Annotated bibliography of selected authors on
'Evaluation and Assessment'

Anderson, Rebecca S., Bauer, John F., and Speck, Bruce W., editors. *Assessment Strategies for the On-line Class: From Theory to Practice.* San Francisco: Jossey-Bass, 2002.

- This book examines the learning-teaching-assessment paradigms found in the on-line classroom. It provides the reader with valuable information on what professors need to know in terms of assessing students' on-line work. It also looks at assessing field experiences of students.

Angelo, Thomas, editor. *Classroom Assessment and Research: An Update on Uses, Approaches, and Research Findings.* San Francisco: Jossey-Bass Publishers, 1998.

- The research reported in this book suggests ways of implementing the scholarship of teachers. It examines CATs, a student's gateway to better learning and using classroom assessment to change teaching and learning. It questions the utility of classroom assessment techniques in terms of improving student learning. It offers ways to spread assessments across the curriculum.

Astin, Alexander. *Assessment for Excellence: The Philosophy and Practice of Assessment and Evaluation in Higher Education.* New York: Macmillan, 1991.

- Astin emphasizes continually the central goal of assessment as furthering the educational mission of the institution. He begins by critiquing traditional assessment policies, and later goes on to present his own assessment program which he has based on the findings of his detailed research.

Baum, David. "What is Happening When We Assess, and How Can We Use Our Understanding of this to Improve Assessment?" *Assessment & Evaluation in Higher Education*, 29, no. 4. (August 2004): 451-27.

- Abstract: In an attempt to gain a fuller understanding of the basis of grading, ten assessors each assessed two portfolios drawn from the course archive which had been produced by participants on a course in teaching in higher education. Assessors gave a grade or judgement on each of a portfolio's 75 portfolio elements, reasons for each judgement they made, and recorded any alternative judgement they had considered. The paper suggests some fundamental and problematic issues about the conduct and

the reform of assessment, and offers a process which can be used to investigate and improve th quality, in particular the reliability, of any summative assessment.

Carr, Judy F. And Harris, Douglas E. *Succeeding with Standards: Linking Curriculum, Assessment, and Action Planning.* Alexandria, VA: Association for Supervision and Curriculum Development, 2001.

• This book provides an overview of standards which linking curriculum, assessment, and action planning. It attempts to establish a definition for effective practices for the attainment of certain standards. It provides guidance for action planning, reporting data, professional development, supervision, and evaluation.

Costa Arthur L. and Kallick, Bena, editors. *Assessment in the Learning Organization: Shifting the Paradigm.* Alexandria, VA: Association for Supervision and Curriculum Development, 1995.

• This book contains a collection of findings from educators who have committed themselves to improve the assessment strategies in their schools. They go about doing this through the implementation of Peter Senge's concept of the "earning organization."

Cullingford, Edric, editor. *Assessment Versus Evaluation*. London: Cassell, 1997.

• This book was designed for practicing teachers and outlines the differences and similarities between assessment and evaluation. It provides examples from the primary and secondary school levels and also delves specifically into the areas of self assessment and the personal effects of OFSTED inspection on teachers.

Driscoll, Mark J. *Learning About Assessment, Learning Through Assessment [Computer File].* Washington, D.C.: National Academy Press, 1998.

• This book is part of the Compass Series out of Washington, D.C. for the Mathematical Sciences Education Board, Center for Science, Mathematics, and Engineering Education. Specifically it deals with the assessment and evaluation of math study and teaching.

Gijbels, David. "Integrating Assessment Tasks in a Problem-based Learning Environment." *Assessment & Evaluation in Higher Education,* 30, no. 1. (February 2005): 73-14.

- Abstract: The purpose of this study was to get more insight in the effects of written assessment tasks integrated in a problem-based learning environment. Both the influence on students' performances and students' perceptions were investigated. Students' final exam results were used to find out whether students who make the assessment tasks do better than students who do not. The results indicate that making the assessment tasks had positive influence on the students' overall performance. Both the students and the teachers see the benefits of the assessment tasks.

Giles, Anna, Martin, Syvia C., Bryce, Deborah, and Hendry, GrahamD. "Students as Partners in Evaluation: Student and Teacher Perspectives. *Assessment & Evaluation in Higher Education,* 29, no.6. (December 2004): 681-5.

- Abstract: Most course evaluation in higher education is designed and conducted by university staff and rarely are students given central responsibility for planning and implementing an evaluation. Involving students as partners in educational evaluation may offer them authentic ways to develop professional skills.

Harp, Bill, editor. *Assessment and Evaluation for Student Centered Learning.* Norwood, MA: Christopher-Gordon Publishers, 1994.

- This work focuses on the whole language movement. It examines the principles of assessment and evaluation as they relate to whole language classrooms. It describes different techniques for informing teaching practice, gives a special education perspective, provides guidance for the assessment an evaluation of bilingual and multi cultural classrooms, and looks to the future of the whole language movement.

Hashway, Robert M. *Assessment and Evaluation of Developmental Learning: Qualitative Individual Assessment and Evaluation Models.* Wesport, CT: Praeger, 1998.

- Hashway outlines an assortment of assessments. He looks into the history of assessment and focuses on what methodologies are currently in play and what kind of assumptions these methodologies make. He strives to present the most accurate methods of assessment.

Hernon, Peter and Dugan, Robert E., editors. *Outcomes Assessment in Higher Education: Views and Perspectives.* Westport, CT: Libraries Unlimited, 2004.

- This work argues for an institutional commitment to assessment and accountability. It provides guidance for planning for assessment at the higher education level. It identifies important factors in assessment in terms of learning about student learning, the impact on pedagogy, library support and literacy assessment.

Johnston, Lucy. "Assessing Contributions to Group Assignments." *Assessment & Evaluation in Higher Education*, 29, no. 6. (December 2004):751-18.

- Abstract: The authors report the use of a combination of self- and peer-assessment in an undergraduate social psychology laboratory course. Students worked in small groups on a self-directed empirical project that they each wrote up independently as a laboratory report. Our analyses indicated that: (i) students took the peer-assessment process seriously; (ii) students show a self-bias; (iii) for a large majority of students the contribution index resulted in very little moderation of the final assignment marks; (iv) there was a strong correlation between the contribution index and the overall assignment score.

Lundberg, Angela. "Student and Teacher Experiences of Assessing Different Levels of Understanding. *Assessment & Evaluation in Higher Education*, 29, no. 3. (June 2004): 323-11.

- Abstract: Examinations greatly influence course structures and student study strategies. A course for students in the civil and environmental engineering program at Lulea University of Technology was reconstructed with the aim of increasing levels of understanding. A simple written test was designed to assess low levels of understanding. Laboratory work, fieldwork and extensive assignments were intended to assess medium levels of understanding. A final oral group exam that was used to assess high levels of understanding concluded the course. Peer assessment of laboratory work and assignments was also applied. The students ranked the entire course and appreciated the extensive assignments and the assessment approach.

Maclellan, Effie. "How Convincing is Alternative Assessment for Use in Higher Education?" *Assessment & Evaluation in Higher Education*, 29, no. 3. (June 2004): 311-11.

- Abstract: The current preference for alternative assessment has been partly stimulated by recent evidence on learning which points to the importance of students' active engagement in the learning process. While alternative assessment may well fulfil the aims of formative assessment, its value in the summative assessment required in higher education is more problematic. If alternative assessment devices are to be used for summative purposes, the validity of alternative assessment has to be considered. The paper argues that task specification and marking consistency in alternative assessment can make comparability of performance difficult to effect, thereby leaving alternative assessment a less than convincing form for use in higher education.

Norton, Lin. "Using Assessment Criteria as Learning Criteria: A Case Study in Psychology." *Assessment & Evaluation in Higher Education,* 29, no. 6. (December 2004): 687-16.

- Abstract: In this paper it is argued that the current trend of making assessment criteria more explicit in higher education may have a deleterious effect on students' learning. Helping students to concentrate on assessment criteria paradoxically means that they may take a strategic approach and end up focusing on the superficial aspects of their assessment tasks, rather than engaging in meaningful learning activity.

Rose, Amy D. and Leahy, Meredyth, editors. *Assessing Adult Learning in Diverse Settings: Current Issues and Approaches.* San Francisco: Jossey-Bass, 1997.

- Several principles for assessing adult learning are examined in this book. Ways for assessing critical thinking are also explored. Other elements include how to incorporate multi cultural approaches to portfolio development creating an outcomes assessment plan, assessing workplace learning, and the use of multiple assessment approaches.

Seldin, Peter. *Changing Practices in Evaluating Teaching: a Practical Guide to Improved Faculty Performance and Promotion/Tenure Decisions.* Boton, MA: Aner Publishing, 1999.

- The work of Seldin looks at current practices in assessment, both good and bad. It looks at how students rate teaching and how student feedback can be used to improve teacher performance. It examines how to use electronic classroom assessment and the WEB to enhance assessment. Overall it provides suggestions for better assessment of teachers.

Soundarajan, Neelam. "Program Assessment and Program Improvement: Closing the Loop." *Assessment & Evaluation in Higher Education*, 29, no. 5. (October 2004): 597-14.

- The recently revised set of accreditation criteria for engineering programs in the USA, places considerable stress on outcomes assessments. EC 2000 requires the assessment results to be used to identify program improvements and for such usage and the resulting improvements to be documented. While numerous assessment instruments have been developed and discussed in the literature, less attention has been paid to the question of how to use these to improve the programs or to document this usage.

Stowell, Marie. "Equity, Justice and Standards: Assessment Decision Making in Higher Education." *Assessment & Evaluation in Higher Education*, 29, no. 4. (August 2004): 495-16.

- Abstract: Recent concerns about fairness in university entrance have highlighted the need to review existing practices in admissions processes. The agendas for equity and social inclusion, however, must also apply to the processes and outcomes of higher education, where considerations of standards are additionally crucial. There is a strong case, not only for critical review of assessment processes, but also for monitoring outcomes for different social groups.

Tan, Kelvin. "Qualitatively Different Ways of Differentiating Student Achievement: a Phenomenographic Study of Academics' Conceptions of Grade Descriptors." *Assessment & Evaluation in Higher Education*, 29, no. 3. (June 2004): 267-16.

- Abstract: The term 'grade descriptors' has commonly been used to refer to the practice of describing for students characteristic work that would merit different grades. This paper reports the results of a phenomenographic study on the different ways that academic staff understood and practiced grade descriptors as forms of standards-based assessment. Suggestions for enhancing the use of grade descriptors as standards-based assessment are made.

Walvoord, Barbara E. Fassler. *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education.* San Francisco: Jossey-Bass, 2004.

- This book explores the basics of assessment for institutions, departments, and programs. It provides sample rubrics for examining student work. It gives guidelines for the evaluation of teaching, incorporating the assessment of learning.

Wilson, Keitha. "Assessing the Impact of Learning Environments on Students' Approaches to Learning: Comparing Conventional and Action Learning Designs." *Assessment & Evaluation in Higher Education,* 30, no. 1 (February 2005): 87-15.

- Abstract: This study investigated whether students' approaches to learning were influenced by the design of university courses. Pre- and post-evaluations of the approaches to learning of the same group of students concurrently enrolled in a conventional course and an action learning-based course were conducted. Students who reported themselves as more typically deep in their approach to learning were consistent in their approaches across the different environments. However, students who reported themselves as more typically surface were influenced to adopt deeper processing strategies in the action learning design.

Woolf, Harvey. "Assessment Criteria: Reflections on Current Practices." *Assessment & Reflection in Higher Education*, 29, no. 4. (August 2004): 479-15.

- Abstract: This article reviews the findings of a small-scale investigation into the criteria used by a number of departments for assessing final-year project modules in business and history and other written history assignments. The findings provide the basis for a broader discussion of the issues relating to the formulation and use of assessment criteria. Assessment entails academics making professional judgements about the standards and quality of students' work. However, for the educational value of the work entailed in developing assessment criteria to be fully realized, there needs to be a higher level of shared understanding than currently exists (among students, tutors and other stakeholders) of the language in which criteria are couched and the ways in which criteria are applied.

Wragg, E.C. *Assessment and Learning: Primary and Secondary.* London York: Routledge, 1997.

- This book defines assessment and provides evidence as to why it's consistent presence is a necessity in the modern school setting. It focus on the areas of written, oral, and practical evaluation, self assessment, the "whole school" approach, and staff development and appraisal. The book also supplies practical examples that teachers can put to use and try out for themselves.