

Suggested Readings

Articles

Forrest, A. (1990). *Time will tell: Portfolio-assisted assessment of general education*. Washington, DC: AAHE assessment Forum.

Huot, B. (2001, Nov.). Toward a new discourse of assessment for the college writing classroom. *College English*, 163-180.

Abstract. The concepts of grading, testing and assessing student writing is analyzed by using two main assumptions about assessment and the teaching of writing. This analysis is further used to provide alternative language and practices that determine the role of assessment in the writing classroom.

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McKenna, B. (??). *Surveying your alumina: Guideline and 22 sample questionnaires*. Washington, DC: Council for Advancement and Support of Education.

Miler-Whitehead, M. (2001). Practical considerations in the measurement of student achievement. Full text available through ERIC – ERIC Number: ED457244.
http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/0d/7d/72.pdf

Abstract. Those who are charged with the evaluation of an educational program or school or effects of teaching often must consider how well students do on the variety of standardized tests they take in the course of a school year. This overview describes common types of tests students take in large-scale programs. Criterion-referenced tests are tests that measure knowledge or skills that students should have mastered. They are based on grade-level curriculum guidelines. Norm-referenced testing is quite different in concept. Test developers administer a pilot test to a representative group of students, compute average scores, and then compare student achievement on the tests to how well the average student performed on the pilot test. Performance based tests are usually paper and pencil tests that are not multiple choice. Such tests are used to *assess writing* skills, computer skills, or skills in a field such as the performing arts. Using test results and other assessments, the comparison of schools and school districts can be problematic. For this reason, the idea of "value added" or gain score measurement has been adopted by some tests to measure a student against his or her own previous performance. This overview of testing and test concepts may help parents, teachers, and community members in discussions of the various tests administered in a local school district. (Contains 15 references.) (SLD)

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Saddler, B., & Andrade, H. (2004). The writing rubric. *Educational Leadership*, 62(2), 48-52.

Abstract. Instructional rubrics can help students to improve their writing skills and become self-regulated writers. Clear, accessible instructional rubrics give students repeated practice with planning, revising, and editing. It is also noted that using rubrics for self-assessment and peer assessment will help the students navigate the writing process in order to become a better writer.

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Womack, N. H. (2001). Assessment plan/progress report for curriculum outcomes assessment. Full text available through ERIC:
<http://cy2az2tx5k.search.serialssolutions.com/?sid=36520&genre=article&title=School%20Ad>

<http://www.eric.ed.gov/fulltext/ED464391.pdf>

Abstract. This report describes assessment and outcomes at Isothermal Community College (ICC) (North Carolina), focusing on four areas: institutional assessment, program assessment, classroom (course) assessment, and individual student assessment. Competencies and their criteria are outlined and include: (1) communications--upon completion of an associate's degree from ICC, graduates should be able to communicate effectively through *writing*, reading, speaking, and listening; (2) problem solving--graduates should be able to retrieve and use information to analyze problems and make logical conclusions; (3) interpersonal--graduates should be able to demonstrate positive interpersonal skills through cooperative learning and group interaction; (4) quantitative--graduates should be able to demonstrate basic quantitative skills appropriate to their chosen field of study; and (5) computer--graduates should be able to demonstrate basic computer skills. Assessment *rubrics* for *writing*, reading, speaking, listening, problem solving, interpersonal skills, quantitative skills, and computer skills are provided. Assessment goals for 2001-2002 include: (1) making copies of general education assessment criteria available in a variety of forms; (2) revising traditional program review processes to focus on program outcomes assessment; (3) incorporating assessment criteria into course materials; and (4) developing individual student portfolios. Appended are assessment materials.

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Wyngaard, S. & Gehrke, R. (1996). Responding to audience: Using rubrics to teach and assess writing. *English Journal*, 85(6), 67-70. Full text through OCLC FirstSearch:
<http://cy2az2tx5k.search.serialssolutions.com/?sid=36520&genre=article&title=English%20Journal&atitle=Responding%20to%20Audience%3A%20Using%20Rubrics%20to%20Teach%20and%20Assess%20Writing%2E&author=Wyngaard%2C%20Sandra&authors=Wyngaard%2C%20Sandra%3BGehrke%2C%20Rachel&date=19961001&volume=85&issue=6&page=67&issn=00138274>

Abstract. Puts forth a plan for raising student consciousness about audience through peer evaluation sessions. Targets three areas of effective autobiographical *writing*: an engaging opening; focus; and showing, not telling. Discusses grading rubrics for these categories appropriate for student readers.

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