth and space science with a new category called "unifying principles". Also covered is a discussion on balancing formative assessment with summative assessment.

Grades K-12. Science grade 1 (2010). Science grade 2 (2010). Science grade 3 (2010). Science grade 4 (2010). Science grade 5 (2010).

507.12 F992

Formative assessment for secondary science teachers / Furtak, Erin Marie.

Thousand Oaks, CA : Corwin Press, 2009.

Subjects: Science Study and teaching (Secondary) Ability testing. Science Examinations, questions, etc. Science teachers In-service training. Teacher effectiveness. Educational tests and measurements.

Notes: Grounded in extensive and solid research, this guide covers all science content areas - physics/physical science, life science/biology, earth and space science, and chemistry - as well as five types of formative assessments: big idea questions, concept maps, evidence-to-explanation, predict-observe-explain, and multiple choice.

507.12 G762

Reading and writing in science : tools to develop disciplinary literacy / Grant, Maria C.

Fisher, Douglas.

Thousand Oaks, CA: Corwin, 2015.

Subjects: Language arts Correlation with content subjects. Science Terminology Study and teaching (Secondary). Science Study and teaching (Secondary).

Notes: This book offers strategies to link science standards with literacy expectations, and specific ideas you can put to work right away. Features include: a discussion of how to use science to develop essential 21st century skills, instructional routines that help students become better writers, useful strategies for using complex scientific texts in the classroom, and tools to monitor student progress through formative assessment.

507.12 K82

Teaching for conceptual understanding in science / Konicek-Moran, Richard. Keeley, Page.

Arlington, VA: NSTA, 2015.

Subjects: Concepts in children. Concept learning. Science Study and teaching.

Notes: This book explores where science education has been and where it is going, emphasizes how knowing the history and nature of science can help you engage in teaching for conceptual understanding and conceptual change, stresses the importance of formative assessment as a pathway to conceptual change, and provides a bridge between research and practice.

510.71 L367

Using formative assessment to differentiate mathematics instruction, grades 4-10 / Laud,

Leslie. National Council of Teachers of Mathematics.

Thousand Oaks, CA : Corwin Press, 2011.

Subjects: Mathematics Study and teaching (Secondary). Mathematics Study and teaching (Middle school). Curriculum evaluation. Curriculum planning.

510.71 R795

Uncovering student thinking in mathematics, grades 6-12 : 30 formative assessment probes for the secondary classroom / Rose, Cheryl M. Arline, Carolyn.

Thousand Oaks, CA : Corwin Press, 2008. 2nd ed.

Subjects: Mathematical abilityóTesting. MathematicsóStudy and teaching (Middle school). MathematicsóStudy and teaching (Secondary).

Notes: The authors provide 30 formative assessment probes to reveal common understandings and misunderstandings in student thinking. This book: discusses standards, research results, and practical craft knowledge; describes the purpose, structure, and development of mathematics assessment probes; helps teachers build on students' current understandings while addressing their identified difficulties; and offers examples of the faulty thinking students are likely to exhibit and typical obstacles they may encounter.

Grades 6-12. Mathematics grade 5 (2008). Mathematics grade 6 (2009). Mathematics grade 7 (2007). Mathematics grade 8 (2008). Mathematics grade 9 (2009). Mathematics 10 - Workplace and Apprenticeship (2010). Mathematics 20 - Workplace and Apprenticeship (2010). Mathematics 30 - Workplace and Apprenticeship (2012).

510.712 C514

The essentials of mathematics, grades 7-12 : effective curriculum, instruction, and assessment / Checkley, Kathy.

Alexandria, VA : Association for Supervision and Curriculum Development, 2006.

Subjects: MathematicsóStudy and teaching (Middle school). MathematicsóStudy and teaching (Secondary). Teacher participation in curriculum planning. Educational leadership.

510.712 C914

Bringing math students into the formative assessment equation : tools and strategies for the middle grades / Creighton, Susan Janseen. Tobey, Cheryl Rose.

Thousand Oaks, CA: Corwin, 2015.

Subjects: Effective teaching. Mathematical abilityóEvaluation. MathematicsóStudy and teaching (Middle school).

Notes: This guide will help you teach more effectively and turn your students into self-regulated learners. As you implement instructional strategies, your students will start monitoring, assessing, and communicating their own progress. Features include a clear and manageable six-aspect instructional model, detailed strategies for helping students own their successes, real-life examples from middle school mathematics teachers, and useful resources and a companion website to help you implement formative assessment in your classroom.

510.712 W328

Differentiating assessment in middle and high school mathematics and science / Waterman, Sheryn Spencer.

Larchmont, NY : Eye on Education, 2009.

Subjects: Mathematical readiness. Individualized instruction. MathematicsóStudy and teaching (Middle school). MathematicsóStudy and teaching (Secondary). ScienceóStudy and teaching (Secondary). ScienceóStudy and teaching (Middle school).

Notes: This book is an all-inclusive manual on assessing student readiness, interests, learning and thinking styles. It includes examples of: pre-, formative and summative assessments; informal and formal assessments; oral and written assessments; project and performance assessments; highly structured and enrichment assessments for struggling to gifted students; and assessment tools and rubrics.

520.712 K26

Uncovering student ideas in astronomy : 45 new formative assessment probes / Keeley, Page. Sneider, Cary Ivan.

Arlington, VA : National Science Teachers Association, 2012.

Subjects: Astronomy—Study and teaching—Evaluation.

Notes: This book is organized into 5 sections: the Nature of Planet Earth; the Sun-Earth System; Modeling the Moon; Dynamic Solar System; and Stars, Galaxies, and the Universe. The 45 assessment probes provide situations that will pique your students' interest while helping you understand how your students think about key ideas related to the universe and how it operates. Grades K-12.

570.71 K26

Uncovering student ideas in life science, vol. 1 : 25 new formative assessment probes / Keeley, Page. Eberle, Francis. Tugel, Joyce.

Arlington, VA : NSTA Press, 2011.

Subjects: Educational evaluation. Life sciences—Study and teaching.

Notes: Grades K-12. Topics include: life and its diversity; structure and function; life processes and needs of living things; ecosystems and change; reproduction, life cycles, and heredity; and human biology.

808.042 T967

Successful student writing through formative assessment / Tuttle, Harry Grover.

Larchmont, NY : Eye on Education, 2009.

Subjects: Curriculum-based assessment. English language—Composition and exercises—Study and teaching (Secondary). English language—Composition and exercises—Study and teaching (Middle school).

Notes: The author shows you how to guide middle and high school students through the prewriting, writing, and revision processes using formative assessment techniques that work. This set of strategies includes real writing samples plus easy-to-use applications that will allow you to monitor, diagnose, and provide continual feedback to your students. Tuttle offers tips on breaking large writing assignments into several smaller tasks, identifying red flags, and varying your feedback methods.