	Assessment			Round yellow sticker
Call Number	**TITLE**	**Author/s**	**Year**	**Annotation**
370.152 LANG	*Assessing creative & critical thinking*	Langrehr, John	2005	Provides tests to assess creative and critical thinking, which in the past has deemed to be too hard to assess. Incorporates different learning styles and tools for integration with creative and critical thinking and contains theory about how to encourage and develop creative and critical mindsets.
370.1523 LAZE	*Multiple intelligence approaches to assessment: solving the assessment conundrum*	Lazear, David G	1995	This book provides teachers with dozens of ideas on how to document and assess student performance in a "learner-friendly" way. It contains many useful ideas, even though it is 20 years old.
370.71 NETO	*Transformational Professional Learning: Making a difference in schools*	Netolicky, Deborah	2020	This book articulates the why and the what of professional learning. It acts as a bridge between research and practice by weaving scholarly literature together with the lived experience of the author and with the voices of those working in schools.
371.102 ASSE	*Assessment for Teaching second edition*	Green, Patrick **4 copies**	2018	"Grounded in contemporary, evidence-based research, this book treats assessment as a source of data that informs teaching strategies. … This is an essential resource for both pre-service and in-service teachers." [back cover]
371.102 ASSE	*Assessment for Teaching*	ed. Patrick Griffin	2014	"Grounded in contemporary, evidence-based research, this book treats assessment as a source of data that informs teaching strategies. … This is an essential resource for both pre-service and in-service teachers." [back cover]
371.26 AHEAD	*Ahead of the curve: the power of assessment to transform teaching and learning*	Reeves. D	2009	This anthology brings the ideas and recommendations of many of the world's education leaders into one resource that illustrates the many perspectives on effective assessment design and implementation. From involving students in the assessment process to ensuring accuracy and applying assessments to English learners and students with special needs, you will find compelling insights and proven strategies.
371.26 BLAC	*Inside the black box of assessment : assessment for learning by teachers and schools*	Black, Paul	2013	" … helps you to develop the quality of your summative assessments, offering easy-to-read advice for teachers on how to implement the key techniques within formative assessment- questioning, feedback and peer/self-assessment ." [back cover] 40 pages, small booklet.

371.26 BLAC	*Inside the black box Science : assessment for learning in the science classroom*	Black, Paul	2013	Revised Australian edition. Sets out in detail the research findings on four main ways of practising formative assessment found to be both workable and productive with teachers of science. 40 pages, small booklet
371.26 BURK	*Performance assessment : evidence of learning*	Burke, Kay	2004	Focusses on the three-pronged process of performance tasks, clustered criteria checklists and rubrics . 54 pages, small booklet
371.26 CHAP	*Differentiated assessment strategies : one tool doesn't fit all*	Chapman, Carolyn	2005	Includes a selection of strategies that help teachers assess struggling learners, students with special needs, children who are performing at grade level, and advanced learners, students with special needs, grade level performers and advanced learners.
371.26 CONT	*Content, then process* *CD Rom and DVD*	William Dylan	2011	Teacher quality is the most significant variable in school improvement, and of all the things teachers can do to improve the quality of their teaching, formative assessment has been shown to provide the greatest impact
371.26 CROC	*Mindful Assessment*	Crockett, Lee	2017	Outlines six critical skills necessary for students to succeed in the 21st century world. Lee Watanabe Crockett and Andrew Churches assert that educators must rethink the relationship between teaching and learning in order to effectively support modern students; they must see their teaching as a response to learning, rather than seeing learning as an outcome of teaching.
371.26 HODG	*Inside the black box Maths : assessment for learning in the Maths classroom*	Hodgen, Jeremy	2014	Revised Australian edition. – Outlines "…ways of practising formative assessment found to be both workable and productive with mathematics teachers, including classroom dialogue, feedback and peer/self-assessment ." [back cover] 32 pages, small booklet.
371.26 JONE	*Inside the black box Foreign Languages : assessment for learning in the Foreign Languages classroom*	Jones, Jane **2 copies**	2013	"… offers advice to foreign language teachers on developing assessment practices that improve learning… "[back cover] 28 pages, small booklet.
371.26 KEEL	*Mathematics formative assessment : 75 practical strategies for linking assessment, instruction, and learning*	Keeley, Page	2012	Contains 75 formative assessment strategies, and offers " guidance with each technique, including usage tips and caveats, implementation examples and suggested modifications." [back cover]
371.26 MARS	*Inside the black box English : assessment for learning in the English classroom*	Marshall, Bethan **2 copies**	2013	Identifies "… the aspects of formative assessment that research has shown to be important in raising student achievement in the English classroom." ." [back cover] 24 pages, small booklet.

371.26 MORE	*Inside the black box design and digital technologies: assessment for learning in the design and digital technologies classroom*	Moreland, Judy **2 copies**	2013	" … attempts to blend what we know about the power of formative assessment with a restatement of the educational purpose of design technologies and digital technologies." [back cover] 32 pages, small booklet.
371.26 WEBB	*Inside the black box Information and communication technology : assessment for learning in the ICT classroom*	Webb, Mary	2013	"We set out in detail four main ways of practising formative assessment in an ICT setting, outlining assessment techniques that encourage learners to bring their ideas to the fore." [back cover] 26 pages, small booklet.
371.26 WILL	*Embedded formative assessment*	Wiliam, Dylan **10 copies**	2011	Formative assessment plays an important role in increasing teacher quality and student learning when it's viewed as a process rather than a tool. Emphasising the instructional side of formative assessment, this book explores in depth the use of classroom questioning, learning intentions and success criteria, feedback, collaborative and cooperative learning, and self-regulated learning to engineer effective learning environments for students.
371.260973 ARTE	*Creating & recognizing quality rubrics (+CD-ROM)*	Arter, Judith A	2009	This book helps teachers choose or develop sound instructional rubrics, use rubrics effectively with students to maximize learning, convert rubric scores to grades, and communicate with parents about the use of rubrics in the classroom.
371.262 TOVA	*So what do they really know? : assessment that informs teaching and learning*	Tovani, Cris	2011	" … explores the complex issue of monitoring, assessing and grading students' thinking and performance with fairness and fidelity." Based on an experienced teacher's own experiences.
371.264 LAN	*Collaborative analysis of student work : improving teaching and learning (CTL)*	Langer, Georgea	2003	"In this book you'll find out how to set up collaborative analysis of student work in your school. … this adaptable system combines the best of action research, study groups, standards-based learning, student assessment, teacher reflection, and portfolio assessment." [back cover]
371.27 ART	*Scoring rubrics in the classroom : using performance criteria for assessing and improving student performance (CTL)*	Arter, Judith	2005	"This book offers a practical approach to assessing challenging but necessary performance tasks, like creative writing, 'real-world' research projects and cooperative group activities." [back cover]