



Bibliography of Assessment Literacy Resources

Susan Brookhart, Kathy Dewsbury-White, & Edward Roeber

June 2016

Books

The following books are some that are most relevant to assessment literacy.

Brookhart, S. M., & Nitko, A. J. (2015). *Educational assessment of students* (7th ed.). Boston: Pearson Education.

A comprehensive reference treating all parts of assessment literacy, from setting the goals for student learning through designing, implementing, and evaluating results of various different kinds of assessments. Treats both formative and summative assessment. Focuses mostly on classroom assessment but also gives an introduction to large-scale assessment.

Brookhart, S. M. (2015). *Performance assessment: Showing what students know and can do*. West Palm Beach, FL: Learning Sciences.

A performance assessment is one that (a) requires students to create a product or demonstrate a process, or both, and (b) uses observation and judgment based on clearly defined criteria to evaluate the qualities of the work. Therefore, performance assessment has two parts: a task and a rubric. This book is a one-stop reference for performance assessment, combining how to design tasks and how to create rubrics (which are treated separately in the two books below), including examples.

Brookhart, S. M. (2014). *How to design questions and tasks to assess student thinking*. Alexandria, VA: ASCD.

Describes and gives examples of how to design questions and tasks that assess student thinking and, therefore, give evidence of it for assessment. Describes how to write open-ended questions for oral or written use and how to write multiple-choice questions that assess thinking. Describes how to construct performance tasks that require thinking (not just retelling). Gives strategies for varying tasks on the dimensions of cognitive level, amount of structure, and difficulty, so that tasks can be fine-tuned to assess exactly what is intended.

Brookhart, S. M. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.

Explains how to create rubrics that assess student learning, not following directions. Gives principles and examples for writing or selecting criteria and performance level descriptions that, together, describe a continuum of performance on important learning outcomes. Makes the case that rubrics only reach their true potential if used for student learning as well as eventual scoring, and describes ways to involve students in the use of rubrics for learning.

Moss, C. M., & Brookhart, S. M. (2012). *Learning targets: Helping students aim for understanding in today's lesson*. Alexandria, VA: ASCD.

Advocates using a learning target theory of action in teaching and assessing: The most effective teaching and the most meaningful student learning happens when teachers design the right learning target for today's lesson and use it along with their students to aim for and assess understanding. Describes how to make learning targets live in a lesson, and be more than statements, by using performances of understanding that give evidence of student learning and student look-fors (success criteria) that both students and teachers can use.

Brookhart, S. M. (2011). *Grading and learning: Practices that support student achievement*. Bloomington, IN: Solution Tree.

Describes and advocates learning-focused grading. Grades should reflect and report student achievement of intended learning outcomes. This is good practice whether one's school or district has moved to standards-based grading or not. The book describes twelve strategies for accomplishing this kind of grading, six strategies for grading individual assessments and six strategies for assigning report card grades based on a set of individual graded assessments.

Popham, James. (2010) *Everything School Leaders Need to Know About Assessment*. Washington, DC: Sage Publications.

This book outlines the key assessment learning that school administrators need to understand about the assessments used in their schools – the summative assessments and formative assessment practices. The book will assist those who know little about assessment to become more knowledgeable about assessment without overwhelming them with technical concepts or terminology.

Moss, C. M., & Brookhart, S. M. (2009). *Advancing formative assessment in every classroom: A guide to for instructional leaders*. Alexandria, VA: ASCD.

Describes formative assessment as an active and intentional learning process that partners the teacher and students to continuously and systematically gather evidence of learning with the express goal of improving student achievement. Elaborates six strategies: sharing learning targets and criteria for success, using feedback that feeds forward, fostering student goal-setting, using student self-assessment, planning for and asking strategic questions, and engaging students in asking effective questions.

Stiggins, R. J. (2009). Essential formative assessment competencies for teachers and school leaders. In H. L. Andrade & G. J. Cizek (Eds.), *Handbook of formative assessment*. New York: Routledge.

This chapter in the book on formative assessment outlines the classroom assessment competencies needed by teachers, as well as how such skills can be learned and used by educators.

Brookhart, S. M. (2008). *How to give effective feedback to your students*. Alexandria, VA: ASCD.

Discusses teacher feedback to students on their work. Provides a framework for thinking about feedback to students and applies it using multiple examples. Best-selling book with a second, expanded edition now in press, so it may be worth waiting a few months for the second edition.

Stiggins, R.J., & Chappuis, J. (2007). *Classroom Assessment for Student Learning – Doing It Right – Using It Well*. Upper Saddle River, NJ: Pearson Education, Inc.

This book is a comprehensive assessment learning guide for local educators to engage in learning about summative and formative assessment practices useful in the classroom and school levels.

Journal Articles

American Federation of Teachers, National Council on Measurement in Education, & National Education Association. (1990). Standards for teacher competence in educational assessment of students. *Educational Measurement: Issues and Practice*, 9(4), 30-32.

Black, P., & Wiliam, D. (1998). Assessment and classroom learning. *Assessment in Education*, 5 (1), 7-71.

Black, P., & Wiliam, D. (1998a). Inside the black box – Raising standards through classroom assessment. *Phi Delta Kappan*. 76(10), 139-148.

Brookhart, Susan M. “Educational Assessment Knowledge and Skills for Teachers”, *Educational Measurement: Issues and Practices*, Spring 2011, Vol. 30, No. 1, pp. 3-12.

Council of Chief State School Officers. (2013). InTASC model core teaching standards: A resource for state dialogue. Washington, DC: Author.

McMillan, J. H. (2000). Fundamental assessment principles for teachers and school administrators. *Practical Assessment, Research & Evaluation*, 7(8). Retrieved from <http://PAREonline.net/getvn.asp?v=7&n=8>, accessed November 21, 2009.

Michigan Assessment Consortium (2015). Assessment Literacy Standards – A National imperative. Lansing, MI: Author. Retrieved from <http://michiganassessmentconsortium.org/als/survey-regarding-assessment-literacy-standards>

Roeber, Edward. (2011). Preparing Michigan Educators in Assessment. East Lansing, MI: Michigan State University presentation.

Videos

Principles of Formative Assessment

<https://vialogues.com/vialogues/play/15986/>

14-minute video, with examples, and narration by Paul Black and Chris Harrison, two of the world’s leading experts on formative assessment

The Expeditionary Learning Channel on Vimeo

<https://vimeo.com/search?q=expeditionary+learning>

EL Schools have made quite a few high-quality videos illustrating learning targets, feedback, and other formative assessment strategies.

Websites

The Assessment Training Institute <http://ati.pearson.com/>

The Assessment Training Institute offers an annual conference on assessment, a number of specialized assessment seminars, and a number of print and video resources on assessment.

Assessment for Learning – website developed by Curriculum Corporation on behalf of the education departments of the States, Territories and Commonwealth of Australia.

<http://www.assessmentforlearning.edu.au/default.asp?id=912>

Contains professional learning modules (with video), example assessment tasks with samples of student work, and a brief research background (mostly a list of references).

Assessment Literacy Resources from the Ohio Department of Education -

<http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/How-to-Design-and-Select-Quality-Assessments>

Includes an overview and modules on Depth of Knowledge, Performance Assessment, and Assessment Blueprints.

Assessment Literacy Resources from the North Carolina Department of Public Instruction

<http://www.dpi.state.nc.us/accountability/educators/vision/formative>

North Carolina's Formative Assessment Learning Community's Online Network (NC FALCON) is an online professional development series of modules. Components of formative assessment include: Questioning, Discussions, Learning Activities, Feedback, Conferences, Interviews, and Student Reflections. Formative assessment is defined as at the classroom level, minute-by-minute, and not for grading.

Assessment Literacy Resources from the Iowa Department of Education

https://www.educateiowa.gov/pk-12/student-assessment/assessment-learning-formative-assessment#Assessment_for_Learning_Professional_Development

The "Formative Assessment Tips" are a nice, brief compendium and available to the public. There are also professional development modules available; registration is necessary

Information on Formative Assessment from the National Center on Educational Outcomes

<https://nceo.info/Assessments/formative>

Emphasizes Universal Design and selecting appropriate accommodations, both important for including students with special needs in assessment.

Classroom Assessment Standards

<http://www.jcsee.org/the-classroom-assessment-standards-new-standards>

Compendium of standards for educators, essentially defining assessment literacy. This resource tells educators what they need to know and be able to do; it does not provide educational materials to accomplish that.

Michigan Assessment Consortium <http://www.michiganassessmentconsortium.org/>

The MAC website contains information on assessment literacy, including the MAC's assessment literacy standards and information on assessment learning resources now under development.

NWEA's Assessment Literacy Resources <https://www.nwea.org/blog/category/assessment-literacy/>

Smarter Balanced Digital Library of Formative Assessment resources?

<http://www.smarterbalanced.org/educators/>

The SBAC formative assessment resources can be accessed by SBAC members and their local education agencies.