

Resources for Consideration

Module #4: Assessment for Learning

Resources recommended by mentors and beginning teachers

Books:

Ainsworth, Larry. *COMMON FORMATIVE ASSESSMENTS: THE CENTERPIECE OF AN INTEGRATED STANDARDS-BASED ASSESSMENT SYSTEM*. D.B.Reeves, ed. Alexandria, VA: Association for Supervision and Curriculum Development, 2007.

Common Formative Assessments: The Centerpiece Of An Integrated Standards-Based Assessment System- You will learn how teams of teachers in the same content area or grade level can collaboratively develop, test, and refine common formative assessments in order to gain reliable and timely feedback on student progress. The results provide teachers with critical insight into how well students understand the standards, what changes are needed in instructional strategies, and how to best meet the needs of every student.

Anderson, L.W., et al. *A TAXONOMY FOR LEARNING, TEACHING, AND ASSESSING: A REVISION OF BLOOM'S TAXONOMY OF EDUCATIONAL OBJECTIVES*. New York: Longman, 2001.

A Taxonomy For Learning, Teaching, And Assessing: A Revision Of Bloom's Taxonomy Of Educational Objectives This revision of Bloom's taxonomy is designed to help teachers understand and implement standards-based curriculums. The framework facilitates the exploration of curriculums from four perspectives-what is intended to be taught, how it is to be taught, how learning is to be assessed, and how well the intended aims, instruction and assessments are aligned for effective education.

Arter, Judith, and Jan Chappuis. *CREATING AND RECOGNIZING QUALITY RUBRICS*. Boston, MA: Allyn & Bacon, 2006.

Creating & Recognizing Quality Rubrics – This resource will help teachers to develop specific criteria for effective assessment and to use rubrics effectively with students to maximize learning. You will learn how to develop rubrics that are useful as instructional tools and how to use them to boost student achievement.

Doty, Gwen. *FOCUSED ASSESSMENT*. Bloomington, IN: Solution Tree, 2009.

Focused Assessment -provides research-based techniques for creating assessments that make sense to students and that enable teachers to continually refine the way they present lessons. This book explains how assessment can become a natural part of learning by promoting an ongoing “check for understanding” throughout the learning process.

O'Connor, Ken B, and Rick Stiggins. *HOW TO GRADE FOR LEARNING, K-12*. 3rd ed. Thousand Oaks, CA: Sage Publications, 2009.

How to Grade for Learning, K-12 –demonstrates how to improve grading practices by linking grades with standards and establishing policies that better reflect student achievement. Ken O'Connor provides practical advice and examples for the classroom teacher about implementing standards-based grading that better reflects student achievement and is meaningful and supportive of learning.

Reeves, Doug, and Larry Ainsworth. *AHEAD OF THE CURVE: THE POWER OF ASSESSMENT TO TRANSFORM TEACHING AND LEARNING*. Bloomington, IN: Solution Tree, 2007.

Ahead of the Curve: The Power of Assessment to Transform Teaching and Learning- provides information for educators who are beginning to build collective knowledge about common assessments, grading and reporting, and formative/summative assessments. It illustrates effective assessment design and implementation, demonstrates methods for involving students in the assessment process, shows ways of ensuring accuracy, and considers the challenges of applying assessments to English language learners and special needs students.

Stiggins, Rick, Judith, A. Arter, Jan Chappuis, and Stephen Chappuis. *CLASSROOM ASSESSMENT FOR STUDENT LEARNING: DOING IT RIGHT—USING IT WELL*. Portland, OR: Assessment Training Institute, 2004.

Classroom Assessment: For Student Learning: Doing It Right—Using It Well is grounded in the research shown to improve student motivation and learning through classroom assessment. Examples of what assessment for learning looks like in everyday instruction are provided to help educators increase their knowledge and skill in student-involved classroom assessment.

Stiggins, Rick. *STUDENT-INVOLVED ASSESSMENT FOR LEARNING* (4th ed). Upper Saddle River, NJ: Prentice-Hall, 2001.

Student-involved assessment for learning- This book shows teachers how to use assessment to accurately reflect student achievement AND how to benefit—not merely grade—student learning. The book examines the full spectrum of assessment topics, from articulating targets, through developing quality assessments and communicating results effectively. Key concepts and skills are highlighted and presented, helping teachers identify what they need to understand to effectively develop and use assessment in classrooms. Examples of high-quality assessments are provided for teachers to learn from.

Links

<http://jonathan.mueller.faculty.noctrl.edu/toolbox/index.htm>

Authentic Assessment Toolbox is a how-to text on creating authentic tasks, rubrics and standards for measuring and improving student learning. It includes a guide to constructing good, multiple-choice tests, to complement your authentic assessments and detailed information on creating rubrics.

<http://www.assessmentinst.com/resources/ati-study-guides/rubric-evaluations/>

Assessment Training Institute Your Resource for Classroom Assessment for Learning Provides resources and free downloads (DVDs, webinars, study guides, white papers, etc.) to help teachers improve student achievement by integrating student-involved classroom assessment into day-to-day instruction. Teachers can also access current articles for more in-depth examinations of assessment for learning practices.

<http://school.discoveryeducation.com/schrockguide/assess.html>

Kathy Schrock's Guide for Educators- On this site you will find a collection of assessment rubrics and graphic organizers that may be helpful to teachers as you design your own rubrics and graphic organizers for a variety of purposes.

<http://www.nclrc.org/essentials/assessing/asindex.htm>

The National Capital Language Resource Center - Instructors need to think carefully about what kinds of knowledge their tests allow students to demonstrate. This site provides guidance on ways of using traditional tests and alternative forms of assessment. Pop-up windows on the Alternative Assessment page illustrate the use of checklists and rubrics for evaluation.

<http://www.readingrockets.org/article/14596>

RTI and Reading: Response to Intervention in a Nutshell By: G. Emerson Dickman (2006) *RTI* is not a particular method or instructional approach, rather it is a process that aims to shift educational resources toward the delivery and evaluation of instruction that works best for students. This article provides a quick overview of RTI as it relates to reading.

<http://www.p21.org/route21/>

Route 21 – is a site for the 21st century where teachers will find skills-related information, resources and community tools. You have to create a free account to access the resources.

<http://rubistar.4teachers.org/>

RubiStar is a free tool to help teachers create quality rubrics.

Webcasts

<http://www.readingrockets.org/webcasts/1003>

Webcast -*Assessment of English Language Learners*- Featuring Dr. Lorraine Valdez Pierce, discussing effective classroom strategies for assessing English language learners.

<http://www.readingrockets.org/webcasts/2006>

Webcast- *Assessment: On Track for Reading Success*- Dr. Roland Good of the University of Oregon and Dr. Mary Ruth Coleman, President of the Council for Exceptional Children, and Dr. Michael C. McKenna of the University of Virginia will address how assessment can be used to lead students to reading success and how teachers can make sure that each student is not only being taught, but is actually learning.