

## Articles and Books

Updated 5/18/15

### Balanced Assessment

Black, P., & Wiliam, D. (2010). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 92(1), 81-90.

Frey, N., Fisher, D., & Moore, K. (2005). *Designing responsive curriculum: Planning lessons that work*. Lanham, MD: Rowman & Littlefield Education.

Hattie, J. (2012). *Visible learning for teachers: Maximizing Impact on Learning*. New York, NY: Routledge.

Hattie, J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.

National Research Council. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: The National Academies Press.

Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice*, 28(3), 5-13.

Stiggins, R. (2008). *Assessment for learning, the achievement gap, and truly effective schools*. Portland, OR: ETS Assessment Training Institute.

Stiggins, R. (2008). *Assessment manifesto: A call for the development of balanced assessment systems*. Portland, OR: ETS Assessment Training Institute.

Stiggins, R. (2014). *Revolutionizing assessment: Empower students, inspire learning*. Thousand Oaks, CA: Corwin.

### Assessment Inventory Process

Achieve (2014). *Student Assessment Inventory for School Districts*. Retrieved from <http://www.achieve.org/assessmentinventory>

### Assessment Literacy

CCSSO & ATP. (2013). *Operational best practices for statewide large-scale assessment programs*. Washington, D.C.: CCSSO.

Chappuis, J., Stiggins, R., Chappuis, S., & Arter, J. (2012). *Classroom assessment for student learning: Doing it right – using it well* (2nd ed.). Saddle River, NJ: Pearson Education Inc.

Fisher, D. & Frey, N. (2014). *Checking for understanding: Formative assessment techniques for your classroom* (2nd ed.). Alexandria, VA: ASCD.

Klinger, D.A., McDivitt, P.J., Howard, B.B., Munoz, M.A., Roger, W.T., & Wylie, E.C. (2015). *Classroom assessment standards for preK-12 teachers*. Joint Committee on Standards for Educational Evaluation.

Popham, J.W. (2001). Uses and misuses of standardized tests. *NASSP Bulletin*, 85, 24-31.

### **Mindset**

Blackwell, L., Trzesniewski, K., & Dweck, C. (2007). Implicit theories of intelligence predict achievement across an adolescent transition: A longitudinal study and an intervention. *Child Development*, 78(1), pp. 246-263.

Dweck, C. (2000). *Self-Theories: Their role in motivation, personality, and development*. Philadelphia, PA: Psychology Press.

Dweck, C. (2006). *Mindset: The new psychology of success*. New York, NY: Random House.

### **Student Growth**

Marion, S.F. (2015). Two sides of the same coin: Competency-based education and student learning objectives. *National Center for the Improvement of Educational Assessment*. Retrieved from [http://www.nciea.org/publication\\_PDFs/Coherence%20between%20CBE%20and%20SLO\\_SM15.pdf](http://www.nciea.org/publication_PDFs/Coherence%20between%20CBE%20and%20SLO_SM15.pdf)

Marion, S.F., DePascale, C., Domaleski, C., Gong, B., & Diaz-Bilello, Elena. (2012). Considerations for analyzing educators' contributions to student learning in non-tested subjects and grades with a focus on student learning objectives. *National Center for the Improvement of Educational Assessment*. Retrieved from [http://www.nciea.org/publication\\_PDFs/Measurement%20Considerations%20for%20NTSG\\_052212%20v2.pdf](http://www.nciea.org/publication_PDFs/Measurement%20Considerations%20for%20NTSG_052212%20v2.pdf)

McTighe, J., & Wiggins, G. (2013). *Essential questions: Opening doors to student understanding*. Alexandria, VA: ASCD.