

# **Authentic Assessment In Action Studies Of Schools And Students At Work Paperback**

Stealth Assessment  
Driven by Data  
Action Research in Education  
Developing Portfolios in Education  
Improving the Odds  
Assessment Strategies for Online Learning  
Creating Citizens  
Optimising New Modes of Assessment: In Search of Qualities and Standards  
Learner-Centered Teaching  
Beating the Odds  
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Inquiry and the National Science Education Standards  
LINKing Authentic Assessment and Early Childhood Intervention  
Authentic Assessment of the Young Child

## **Stealth Assessment**

This book has been replaced by Action Research in Education, Second Edition, ISBN 978-1-4625-4161-4.

## **Driven by Data**

"This book covers the basics of traditional educational testing, measurement, and evaluation theory and methodology, as well as sociopolitical issues and trends influencing the future of that research and practice"--Publisher's description.

## **Action Research in Education**

This book examines, through case studies of elementary and secondary schools, how five schools have developed "authentic," performance-based assessments of students' learning, and how this work has interacted with and influenced the teaching and learning experiences students encounter in school. This important and timely book reveals the changing dynamics of classroom life as it moves from more traditional pedagogy to one that asks students to master intellectual and

practical skills that are eminently transferable to “real-life” social settings and workplaces. “The issue of assessment comes first, but we see in the following case studies how it becomes powerfully enveloped in the processes of learning and teaching, of informing students, teachers, parents, and others of ‘how the children are doing.’ The portraits explicitly and implicitly suggest a deep, fair, and defensible way to answer the question ‘How’m I doing?’ in a manner that helps this child and eventually every child.” —From the Foreword by Theodore R.Sizer “Informative and thought provoking.” —American Journal of Education

## **Developing Portfolios in Education**

“You won’t find a better book on whole-system change that covers so much ground in such an accessible form than *Leading Educational Change!*” —From the Foreword by Michael Fullan, Professor Emeritus, OISE, University of Toronto “This book tackles critical issues and conundrums about how to create productive educational systems by a group of exceptionally knowledgeable thought leaders from the U.S. and around the world. Both policymakers and practitioners will benefit from these valuable insights.” —Linda Darling-Hammond, Charles E. Ducommun Professor of Education at Stanford University, author of *The Flat World and Education* “A well-edited and fascinating anthology with a wide variety of prescriptions, from the powerful to the improbable.” —Sir Michael Barber, Chief Education Advisor, Pearson “This book provides exactly what we need at this moment in the education enterprise: clear-eyed and far-reaching analyses from our brightest minds on the problems and potential solutions to delivering better educators and education amid a vastly changing, globally competitive, and interconnected 21st century.” —Gregory A. Patterson, Managing Editor, *Phi Delta Kappan Magazine* This collection features original essays from international superstars in the field of educational change. Each “think piece” draws on the latest knowledge from research, policy, and practice to provide important insights for creating systemic, meaningful reform. The authors directly address contemporary challenges, misconceptions, and failed strategies, while also offering solutions, ideas, and guiding questions for examination. Unique in its breadth of ideas and diversity of voices, *Leading Educational Change* is must-reading for education decision makers on all levels, frontline practitioners, and everyone involved with children and adolescent learning. Together with the online companion *Instructor’s Guide*, this is also a perfect text for educational leadership and policy courses. Contributors: Mel Ainscow, Stephen E. Anderson, Rukmini Banerji, Gabriel Cámara, Maria Helena Guimarães de Castro, Madhav Chavan, Amanda Datnow, Sherry L. Deckman, Lorna Earl, Patrick Griffin, Silvina Gvirtz, Andy Hargreaves, Alma Harris, Jonathan D. Jansen, Elena Lenskaya, Ann Lieberman, Helen Janc Malone, Barry McGaw, Pak Tee Ng, Pasi Sahlberg, Andreas Schleicher, Dennis Shirley, James P. Spillane, Louise Stoll, Esteban Torre, Yong Zhao Helen Janc Malone, Ed.D., is an educational researcher dedicated to connecting research, policy, and practice in support of student learning and positive development. Her work centers on educational change, whole-system reform, expanded learning, and K-16 pathways.

## **Improving the Odds**

Using Authentic Assessment in Information Literacy Programs: Tools, Techniques, and Strategies offers teaching librarians practical resources and approaches that will help implement authentic assessment in any instructional setting, from one-shot instruction sessions or for-credit courses, in person or online.

## **Assessment Strategies for Online Learning**

An approach to performance-based assessments that embeds assessments in digital games in order to measure how students are progressing toward targeted goals. To succeed in today's interconnected and complex world, workers need to be able to think systemically, creatively, and critically. Equipping K-16 students with these twenty-first-century competencies requires new thinking not only about what should be taught in school but also about how to develop valid assessments to measure and support these competencies. In *Stealth Assessment*, Valerie Shute and Matthew Ventura investigate an approach that embeds performance-based assessments in digital games. They argue that using well-designed games as vehicles to assess and support learning will help combat students' growing disengagement from school, provide dynamic and ongoing measures of learning processes and outcomes, and offer students opportunities to apply such complex competencies as creativity, problem solving, persistence, and collaboration. Embedding assessments within games provides a way to monitor players' progress toward targeted competencies and to use that information to support learning. Shute and Ventura discuss problems with such traditional assessment methods as multiple-choice questions, review evidence relating to digital games and learning, and illustrate the stealth-assessment approach with a set of assessments they are developing and embedding in the digital game *Newton's Playground*. These stealth assessments are intended to measure levels of creativity, persistence, and conceptual understanding of Newtonian physics during game play. Finally, they consider future research directions related to stealth assessment in education.

## **Creating Citizens**

Roughly half of all incoming ninth graders across urban districts will fail classes and drop out of school without a diploma. *Failing at School* starts with the premise that urban American high schools generate such widespread student failure not because of some fault of the students who attend them but because high schools were designed to stratify achievement and let only the top performers advance to higher levels of education. This design is particularly detrimental for low-income, racial/ethnic minority students. To get different results, Farrington proposes fundamental changes based on what we now know about how students learn, what motivates them to engage in learning, and what kinds of educational systems and structures would best support their learning. "This is a groundbreaking and eye-opening study because it does what few

studies of high school truly do: get inside the hearts and minds of teen-agers and show what their experience of school looks and feels like to them. The analysis of students who fail is revealing and powerful. There are poignant and revealing stories of just how a few student mistakes or teacher insensitivities lead to unfortunate and long-lasting results. More importantly, these case studies, their nuances, and their implications take us beyond the clichés and simplistic theories about schools and reform. Most importantly, we read of tangible and intelligent solutions that can be instituted, based on the facts on the ground. I highly recommend this book to everyone interested in getting beyond the typical talking points of school reform.” —Grant Wiggins, *Authentic Education* “Camille Farrington details how high schools trap students along developmental trajectories distorted by structural factors—resources, values and practices—beyond their control. Grounded firmly in research, she describes a better way forward. This book is an important contribution to the re-visioning of American high schools.” —Ronald F. Ferguson, faculty director, Achievement Gap Initiative, Harvard University “Why is there such a pattern of failure in urban high schools? This is a vital issue for every city in America. Camille Farrington’s analysis of the roots of this problem and suggestions for structural changes to break this cycle is the best I have seen. This book combines research and practitioner wisdom with common sense and heart, and for those of us engaged in this work, presents concrete directions for positive change.” —Ron Berger, chief academic officer, Expeditionary Learning Book Features: Offers concrete strategies for redesigning high schools based on four dimensions of student achievement—structural, academic, developmental, and motivational. Highlights the voices of students to illustrate fundamental problems with the way we currently “do school.” Addresses the new Common Core State Standards and the potential of this major reform effort to move us toward equity and excellence. Camille A. Farrington is a research associate (assistant professor) at The University of Chicago School of Social Service Administration and the Consortium on Chicago School Research and director of curriculum, instruction, and assessment for the Network for College Success.

## **Optimising New Modes of Assessment: In Search of Qualities and Standards**

This engaging book will show you how to move beyond tests and essay writing to implement authentic assessments in your middle or high school social studies classroom. Award-winning teacher David Sherrin explains the value of authentic assessments and offers practical ways to get started and dive deeper in your own practice. You’ll be encouraged and inspired by the real-life stories of classroom successes and failures that illustrate the points throughout the book. The chapters cover a range of categories, including different types of written, creative, and civic action assessments. The book includes: planning charts and rubrics showing how to use, grade, and give feedback on assessments so they truly aid student learning and progress specific examples, useful tips, and ready-to-go instructions that you can use immediately with your class open-ended assessments encourage scaffolding or adaptation for individual or group work to fit your classroom needs You will learn how to personalize instruction and provide students with avenues for creativity and the types of learning experiences they need to be prepared for a complex world.

## **Learner-Centered Teaching**

Examines the elements of educative, or learning-centered, assessment; presents a logical order and criteria for considering assessment design elements; and looks at the implications of the design work.

## **Beating the Odds**

Literacy lies at the heart of student understanding and achievement. Yet too many educators mistakenly assume that the reading, writing, speaking, and thinking skills that students developed in elementary school are sufficient for the sophisticated learning tasks they face in middle and high school. The result? Disappointing test scores, high dropout rates, and students unprepared for higher education, citizenship, and the world of work. *Taking Action on Adolescent Literacy: An Implementation Guide for School Leaders* presents a structured approach to using literacy as a lever for overall school improvement. Literacy instruction is not an "add-on," authors Judith L. Irvin, Julie Meltzer, and Melinda Dukes insist; it's an ongoing essential. All adolescent students, no matter what their level of achievement, can benefit from direct instruction in reading, writing, speaking, and thinking. And all secondary school leaders can improve students' literacy and learning by following the five action steps outlined in this book: (1) develop and implement a literacy action plan, (2) support teachers to improve literacy instruction, (3) use data to make curricular decisions, (4) build capacity for shared leadership, and (5) creatively allocate resources to support the literacy plan. The book also offers strategies to help educators integrate literacy and learning across the content areas, provide targeted interventions for students who are struggling the most, and develop a supportive school environment that involves parents, community members, and district leaders. Practical tools, helpful resources, and vignettes based on the authors' extensive work in school districts nationwide make this an indispensable guide for principals, central office administrators, literacy coaches, department chairs, and other school leaders committed to helping students succeed.

## **Authentic Assessment in Action**

This book takes a unique, practical, hands-on approach to the everyday activity of work integrated learning, addressing the topic through both direct instruction and case studies derived from actual experience.

## **Work Integrated Learning**

*Beating the Odds* tells the story of how teachers, students, and leaders in three schools transcend obstacles to beat the odds of failure and achieve impressive success. The schools' a suburban vocational/technical school, an urban school for

immigrant, new-English-language learners, and an urban second-chance school for students who have failed elsewhere, all operate as communities of commitment. With accessible language, multiple examples, and rich anecdotes, Ancess describes how these schools are organized, how they use adult-student relationships to leverage high levels of student performance, how they enact teaching and learning for making meaning, and how they confront the obstacles they encounter. Ancess also discusses the systemic conditions for sustaining and scaling up schools such as these three. The high schools described in this volume - Urban Academy, International High School, and Hodgson Vocational-Technical, have come to represent models of successful reform despite their challenging student populations. In addition to telling their story, this book provides samples of school documents that illustrate the day-to-day operation of the schools and can be adapted by practitioners to fit their own circumstances.

## **The Classes They Remember**

A much-needed counterpoint to the sweeping rhetoric of reform, this important book offers a nuanced depiction of the challenges and possibilities at the school and classroom level. Through the experiences of urban high school teachers who partner with their local university, Del Prete provides unique insight into teaching and learning in the midst of reform. He effectively illustrates why focusing on teaching practice and school cultures—more than standards and accountability—is a more fruitful way to achieve real and lasting change. With powerful portraits from classrooms serving diverse and low-income students, this book: Depicts the daily concerns and small victories of teachers determined to support all students in meaningful learning, and prepare them for postsecondary education. Characterizes the importance of a coherent school learning culture, based on one of the most effective small urban schools in the country. Illustrates the potential of university-school partnerships to support the development of teaching practices that will help close the achievement gap. Thomas Del Preteis Director of the Jacob Hiatt Center for Urban Education, and Chair of the Education Department at Clark University in Worcester, Massachusetts. He has worked for more than two decades on teacher education, university-school partnership, and school reform. “Tom Del Prete presents a fascinating case study of teachers at three high schools that really get it right when it comes to engaging all students in challenging content and higher-order thinking. In the process, he makes a compelling argument for creating high school-college partnerships that lead to a ‘culture of learning’ that engages teachers and improves student performance dramatically.” —David Conley, CEO, Educational Policy Improvement Center, Director, Center for Educational Policy Research, and Professor, University of Oregon “School-University collaboration is a phrase far easier to roll trippingly off one's tongue than it is to accomplish with effectiveness and integrity. In this fine volume, we read an account that rings true and can guide others hoping to pull off similar difficult collaborations. It is a book well worth reading and deserves to be studied with care.” —Lee S. Shulman, President Emeritus, The Carnegie Foundation for the Advancement of Teaching “Del Prete provides a richly detailed account of how a team of teachers grows and nurtures a collectively built body of knowledge and practice that enables them to achieve remarkable results—year after year—with

students from one of the lowest income urban communities in the state. If you want to know why we need to build a collaborative learning culture in schools, read this book. If you want to know how to do it, read it again." —Tom Carroll, President, National Commission on Teaching and America's Future (NCTAF) "Del Prete has written a book that describes what it means to prepare for and teach in an urban high school setting. At the same time, he masterfully weaves the contexts of policy, content area, and school culture into a compelling story that outlines what high-quality teaching should look like." —Lee Teitel, Harvard University Graduate School of Education

## **Interpreting Educational Research**

This book presents the research-based case that Learner Centered Teaching (LCT) offers the best means to optimize student learning in college, and offers examples and ideas for putting it into practice, as well the underlying rationale. It also starts from the premise that many faculty are much closer to being learner centered teachers than they think, but don't have the full conceptual understanding of the process to achieve its full impact. There is sometimes a gap between what we would like to achieve in our teaching and the knowledge and strategies needed to make it happen. LCT keeps all of the good features of a teacher-centered approach and applies them in ways that are in better harmony with how our brains learn. It, for instance, embraces the teacher as expert as well as the appropriate use of lecture, while also offering new, effective ways to replace practices that don't optimizing student learning. Neuroscience, biology and cognitive science research have made it clear that it is the one who does the work who does the learning. Many faculty do too much of the work for their students, which results in diminished student learning. To enable faculty to navigate this shift, Terry Doyle presents an LCT-based approach to course design that draws on current brain research on cognition and learning; on addressing the affective concerns of students; on proven approaches to improve student's comprehension and recall; on transitioning from "teller of knowledge" to a "facilitator of learning"; on the design of authentic assessment strategies – such as engaging students in learning experiences that model the real world work they will be asked to do when they graduate; and on successful communication techniques. The presentation is informed by the questions and concerns raised by faculty from over sixty colleges with whom Terry Doyle has worked; and on the response from an equal number of regional, national and international conferences at which he has presented on topics related to LCT.

## **Assessing Student Outcomes**

Meeting a crucial need, this book provides clear recommendations for authentic developmental assessment of children from infancy to age 6, including those with developmental delays and disabilities. It describes principles and strategies for collecting information about children's everyday activities in the home, preschool, and community that serves as a valid basis for intervention planning and progress monitoring. Throughout, the book emphasizes the importance of enlisting

parents as partners with practitioners and teachers in observation and team-based decision making. Special features of this well-organized, accessible volume include recommendations for developmentally appropriate assessment tools and "Best-Practice Guidepoints" in each chapter that distill key professional standards and practices.

## **Towards Coherence Between Classroom Assessment and Accountability**

"Comprehensive guide to engaging students in active, relevant, and deeper learning as they transfer knowledge, skills, and understandings to the real world"--

## **Designing Quality Authentic Assessments**

A guide to help students improve their performance provides a variety of rubrics.

## **Judging for Themselves**

In analyses of the role of national educational assessment, insufficient attention has been paid to the central place of the classroom. Rather than encouraging a two-way flow of information, today's "standards-based" frameworks tend to direct the flow of accountability from the outside into the classroom. The authors of this volume emphasize that assessment, as it exists in schools today, consists mainly of the measurements that teachers themselves design, evaluate, and act upon every day. Improving the usefulness of assessment in schools primarily requires assisting and harnessing this flood of assessment information, both as a means of learning within the classroom and as the source of crucial information flowing out of classrooms. This volume aims to encourage debate and reflection among educational researchers, professionals, and policymakers. Five source chapters describe successful classroom assessment models developed in partnership with teachers, while additional commentaries give a range of perspectives on the issues of classroom assessment, standardized testing, and accountability.

## **Authentic Assessment for Early Childhood Intervention**

Testing expert W. James Popham cuts through the jargon and the hype to provide the definitive nuts-and-bolts introduction to formative assessment, a process with the power to completely transform teaching and learning. In his inimitable style, Popham explains the research supporting formative assessment's effectiveness and why familiarity with this research is the key to preserving both teacher sanity and district funds. You'll find step-by-step guidance on how to build frameworks for formative assessment and how to carry out each of the process's four levels: teachers' instructional adjustments, students'

learning tactic adjustments, a classroom climate shift, and schoolwide implementation. This book is the place to start for educators considering formative assessment, curious about why their school system is embracing formative assessment, or wondering why the "formative assessments" they're using now aren't producing the desired results. Here, you'll learn what formative assessment is and isn't, what it can do and what it can't, and the practical way to reap its very real rewards: better teaching and better learning.

## **Using Authentic Assessment in Information Literacy Programs**

This book examines the principles and practice of authentic assessment. It seeks to answer the following questions. What is authentic assessment? How is authentic assessment different from 'performance assessment' or 'alternative assessment'? How can authentic assessment support learner-centred education, especially when a performance-oriented culture favours pen-and-paper examinations? The book is structured into two major parts. The first, 'Principles of authentic assessment design', provides readers with a conceptual explanation of authenticity; the principles for designing quality authentic assessments for valid evidence of student learning; and guidance about how to develop quality rubrics to structure assessment tasks. The second part of the book, 'Theory into practice' provides examples developed by teachers to demonstrate an understanding of authentic assessment. The subject areas covered include humanities, languages, mathematics, sciences, character and citizenship. Two case studies are discussed to demonstrate how authentic assessment can be used to comprehensively address key learning objectives in a variety of curriculum contexts. This book provides practitioners with concrete examples on how to develop authentic assessment to suit their context and also enhance their students' learning. The book will also enable teachers to face assessment challenges present in our changing world.

## **What Should I Do? Confronting Dilemmas of Teaching in Urban Schools**

How can early childhood professionals make informed decisions while selecting assessment materials that meet recommended practices? Use the new edition of this essential reference, the only book with professional rating and reviews of 80 authentic, widely used assessment tools for children birth - 8. Completely revamped and even more user-friendly than its popular first edition, this must-have guide provides rating of the qualities of assessment materials based on: "consumer reports" and ratings from a survey of more than 1,000 professionals; detailed reviews from a panel of assessment experts; ratings drawn from the authors' own extensive expertise. Now with NEW features that make the ratings and reviews even more specific and useful, this book helps early childhood professionals: evaluate how each assessment tool measures up to 8 critical standards; easily compare assessment tools; determine which assessments best meet specific needs of both program and child; select tools compatible with the ones a program is already using; link realistic, authentic assessments

with effective interventions; and deepen their knowledge and use of assessment standards for personally rating assessment tools. A key text for courses on assessment and the go-to assessment guide for every childhood program, this invaluable book will help professionals ensure high-quality services for children with and without disabilities. Professionals will have the clear and concise guidance they need to choose appropriate assessment tools that link to their programs, help design interventions that meet children's individual needs, and give all young children the start in life they deserve.

## **The SAGE Encyclopedia of Educational Research, Measurement, and Evaluation**

Assessment in Science combines professional development and classroom practice in a single volume. The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs, and for science teachers looking for techniques and examples of classroom-based assessments. Unique features of Assessment in Science include: 1) practical strategies and tools for implementing successful professional development programs in science assessment, 2) teacher stories and case studies about classroom-based assessment practice and how these teachers changed their assessment practice, 3) examples of classroom-based assessments and scoring guides, 4) samples of student work with teacher commentary, and 5) examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom-based assessments. Assessment in Science expands the existing literature on science assessment by sharing a model for professional development, and examples of teacher-developed assessments with accompanying student work and teacher commentary. Chapters written by science teachers tell how they assess students and how they have changed their assessment practice, as well as how changing assessment practice has resulted in a change in their science instruction. Assessment in Science is targeted at practising professionals in science education: administrators, staff developers, science teachers, and university science educators. Assessment in Science has applicability to graduate-level courses in science education and in-service courses for science teachers. The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom-based assessments.

## **Leading Educational Change**

"This book is made up of a collection of peer-reviewed chapters that reflect the construct of authentic learning--learning that is centred on rich, real-world, immersive and engaging tasks"--Provided by publisher.

## **Going Online with Protocols**

Offers a practical guide for improving schools dramatically that will enable all students from all backgrounds to achieve at

high levels. Includes assessment forms, an index, and a DVD.

## **Learner-directed Assessment in Esl**

The National Science Education Standards address not only what students should learn about science but also how their learning should be assessed. How do we know what they know? This accompanying volume to the Standards focuses on a key kind of assessment: the evaluation that occurs regularly in the classroom, by the teacher and his or her students as interacting participants. As students conduct experiments, for example, the teacher circulates around the room and asks individuals about their findings, using the feedback to adjust lessons plans and take other actions to boost learning. Focusing on the teacher as the primary player in assessment, the book offers assessment guidelines and explores how they can be adapted to the individual classroom. It features examples, definitions, illustrative vignettes, and practical suggestions to help teachers obtain the greatest benefit from this daily evaluation and tailoring process. The volume discusses how classroom assessment differs from conventional testing and grading-and how it fits into the larger, comprehensive assessment system.

## **Authentic Learning Environments in Higher Education**

“Have you ever been waiting for THE book? This is that book. Anna Richert has held on to this book for many years because she wanted it to honor the profession and the work of teaching. It satisfies on two important levels—that of those who study teaching and those who do the teaching. At a time when the profession is suffering from a lack of support and criticism on all fronts, Richert elevates it without valorizing it. These are real dilemmas that real teachers struggle with everyday. We owe Anna Richert a big thank you for What Should I Do?” —Gloria Ladson-Billings, Kellner Family Chair in Urban Education, University of Wisconsin-Madison What Should I Do? is a practical guide to the everyday dilemmas of the urban classroom. It offers a lifeline to both beginning teachers who are struggling to be successful and to the teacher educators who are trying to prepare them for these challenges. The author uses narratives of practice, written by novice teachers, to help readers experience a variety of dilemmas they are likely to encounter in the classroom. By engaging with and analyzing the cases, readers come to see that the “problems” of teaching are actually “dilemmas” that have no clear-cut right or wrong solution, thus reducing the potential for frustration and despair often felt by teachers. This practical resource will empower teachers to transform the unpredictable world of troubled schools into places of learning and hope, for both themselves and their students. As a former teacher said, “I wish I had read this book and realized that I wasn’t expected to have all the answers. I would probably still be teaching.” Anna Ershler Richert is a professor in the School of Education at Mills College in Oakland California where she is Director of the Master of Arts in Education with an Emphasis on Teaching (MEET) Program and Faculty Director of the Mills Teacher Scholars.

## **Educative Assessment**

This text integrates the theory and practice of learner-based assessment. Written in response to two recent movements in language teaching--learner-centered teaching and a renewed interest in authenticity in language testing--it examines the relationship between the language learner and language assessment processes, and promotes approaches to assessment that involve the learner in the testing process. Particular attention is given to issues of reliability and validity. Grounded in current pedagogical applications of authentic assessment measures, this volume is intended for and eminently accessible to classroom teachers and program directors looking for ways to include their students in the evaluation process, graduate students, and professional language testers seeking authenticity in assessment and desiring to create more interactive evaluation tools.

## **Classroom Assessment and the National Science Education Standards**

Assessment has provided educational institutions with information about student learning outcomes and the quality of education for many decades. But has it informed practice and been fully incorporated into the learning cycle? Conrad and Openo argue that the potential inherent in many of the new learning environments being explored by educators and students has not been fully realized. In this investigation of a variety of assessment methods and learning approaches, the authors aim to discover the tools that engage learners and authentically evaluate education. They insist that moving to new learning environments, specifically those online and at a distance, afford opportunities for educators to adopt only the best practices of traditional face-to-face assessment while exploring evaluation tools made available by a digital learning environment in the hopes of arriving at methods that capture the widest set of learner skills and attributes.

## **Classroom Assessment**

### **Knowing What Students Know**

Education is a hot topic. From the stage of presidential debates to tonight's dinner table, it is an issue that most Americans are deeply concerned about. While there are many strategies for improving the educational process, we need a way to find out what works and what doesn't work as well. Educational assessment seeks to determine just how well students are learning and is an integral part of our quest for improved education. The nation is pinning greater expectations on educational assessment than ever before. We look to these assessment tools when documenting whether students and institutions are truly meeting education goals. But we must stop and ask a crucial question: What kind of assessment is

most effective? At a time when traditional testing is subject to increasing criticism, research suggests that new, exciting approaches to assessment may be on the horizon. Advances in the sciences of how people learn and how to measure such learning offer the hope of developing new kinds of assessments—assessments that help students succeed in school by making as clear as possible the nature of their accomplishments and the progress of their learning. *Knowing What Students Know* essentially explains how expanding knowledge in the scientific fields of human learning and educational measurement can form the foundations of an improved approach to assessment. These advances suggest ways that the targets of assessment—what students know and how well they know it—as well as the methods used to make inferences about student learning can be made more valid and instructionally useful. Principles for designing and using these new kinds of assessments are presented, and examples are used to illustrate the principles. Implications for policy, practice, and research are also explored. With the promise of a productive research-based approach to assessment of student learning, *Knowing What Students Know* will be important to education administrators, assessment designers, teachers and teacher educators, and education advocates.

## **Failing at School**

For courses in Research Methods in Education. *Interpreting Educational Research: An Introduction for Consumers of Research*, fourth edition, is designed for introductory, post-baccalaureate research courses in which elementary and early childhood education teachers, reading/literacy specialists, special education teachers, content area teachers at the middle and secondary school levels, administrators and curriculum specialists are prepared as consumers rather than as producers of educational research. It provides preservice and in-service teachers with basic knowledge and skills for reading, interpreting, and evaluating both quantitative and qualitative educational research, so that they can make program, curriculum, and instructional decisions based upon those research results. This text guides learners in activities based on current integrated language arts principles and practices for reading and writing content area discourse. It also guides readers to independence in the use of techniques for reading, interpreting, evaluating, and writing about education research.

## **The Power of Protocols**

*Developing Portfolios in Education: A Guide to Reflection, Inquiry, and Assessment*, Second Edition takes preservice and inservice teachers through the process of developing a professional portfolio. It is designed to teach readers how traditional and electronic portfolios are defined, organized, and evaluated. The text also helps teachers to use their portfolios as an action research tool for reflection and professional development.

## **Assessment in Science**

Emphasizing writing as a means to examining, evaluating, sharing, and refining ideas, *A Short Guide to Writing about Chemistry* will help chemists develop the language skills the field demands. This book covers the kinds of readings and writing that chemists are called on to do—from introductory to more advanced work—in academic and industrial settings, and in public life. With comprehensive coverage on topics including graphing programs, ACS formats, Science Citation Index, Merck Index, and writing abstracts, this book is a "must-have" for any aspiring chemist. This edition also provides updated coverage on the Internet, working with computers, and electronic sources. For anyone interested in a practical and rewarding guide to communicating successfully about chemistry.

## **Transformative Assessment**

Learn how to use mock trials to bring history and literature to life! When students take on the roles of lawyers and witnesses in historical or literary trials, they develop greater investment in the topics, they learn rigorous close-reading and questioning techniques, and they are able to deeply explore and reflect upon themes of justice and responsibility. In this new book from award-winning teacher David Sherrin, you'll find out how this lively instructional strategy will make learning a more immersive, engaging, and memorable experience for your middle school and high school students. The book includes: a clear how-to guide to get the most out of mock trials in your class; ready-made units and lessons to get you started right away, complete with sample scripts, primary source documents, scaffolding worksheets, and assessment rubrics; templates and step-by-step instructions to help you design your own mock trials. The pre-made units, which Sherrin spent years refining in his classroom, cover historical topics such as the Nuremberg Trials and the inquisitions of Martin Luther and Galileo. You'll also find fun and interactive mock trials based on the literary works *The Pearl* and *To Kill a Mockingbird*. These lessons will help students at all ability levels to become better readers, public speakers, and critical thinkers. For even more engaging lessons, try out Sherrin's companion book on role-plays, *The Classes They Remember: Using Role-Plays to Bring Social Studies and English to Life*.

## **Taking Action on Adolescent Literacy**

Learn how to use role-plays to bring history and literature to life! When students take on the roles of historical or literary figures, they develop a greater understanding of characters' identities and motivations, and are able to more deeply explore and reflect upon key issues and themes. In this new book from award-winning teacher David Sherrin, you'll find out how this lively instructional format will make teaching a more immersive, interactive, and memorable experience for your middle school and high school students. The book includes: A clear how-to guide to get the most out of role-playing in your

class; Ready-made units and lessons to get you started right away, complete with sample scripts, scaffolding worksheets, and assessment rubrics; Templates and step-by-step instructions to help you design your own role-plays. The pre-made units, which Sherrin spent years refining in his classroom, cover historical topics such as the rise of Nazi Germany and the Spanish conquest of the Aztecs. You'll also find fun and interactive role-plays based on literary works like *The Pearl* and *Fences*. These lessons will help students at all ability levels to become better communicators, problem-solvers, and creative thinkers.

## **Designing Authentic Performance Tasks and Projects**

Engage students in meaningful civic learning and encourage them to become active and informed citizens. With this essential book, co-published by Routledge and MiddleWeb, you will gain a variety of practical strategies for teaching civics and current events to your middle school students. Author and expert teacher Sarah Cooper takes you into her school and shares her classroom-tested methods and tools. Topics include: Fitting current events into an already-packed history curriculum Staying nonpartisan and fostering balanced discussions Helping students find their stake in the news Teaching civic literacy through primary sources, then and now Encouraging students to invest in analytical writing Fostering student ownership of our classrooms through discussion and debate Cultivating citizenship through empathy and community engagement Throughout the book, you'll find student examples, handouts, and rubrics, so that you can easily implement the ideas in your own classroom. By getting your students to think critically about current events, you will help them become passionate writers, thinkers, and involved citizens.

## **Authentic Assessment in Social Studies**

Many users of the popular professional development book, *The Power of Protocols*, discovered that protocols are also very useful for online teaching. This new book, by three of the same authors, focuses on using protocols to enhance learning with their students in multiple environments including online a growing sector of the educational world. *Going Online with Protocols* lays out the diverse challenges faced by teachers and by facilitators in the online world and provides readers with strategies to tackle them. The authors provide online adaptations for such traditional protocols as the Tuning Protocol, the Collaborative Assessment Conference, and the Consultancy Protocol. They also offer entirely new protocols unique to online environments. This dynamic resource combines a rich theoretical background with step-by-step illustrations of powerful protocols, along with tips on how and when to use them.

## **Inquiry and the National Science Education Standards**

Humans, especially children, are naturally curious. Yet, people often balk at the thought of learning science--the "eyes glazed over" syndrome. Teachers may find teaching science a major challenge in an era when science ranges from the hardly imaginable quark to the distant, blazing quasar. *Inquiry and the National Science Education Standards* is the book that educators have been waiting for--a practical guide to teaching inquiry and teaching through inquiry, as recommended by the National Science Education Standards. This will be an important resource for educators who must help school boards, parents, and teachers understand "why we can't teach the way we used to." "Inquiry" refers to the diverse ways in which scientists study the natural world and in which students grasp science knowledge and the methods by which that knowledge is produced. This book explains and illustrates how inquiry helps students learn science content, master how to do science, and understand the nature of science. This book explores the dimensions of teaching and learning science as inquiry for K-12 students across a range of science topics. Detailed examples help clarify when teachers should use the inquiry-based approach and how much structure, guidance, and coaching they should provide. The book dispels myths that may have discouraged educators from the inquiry-based approach and illuminates the subtle interplay between concepts, processes, and science as it is experienced in the classroom. *Inquiry and the National Science Education Standards* shows how to bring the standards to life, with features such as classroom vignettes exploring different kinds of inquiries for elementary, middle, and high school and Frequently Asked Questions for teachers, responding to common concerns such as obtaining teaching supplies. Turning to assessment, the committee discusses why assessment is important, looks at existing schemes and formats, and addresses how to involve students in assessing their own learning achievements. In addition, this book discusses administrative assistance, communication with parents, appropriate teacher evaluation, and other avenues to promoting and supporting this new teaching paradigm.

## **LINKing Authentic Assessment and Early Childhood Intervention**

The use of protocols has spread from conferences and workshops to everyday school and university settings. Featuring seven protocols, this teaching and professional development tool is useful for those working with collaborative groups of teachers on everything from school improvement to curriculum development to teacher education at all levels.

## **Authentic Assessment of the Young Child**

This is an essential book for all those concerned with the field of assessment. It addresses relevant and timely conceptual and practical issues from a research perspective and, based on research results, clearly provides solutions to practical applications at the cutting edge of the emerging area of new modes of assessment. In a clear and rigorous manner, the authors explore new methods and study the various quality aspects of innovative approaches.

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