

A PROSPECTIVE TEACHER'S GUIDE TO CLASSROOM ASSESSMENT

INTRODUCTION

K-12 teachers employ assessment strategies to gauge students' understanding of content knowledge on a daily basis. It is crucial that you, as a future teacher, have a firm grasp of classroom assessment principles and practices so that you are capable of developing classroom assessments and evaluating your students effectively and accurately. In turn, you will be able to use the results of assessments to shape your instruction.

Throughout this guide, you will find that we have use *italics* to call attention to special concepts. Similarly, we have chosen to use **bold** print to bring out special terms, phrases or sentences that are most useful in reviewing the content of the guide.

We will discuss assessment terminologies and test development strategies which will expand your repertoire in the field of assessment. We hope that you will be better equipped with a variety of assessment types and the knowledge of how and when to utilize them.

Regardless of what assessment method is used, it must be aligned with content standards and course objectives. When writing a lesson plan, be certain that the course objectives are clearly stated and that the standards that relate to the course objectives are matched. The assessment must accurately measure student's achievement of standards as reflected in objectives. The methods described in this guide will be useful in preparing the thematic unit assignment, if you are an elementary teacher candidate; they will also serve as a useful tool for teachers at any level and any subject matter.

UNTANGLE THE TERMINOLOGY

Norm –Referenced Standardized Assessment and Criterion-Referenced Assessment

When national samples of students have been used as a norming group for determining the relative standing of any given student taking a standardized test, we say that test is **norm-referenced**. A norm-referenced assessment performs two functions, in that it both measures a student's performance and compares that student's performance with a range of performances of other students. **CSAP**, like any standardized test, is a norm-referenced assessment. In CSAP, each student's performance is not only compared with other students, but is also indirectly compared with students in other schools. (Albert Oosterhof, 1999) Any standardized test can be administered to a large student population at the same time. Characteristics of a standardized test include exact directions for giving the test, exact scoring procedures, and test manuals for interpretation of test scores. Classroom teachers usually do not score standardized tests and interpret the results.

Criterion-referenced assessment is also referred to as classroom assessment, of which there are three categories: pre-, formative, and summative. The overriding purpose of classroom assessment is to provide information about what students know and are able to do.

Pre-Assessment

Pre-assessment is the assessment made by the teachers to determine how much content knowledge of a specific subject the student already possesses before the beginning of a unit or a topic. With this insight, teachers will be able to adapt lessons accordingly. In a sense, pre-assessment is formative assessment. Some books on the subject of assessment do not separate pre-assessment from formative assessment.

Formative Assessment

During a lesson or unit, the teacher and student can obtain ongoing feedback by using *formative assessment*. Formative assessment is useful as a means of determining appropriate changes in instruction that will enhance student learning, or it may be used to determine how much or what the student learned on that day or from that particular lesson. Types of formative assessment include but are not limited to observations, questions and answers, homework, worksheets, class discussions, quizzes, and paper-and-pencil tests. Formative assessment should be flexible, reflect the instructional content, and be integrated with instruction on a regular basis.

Summative Assessment is also referred to as post-assessment and benchmark assessment . It occurs at a topic/unit's conclusion. After instruction of a unit or topic is completed, summative assessment is used to document how much a student has learned from a unit or topic.

The *similarities and differences* between formative and summative assessments are as follows:

Similarities: Both are teacher made and both are used in the classroom.

Differences: *Formative assessment* occurs during and immediately following instruction. Formative assessment gives the teacher feedback concerning the effectiveness of instruction.

Summative assessment occurs at the end of a unit or topic. It gives the students and teacher feedback on what the student has learned and is able to apply.

If you are a candidate for elementary licensure, you will have to complete a thematic unit in which pre-assessment and post-assessment (summative assessment) are required to be included. **Beginning with the end in mind, you will be best served by developing a test that is well developed and works equally well for the pre- and summative assessments.**

To avoid comparing apples and oranges, be certain that pre-assessment is well constructed and inclusive of all concepts relevant to the standards and objectives represented within the unit so that the pre-assessment is also appropriate as the post-assessment (summative assessment).

Selected Responses Items, Performance and Product Assessment

Selected responses items include multiple choice, true/false, matching, listening, and fill in the blanks.

Performance and product assessment: Musical recitals and dramatic plays are types of performance assessments, while essays and posters are representative of product assessments. Both methods require that students achieve mastery of learning objectives outlined in the lesson plan and their use is not limited to the arts. **Other types of performance assessments include but are not limited to teaching a lesson, reading aloud, putting on a skit, giving a speech, performing a scientific experiment, preparing a meal or building a bird house.**

Please note that in planning lessons and units, unless the activities clearly reflect lesson objectives and associated content standards, they cannot be considered as performance or product tests.

Authentic Assessment

Some assessments require students to demonstrate real-life skills that are aligned with content objectives and standards and will be useful beyond the classroom. For example, students may be required to plan and complete a shopping trip, thus demonstrating their ability to use money, adhere to a budget and plan a nutritious meal. This type of assessment is called authentic assessment.

Tests

Generally speaking, *tests* capture only one piece of classroom assessment information. *Tests* are constructed to meet a specific need or purpose, such as *formative or summative assessment* of individual achievement.

Making age considerations

For very young children with limited literacy skills, pencil and paper work are inappropriate as a means of assessing learning. More appropriate assessment would include oral tasks or observation of demonstrations. For example, mathematics teachers can observe and interview children as they use manipulative materials—for example, blocks, geo-boards, and Cuisenaire rods to represent concepts and operations.

CLASSROOM ASSESSMENT DESIGNED BY TEACHERS—

PRE-,FORMATIVE, AND SUMMATIVE ASSESSMENT

This assessment measures what a student can do or cannot do with regard to a set of content standards and lesson objectives. An example would be the assessment you design for your *thematic unit*. In each lesson, the content standards are specified.

Types of Classroom Assessment

Selected versus constructed responses

Assessment may be considered in terms of the methods or techniques they employ. **Some assessments use selected-response formats which include the standard true-false, the multiple-choice , fill-in-the-blank, and matching.**

Constructed responses – Short answer, essay questions, and other examples for which students respond to prompts given on the test.

Types of Classroom Assessment Methods (Formative and Summative assessment)

Selected Responses	Products	Performances
Multiple choice	Essays	Oral presentations
True/false	Logs	Demonstrations
Matching	Journals	Drama readings
Listing	Graphing	Debates
Fill in the blanks	Matrices	Panel discussions
	Paragraphs (short answers)	Oral readings (IRC)
	Webs	Artwork
	Portfolios	Projects
	Projects	Writing poems
	Flowcharts	Musical recitals
	Concept maps	Dance activity and other physical activities
	Research papers	

(Adopted from Butler & McMunn, A Teacher’s Guide to Classroom Assessment, 2006, p. 51)

There are several pre-/formative/summative assessments commonly used in the classroom (k-12); a detailed description of each assessment method is presented below.

Observations

The purpose of observations in the content area is not to assign a student a score for his/her performance. Rather, it is for teachers to be aware of how much a student learned during or after a specific lesson. This method is very useful when working with primary grades students who participate in small group activities. The teacher moves about the classroom and examines how each student is doing in an assigned small group activity and quickly records the observation by using check marks and a short comment. (It is likely that the teacher has very limited time to record his/her observations; a short comment consisting of a few words would achieve the purpose.) If most of the students are not able to do the task after instruction, the concept introduced in the lesson needs to be re-taught or the instructional methods have to be changed in order to improve teaching effectiveness.

Example: The students are working on basic addition facts in small groups. After walking around the classroom, the teacher notices that Jay, Mary, Linda, and Chris do very well. On the other hand, Mark, Lindsey, Katie, and David miss almost all the questions, even using manipulatives. The teacher quickly records her observations on a prepared grid that allows for teacher comments.

Addition Facts

Jay V	Barack	Kate Work on adding x	Carol	Lindsey Work on counting X
Alex	Mary v	Tom	Jeannette	Richard
Brian	John L.	Paul	Ringo v	George
Hillary	Linda + skip counting v	Bill	Michelle	Mark x
Sonny	Cher	David x	John M.	Cindy

Check mark = well done, x= lack of understanding (Created by Fongyun Lee & Rick Silverman)

Self-reflecting questionnaire

Using a paper-and-pencil test as pre-and post assessment would not be appropriate for kindergarten and first grade students. Under such circumstances, questioning or self-reflecting questionnaire might be useful. **Choosing questions that reflect standards and major concepts that will be taught is crucial.** Each student should be given a self-reflecting questionnaire (see below) on which to draw pictures to elaborate their knowledge about a topic. If a young learner is not able to express him/herself using drawings, the teacher should record his/her responses.

Questions concerning “What I Know” should be carefully selected to reflect the objectives and the standards of the thematic unit or topic. For example, **if the unit topic is about the butterfly’s life cycle, asking a question such as “How much do you know about butterflies?” is too broad and may not elicit the responses related to the information that will be taught. Thus, such pre-assessment is not valuable.**

Scoring self-reflecting questionnaire

A specific question pertaining to the butterfly’s life cycle can be used for the pre-assessment and summative (post assessment).

What do you know about how a butterfly is born?	What I learned about how a butterfly is born.
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

Scoring Scale	
4.0	Student answers all items on correctly.
3.0	Student missed one item.
2.0	Student missed two items.
1.0	Student missed three items.
0.0	Student missed four or more items.

“What do you know about how a butterfly is born?” is pre-assessment which is not counted toward a grade.

“What I learned about how a butterfly is born” is summative (post-) assessment. If the score is 5/5, the score translates to 4.0 according to the following grading system used by school districts.

A word of caution concerning the KWL chart

The KWL chart is a popular tool for teachers to obtain information about what students know (**K**), what they want (**W**) to know, and what they have learned (**L**). The first column of the KWL chart is "What I Know." Without refinement, this category is too broad. Students may give answers from their prior knowledge which do not pertain to the specific target objectives and standards, and which therefore do not provide pre-assessment data or crucial information to help plan/structure your instruction. For example: When you decide to teach students about the butterfly’s life cycle, if you ask the broad question “What do you know about butterflies?”, you may get responses about coloration, migration patterns, wingspan, they are pretty, etc. this information is interesting , but it does not deal with the life cycle, which is the topic of the lesson. It is perfectly all right to use the KWL chart especially with young students, nevertheless, the questions for the **K** column must be carefully crafted.

It can be very challenging to complete a KWL chart with a group of students, since you may not have time to record students’ names with their comments/responses; therefore, you may find that although the chart gives you a good general picture of the whole class, it will not be useful in determining individual students’ prior knowledge. It would be important in preparing to teach your unit or topic to take time to complete a KWL chart with each individual student.

Selected Responses

True-False test items

Advantages and disadvantages of True-False test items

Advantages:

- Useful with many subject areas.
- Easy to score.
- Objective.
- Simple to construct.
- Cover many concepts in a short space.
- Time saving, and can be used often.
- Directions are easy for children to understand.

Disadvantages:

- Ability of students to guess the correct answer may create evaluation error.
- Some statements cannot be absolutely true or false.

Statements may be viewed as unrelated bits of information.

Rote memory may be stressed over comprehension.

Constructing True-False test items

In order to minimize some of the aforementioned disadvantages of true-false tests, teachers should:

1. Use equal numbers of true and false items.
2. Determine the test score by subtracting wrong from right answers (Right) – (wrong). This helps to correct for guessing.
3. Be as objective as possible when writing items; leave out personal opinions and tricky questions. (This is more likely to happen in middle or high school.)
4. Don't use partly true and partly false questions.
5. Don't use questions taken verbatim from the students' textbooks.
6. Don't use absolutes, such as all, none, always, never, every.

Multiple-choice test items

Advantages:

Are able to address many concepts and knowledge from the unit or topic.

Are scored objectively.

Are capable of measuring higher level thinking

Disadvantages:

Allow students to guess correct answers.

It is difficult to write wrong answers (also known as distracters) effectively.

Constructing Multiple-Choice Items

Following are the strategies for constructing multiple-choice questions:

1. Place the right answer in various positions (a, b, c, etc.), avoiding any obvious pattern. Determine the test score by subtracting wrong from right answers (Right) – (wrong). This helps to correct for guessing. The number of options must be the same in each item if this formula is to be used.
2. Don't use responses that are obviously incorrect or unrelated to the question.
3. Don't use partly true and partly false responses.
4. Do not fall into patterns, such as having the right answer being consistently long or short.
5. Offer no more than three choices.
6. Make sure that only one choice is the correct response.
7. Phrase stem and choices positively (A stem is the question or a partial sentence of the multiple choice item)

Example 1. : Who was the first president of the United States of America? (This is the Question stem.)

- a. Thomas Jefferson b. John Quincy Adams c. George Washington

The correct answer is c. Distracters are a and b.

Example 2: Finish this proverb: A penny saved is a penny___. (This is the Partial Sentence stem.)

- a. earned b. multiplied c. spent

The correct answer is a. Distracters are b and c.

Constructed Responses

Projects Used in Assessment

Projects should be aligned with core curriculum content standards and should be scored using a rubric that has been shared with the students in advance.

Grade level will determine the level of difficulty in a project. The following examples demonstrate projects that are appropriate at different grade levels.

Elementary School Level
Students study the origins of holidays and participate in meaningful activities, such as presenting a drama based on the sea journeys of Columbus under the teacher's guidance.
Students study human anatomy and create posters showing the position of major organs.
Middle School Level
Students in history class create an exhibit by recording folksongs from specific periods of American history.
Students participate in science fairs in which they plan and conduct experiments to answer a research question.
High School Level
Students in history class interview World War II veterans and share the recordings with the veterans' families and community, including creating an hour-long radio program to be aired locally.
Students in a science class build a green house for the school and use it to help teach elementary students about organic gardening.

(Modified from Butler & McMunn, A Teacher's Guide to Classroom Assessment, 2006, p. 75)

Constructed Responses

Open-Ended "Essay" Questions

Open-ended/ essay questions- Advantages:

- Student cannot guess correct answers.
- Students with a lot of information to share can go beyond the required answer to provide a more in-depth response. Therefore, teachers can determine which students do or do not meet expectations and which students exceed them.
- Teachers can simultaneously assess content knowledge and thinking skills.

Key features of quality essay questions :

- **Reflects standards and instructional purposes**
- **Interests and challenges the students**

Two things are achieved when essay questions interest students.

- 1. Students are more likely to be motivated to make a better attempt.**
- 2. Students are more likely to give the time and attention required to produce a thorough, detailed response.**

Context for essay questions:

Context makes an essay question more interesting. The designer gives some degree of purpose to the second essay question below by placing it in the context of buying a Christmas present. Thus, the question is of inherent interest to most students. Note: depending upon the cultural make up of class, the question can be reworded to reflect occasions or holidays other than Christmas.

First question—without context

There are two stores selling the item you are looking for at the same price-- \$80. One offers 50% discount, with 30 % discount after that. Another store offers 80% discount. Which store gives you a better price and why? Please write an essay describing your thought process and defending your answer.

Second question- set within context

It is close to Christmas time and your parents are eager to buy you a computer game of your liking. They both shopped at several places. Of all the stores where they shopped, only two stores are giving a discount: The Computer Ha Ha Ha! and Cheap All the Way. For the computer game that you want (you really don't "need" it), the original price at both stores is exactly the same, \$80. However, the Computer Ha Ha Ha! has 50% off of the original price and then another 30% off after that. Cheap All the Way offers 80% off of the original price. Your mother thinks that Cheap All the Way is cheaper, but your dad disagreed. What advice would you give to your parents so that they can save some money when they buy you the computer game that you really "want", but you really don't "need"? Please write an essay describing your thought process and defending your answer.

Personalizing an essay question is another way to place it in context for a student. A student is more likely to be motivated to produce a quality response if he/she sees that the question relates somehow to him/her. Even when content does not directly relate to a student at the time it is being learned, students may be engaged by assuming simulated roles that allow them to imagine way in which it could have relevance for them.

More example for open-ended questions

The life stories of individuals are very much a part of the collective history of the North American nations. Your assignment is to write an essay in which you assume one of the roles listed below and describe, within the historical context, the most difficult decision made by you in your life time. Tell how and why you arrived at that decision and the consequences of it.

- You were a slave trader operating between Africa and the new world in the early 1700s.
- You were the chief of the Seneca tribe allied with the French during the French and Indian wars.
- You were a woman widowed early in the Great Depression and left to raise five children by yourself.

(Adapted from McCullough, Laura L. & Tanner, Brenda M. 2001, Assessment in the block, p. 78)

Students also can be motivated by questions that encourage their own creative thinking. Content-based "what if" questions are useful for assessing content knowledge in this way. Students must have a solid grasp of the content in order to predict, generalize, or speculate about a hypothetical object or situation. The situation to be addressed may fall on the spectrum from somewhat realistic to absolutely fantastic.

- Using what you have learned in this unit, how would human beings obtain necessary nutrients if there were no vegetables and fruits on earth?
- Using what you have learned in this unit, what if you heard an announcement from the CDC (Center for Disease Control and Prevention) that an antibiotic-resistant superbug is coming to your town. This superbug spreads through physical contact. How would you protect yourself from being infected?

Rubrics – Holistic or Analytical

Purpose of using rubrics

As a tool, the rubric helps educators establish and communicate criteria by which student work can be fairly judged and evaluated. Any types of constructed responses (product and performance assessment) must be scored according to a rubric.

There are two categories of rubrics (whether generalized or task specific): holistic or analytical.

A holistic rubric is used to determine a single score for a student’s work as a whole. Analytical rubrics provide a score for each of the key categories of the student’s work. By referring to the analytical scores, the student and teacher know in which category(ies) further instruction and practice are needed.

4.0	Get all. No mistakes.
3.0	Got most. Minor mistakes that are easily corrected with a cue from the teacher
2.0	Many mistakes. Minimal conceptual knowledge. May need re-teaching.
1.0	Attempt. Lack of conceptual understanding/knowledge. Re-teaching is required.
0	Did not attempt. Re-teaching is required.

(Adopted from Quinlan, Audrey M., A Complete Guide to Rubrics, 2006, p. 53)

Homework rubric

4.0	Exceptional work . Did more than expected. No mistakes.
3.0	Did what was expected (all work completed.) Very few mistakes (minor mistakes).
2.0	Did less than what was expected – Many mistakes or sloppy work.
1.0	Incomplete-- Majority of the assignment not done.
0	Did nothing.

(Adopted from Quinlan, Audrey M., A Complete Guide to Rubrics, 2006, p. 53)

Analytical Rubric for problem solving

Category-Understanding the problem	
3.0	Total understanding of the problem
2.0	Partial understanding of the problem
1.0	Minimal understanding of the problem
0	No understanding of the problem
Category-Devising a solution	
3.0	A plan that will likely produce(a) correct solution(s)
2.0	A plan with a procedural error
1.0	A plan that is completely incorrect
0	No plan produced
Category-Producing an answer	
3.0	The answer(s) is/are accurate
2.0	The answer is/are partially correct
1.0	The answer is incorrect
0	There is no answer

(Created by Fongyun Lee & Rick Silverman)

Discussion Matrix

	Jack	Tim	Cora	Sue	Juan	Tia
Contributed to discussion	X	X		X	X	X
Listened to others			X		X	X
Referenced the text					X	
Substantiated ideas with reasoning					X	
Made inferences						
Notes or other observations						

(Adopted from Butler, Susan M. & McMunn, Nancy D. A teacher's guide to classroom assessment, 2006, p. 48)

N.B. Many students have found the following website useful for creating rubrics: www.rubistar.com.

Helping primary grade students understand the meaning of rubrics

One successful approach by a primary grade teacher involves presenting a 4 point scoring rubric using a simple flower design. First, she divides a poster board into four parts, draws a circle in the first part and labels it 1. She asks her students if the flower drawing is complete. When they tell her “no,” she moves to a second part, draws another circle with a line added to represent a stem, and labels it 2. The students recognize again that the flower is not complete. In the third square, the teacher adds leaves and petals to the flower. Although many children believe that the picture is complete now, she cautions them that they have not yet seen her “best effort.” Then she completes square number 4, filling in the background area with many colors (Harman, 2001).

This example helps young students visualize and understand the connection between their performance/product and the teacher’s evaluation of their work, by demonstrating the concept of complete versus incomplete. The young students can transfer and apply their understanding of the complete and incomplete drawings when interpreting the teacher’s rubric-based assessment of their own work.

Creating A Sound Assessment

Three types of items or tasks must be used in creating a sound assessment. The subject used in the following example is science -reproduction and heredity:

- **Type 1 items or tasks concern basic details and processes that are not complicated for students.** Examples of basic details are fairly straightforward, e. g., vocabulary terms, facts, and time sequences.

Explain briefly each of the following terms:

- 1 Heredity
- 2 Offspring
- 3 Gene

- **Type 2 items or tasks go beyond simple recall and deal with more complex ideas and processes.** Instead, to answer the question below, students must understand that in order to achieve sexual reproduction, flowering plants need insects and birds to transfer pollen between flowers. This means that insects and birds are necessary for the survival of flowering plants. Such understanding requires that students produce information.

Question: "What do you anticipate would happen to a field of flowering plants, if most of the insects and birds that normally visited it were to die suddenly and not be replaced? Please elaborate."

- **Type 3 items or tasks, are those that require students to go beyond exercises and discussions completed in class , thereby making new inferences and/or applications.**

Question: Describe how inherited traits are different from traits caused by environment. Then list a few of your own traits, telling which are inherited and which are caused by environment. Give reasons why your behavior is more the result of your inherited or environmental traits.

This type 3 task bears some resemblance to the Type 2 task about flowering plants, in that students must generate information. In the example given, students-generated information includes examples of both inherited and environmental traits. By contrast, the Type 3 task takes the student beyond what was taught in class, requiring him/her to apply personal understanding of inherited and environmental traits to his/her own behavior.

How Many Assessments Should be Administered?

From a measurement point of view, it is expedient to administer a minimum of four assessments per topic/thematic unit per grading period; five is better. Some teachers use more assessments to assure a defensible body of evidence to support their assessment of students. For example, a teacher could use scores from a variety of assessments, such as paper- and-pencil exams, discussions, and homework to obtain multiple scores from each student for each topic being assessed.

Following is an example rubric for scoring a paper-and-pencil test. Since many school districts use the 4.0 scale, teachers must create and communicate their grading scale in a way that relates to the 4.0 scale.

For example, if a student gets a score of 80 out of 100, it is very likely that the student’s score will translate to 3.0. If a student gets a score of 7 out of 9, that would also qualify as 3.0.

Scoring Scale for Quizzes	
4.0	Student answers all items on the quiz correctly.
3.0	Student exhibits minor errors and/or misses very few items.
2.0	Student exhibits major errors and/or misses many items.
1.0	With help, student answers some items correctly.
0.0	Even with help, student answers no items correctly.

(Adopted from Robert J. Marzano , Classroom assessment & grading that work, 2006, p. 118)

Two Possible Conjunctive Grading Systems	
System 1	
Grade	Score Pattern
A	No topic score below 3.0
B	No topic score below 2.5
C	No topic score below 2.0
D	No topic score below 1.5
F	Some topic scores below 1.5
System 2	
Grade	Score Pattern
A	No topic score below 2.5 and the majority 3.0 or above
B	No topic score below 2.0 and the majority 2.5 or above
C	No topic score below 1.5 and the majority 2.0 or above
D	No topic score below 1.0 and the majority 1.5 or above
F	Some topic score below 1.0 or the majority not above 1.5

(Adopted from Robert J. Marzano , Classroom assessment & grading that work, 2006, p. 124)

Closing Comments

This document on assessment has shown multiple strategies by which to determine the level of performance of students in units of instruction and lessons. It has indicated that pre-, formative, and summative assessment have particular roles in determining students' knowledge and skill levels before beginning, during, and after instruction. The commentary has presented a number of kinds of assessments, the major categories being selected and constructed responses. In all instances alignment of standards, objectives, instruction, and assessment ensure a coherent system of learning. Students and teachers profit from effective assessments as a regular part of learning in schools.

References and Materials for Further Study of Assessment

The following books were consulted in constructing this assessment guide. If you have questions about classroom assessment or wish to pursue some assessment related topic(s) in depth, you will find these texts to be helpful.

- **Butler, Susan M. & McMunn, Nancy D. (2006).** A teacher's guide to classroom assessment: Understanding and using assessment to improve student learning. ISBN-10: 0-7879-7877-9
- **Haladyna, Thomas M. (1999).** Developing and validating multiple-choice test items (2nd edition). ISBN:0-8058-3147-9
- **Marzano, Robert J. (2006).** Classroom assessment & grading that work. ISBN-10: 1-4166-0422-7
- **McCullough, Laura L. & Tanner, Brenda M. (2001).** Assessment in the block: The link to instruction. ISBN: 1-930556-07-1
- **McMillan, James H. (editor) (2007).** Formative classroom assessment: Theory into practice. ISBN: 978-0-8077-4799-5
- **McMillan, James H. (2003).** Classroom assessment: Principle and practice for effective instruction. ISBN-10: 0-205-38090-5
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- **Quinlan, Audrey M. (2006).** A complete guide to rubrics: Assessment made easy for teachers, K-college. ISBN-13: 978-1-57886-470-6
- **Taylor, George R. (2003).** Informal classroom assessment strategies for teachers. ISBN: 0-8108-4507-5