

Suggested Readings

Books

- Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. Boston, MA: Allyn and Bacon.
- Anthony, B. T. (1996). Assessing writing through common examinations and student portfolios. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (213-215). San Francisco: Jossey-Bass Publishers.
- Belanoff, P., & Dickson, M. (1991). *Portfolios: Process and product*. Portsmouth, NH: Boynton/Cook Publishers.
- Black, L. B. (1993). Portfolio assessment. In T. Banta, et al. (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education* (pp. 139-150). San Francisco: Jossey-Bass Publishers.
- Converse, J. M., & Pressler, S. (1986). *Survey questions: Handcrafting the standardized questionnaire*. Newbury Park, CA: SAGE Publications.
- Dyke, J. V., & Williams, G. W. (1996). Involving graduates and employers in assessment of a technology program. . In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (pp. 99-101). San Francisco: Jossey-Bass publishers.
- Ewell, P. (1983). *Student outcomes questionnaires: An implementation handbook*. New York: National Center for Higher Education Management Systems and the College Board.
- Gronlund, N. E. (2006). *Assessment of student achievement* (8th ed.). Boston, MA: Allyn and Bacon.

Contents:

Chapter	Contents
1	Achievement Assessment and Instruction Relation between instruction and assessment; assessment in the instructional process; other ways assessments can aid learning; teachers' standards for student assessment
2	Nature of Student Assessment Major types of assessment methods; guidelines for effective student assessment; validity and reliability in assessment planning; norm-referenced and criterion-referenced assessment
3	Content Standards and Student Achievement Nature of content standards; examples of state content standards; content standards, teaching, and assessment
4	Planning for Assessment Using the Revised Taxonomy of Educational Objectives as a Guide; role of instructional objectives; preparing for assessment; types of assessment procedures

5	Preparing and Using Achievement Tests Specifying the instructional objectives; preparing the test specifications; considerations in constructing relevant test items; general guidelines for item writing; arranging the items in the test; preparing directions; administering and scoring the test; analyzing the effectiveness of test items
6	Writing Selection Items: Multiple Choice Nature of multiple-choice items; rules for writing multiple-choice items
7	Writing Selection Items: True-False, Matching, and Interpretive Exercise True-False items; matching items; the interpretive exercise
8	Writing Supply Items: Short Answer and Essay Short-answer items; essay questions
9	Performance Assessments Components of performance skills; stating objectives for performance assessment; restricted and extended performance tasks; steps in preparing performance assessments; specifying the performance outcomes; selecting the focus of the assessment; selecting an appropriate degree of realism; selecting the performance situation; making performance assessment more authentic; selecting the method of observing, recording, and scoring; improving performance assessments
10	Portfolio Assessment Advantages of using classroom portfolios; planning for the use of portfolios; evaluating the portfolio
11	Grading and Reporting Selecting the basis for grading; combining data for grading; electronic grading; guidelines for effective and fair grading; reporting to students and parents
12	Interpreting Standardized Achievement Test Scores Features of standardized achievement tests; interpreting norm-referenced scores; percentile ranks; grade equivalent scores; standard scores; criterion-referenced interpretation
13	Validity and Reliability Validity; reliability

Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Needham Heights, MA: Pearson.

Jones, C. G. (1996). The portfolio as a course assessment tool. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (pp. 285-287). San Francisco: Jossey-Bass publishers.

Julian, F. D. (1996). The capstone course as an outcomes tests for majors. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (pp. 79-81). San Francisco: Jossey-Bass publishers.

Kubiszyn, T., & Borich, G. (1984). *Educational testing and measurement: A guide for writing and evaluating test items*. Minneapolis, MN: Burgess Publishing Co.

Lenning, O. (??). use of cognitive measures in assessment. In T. W. Banta (Ed.), *Implementing outcomes assessment: Promise and perils* (pp. 41-52). *New Directions for Institutional Research*, 59. San Francisco: Jossey-Bass.

Muffo, J. A., & Bunda, M. A. (1993). Attitude and opinion data. In R. Banta, et al. (Eds.), *Making a difference: Outcomes of a decade of assessment in higher education*. San Francisco: Jossey-Bass Publishers.

Osterlind, S. (1989). *Constructing test items*. Boston, MA: Kluwer Academic Press.

Pophan, W. J. (1974). Selecting objectives and generating test items for objectives-based tests. In C. Harris, M. Alkins, & W. J. Popham (Eds.), *Problems in criterion-referenced measurement*. University of California, LA: Center for the Study of Evaluation.

Priestley, M. (1992). *Performance assessment in education and training: Alternative techniques*. Englewood Cliffs, NJ: Educational Technology Publishers.

Reynolds, C. R., Livingston, R. B., & Willson, V. (2006). *Measurement and assessment in education*. Boston, MA: Allyn and Bacon.

Contents:

Chapter	Contents
1	Introduction to educational Assessment The language of assessment; assumptions of educational assessment; participants in the assessment process; common applications of educational assessments; what teachers need to know about assessment; educational assessment in the twenty-first century
2	The Basic Mathematics of Measurement The role of mathematics in assessment; scales of measurement; the description of test scores; correlation coefficients
3	The Meaning of Test Scores Norm-referenced and criterion-referenced score interpretations; norm-referenced, criterion-referenced, or both; qualitative description of scores
4	Reliability for Teachers Errors of measurement; methods of estimating reliability; the standard error of measurement; reliability: practical strategies for teachers
5	Validity for Teachers Threats to validity; reliability and validity; “types of validity” versus “types of validity evidence”; types of validity evidence; validity: Practical strategies for teachers
6	Item Analysis for Teachers Item difficulty index (or item difficulty level); item discrimination; distracter analysis; item analysis: Practical strategies for teachers; using item analysis to improve items; item analysis of performance assessments; qualitative item analysis; using item analysis to improve classroom instruction
7	The Initial Steps in Developing a Classroom Test Characteristics of educational objectives; taxonomy of educational objectives; behavioral versus nonbehavioral educational objectives; writing educational objectives; developing a table of specifications (or test blueprint); implementing the table of specifications and developing an assessment; preparing your students and administering the assessment
8	The Development and Use of Selected-Response Items Multiple-choice items; true-false items; matching items

Chapter	Contents
9	The Development and Use of Constructed-Response Items Oral testing: the oral essay as a precursor of constructed-response items; essay items; short-answer items; a final note: constructed-response versus selected-response items
10	Performance Assessments and Portfolios What are performance assessments? Guidelines for developing effective performance assessments; strengths and weaknesses of performance assessments; portfolios
11	Assigning Grades on the Basis of Classroom Assessments Feedback and evaluation; reporting student progress: which symbols to use; the basis for assigning grades; frame of reference; combining grades into a composite; informing students of grading system; parent conferences
12	Standardized Achievement Tests in the Era of High-Stakes Assessment Group-administered achievement tests; individual achievement tests; selecting an achievement battery
13	The Use of Aptitude Tests in the Schools A brief history of intelligence tests; the use of aptitude and intelligence tests in schools; major aptitude/intelligence tests; college admission tests
14	Assessment of Behavior and Personality Assessing behavior and personality; behavior rating scales; self-report measures; projective techniques
15	Assessment Accommodations for Students with Disabilities Major legislation that impacts the assessment of students with disabilities; individuals with Disabilities Education Act (IDEA); the rationale for assessment accommodation; when are accommodations not appropriate or necessary; strategies for accommodations; determining what accommodations to provide; reporting results of modified assessments
16	The Problem of Bias in Educational Assessment What do we mean by bias; past and present concerns: a brief look; the controversy over bias in testing: its origin, what it is, and what it is not; cultural bias and the nature of psychological testing; objections to the use of educational and psychological tests with minority students; the problem of definition in test bias research: differential validity; cultural loading, cultural bias, and culture-free tests; inappropriate indicators of bias: mean differences and equivalent distributions; bias in test content; bias in other internal features of tests; bias in prediction and in relation to variables external to the test
17	Best Practices in Educational Assessment Guidelines for development assessments; guidelines for selecting published assessments; guidelines for administering assessments; guidelines for scoring assessments; guidelines for interpreting, using, and communicating assessment results; responsibilities of test takers

Riess, R. D., & Muffo, J. A. (1996). Exit interviews in mathematics. In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (pp. 129-131). San Francisco: Jossey-Bass publishers.

Staik, I. M., & Rogers, J. S. (1996). Listening to your students. . In T. W. Banta, J. P. Lund, K. E. Black, & F. W. Oblander (Eds.), *Assessment in practice* (pp. 132-134). San Francisco: Jossey-Bass publishers.

Upcraft, M. L., Gardner, J. N., & Associates. (1989). *The freshman year experience: Helping students survive and succeed in college*. San Francisco: Jossey-Bass.

Walvoord, B. E., & Anderson, V. J. (1998). *Effective grading: A tool for learning and assessment*. San Francisco: Jossey-Bass.

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