Angelo, T.A., & Cross, K. P. (1993).
***Classroom assessment techniques: A handbook for college teachers* (2nd ed.)**
       San Francisco: Jossey-Bass.

This revised and greatly expanded edition of the 1988 handbook offers teachers at all levels how-to advise on classroom assessment, including:
- What classroom assessment entails and how it works.
- How to plan, implement, and analyze assessment projects.
- Twelve case studies that detail the real-life classroom experiences of teachers carrying out successful classroom assessment projects.
- Fifty classroom assessment techniques
- Step-by-step procedures for administering the techniques
- Practical advice on how to analyze your data

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Banta, T.W., Jones, E.A., & Black, K.E. (2009).
***Designing effective assessment: Principles and profiles of good practice*. San**
       Francisco, CA: Jossey-Bass.

Fifteen years ago Trudy Banta and her colleagues surveyed the national landscape for the campus examples that were published in the classic work *Assessment in Practice*. Since then, significant advances have occurred, including the use of technology to organize and manage the assessment process and increased reliance on assessment findings to make key decisions aimed at enhancing student learning. Trudy Banta, Elizabeth Jones, and Karen Black offer 49 detailed current examples of good practice in planning, implementing, and sustaining assessment that are practical and ready to apply in new settings. This important resource can help educators put in place an effective process for determining what works and which improvements will have the most impact in improving curriculum, methods of instruction, and student services on college and university campuses.

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Barkley, E.F., & Major, C.H. (2016).
***Learning assessment techniques*. San Francisco: Jossey-Bass.**

50 Techniques for Engaging Students and Assessing Learning in College Courses
Do you want to:

- Know what and how well your students are learning?
- Promote active learning in ways that readily integrate assessment?
- Gather information that can help make grading more systematic and streamlined?
- Efficiently collect solid learning outcomes data for institutional assessment?
- Provide evidence of your teaching effectiveness for promotion and tenure review?

Learning Assessment Techniques provides 50 easy-to-implement active learning techniques that gauge student learning across academic disciplines and learning environments. Using Fink's Taxonomy of Significant Learning as its organizational framework, it embeds assessment within active learning activities.

Each technique features: purpose and use, key learning goals, step-by-step implementation, online adaptation, analysis and reporting, concrete examples in both on-site and online environments, and key references—all in an easy-to-follow format. The book includes an all-new Learning Goals Inventory, as well as more than 35 customizable assessment rubrics, to help teachers determine significant learning goals and appropriate techniques. Readers will also gain access to downloadable supplements, including a worksheet to guide teachers through the six steps of the Learning Assessment Techniques planning and implementation cycle.

College teachers today are under increased pressure to teach effectively and provide evidence of what, and how well, students are learning. An invaluable asset for college teachers of any subject, *Learning Assessment Techniques* provides a practical framework for seamlessly integrating teaching, learning, and assessment.

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Bean, J.C. (2001).
***Engaging ideas: The professor's guide to integrating writing, critical thinking and active learning in the classroom* (2nd ed.). San Francisco, CA: Jossey-Bass.**

Learn to design interest-provoking writing and critical thinking activities and incorporate them into your courses in a way that encourages inquiry, exploration, discussion, and debate, with *Engaging Ideas,* a practical nuts-and-bolts guide for teachers from any discipline. Integrating critical thinking with writing-across-the-curriculum approaches, the book shows how teachers from any discipline can incorporate these activities into their courses. This edition features new material dealing with genre and discourse community theory, quantitative/scientific literacy, blended and online learning, and other current issues.

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Bringle, R.G., Phillips, M.A., & Hudson, M. (2004).
***The measure of service learning: Research scales to assess student experiences*. American Psychological Association.**

This work is a resource for programme evaluators and researchers who want to inform the practice of service learning. It advocates the use of multiple-item scales, presents the rationale for their use, and explains how readers can evaluate them for reliability and validity.

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Butler, S.M., & McMunn, N.D. (2006).
***A teacher's guide to classroom assessment: Understanding assessment to improve student learning*. San Francisco, CA: Jossey-Bass.**

A Teacher's Guide to Classroom Assessment is a comprehensive guide that shows step-by-step how to effectively integrate assessment into the classroom. Written for both new and seasoned teachers, this important book offers a practical aid for developing assessment skills and strategies, building assessment literacy, and ultimately improving student learning.

Based on extensive research, this book is filled with illustrative, down-to-earth examples of how classroom assessment works in classrooms where assessment drives the instruction. The authors present the Classroom Assessment Cycle—Clarifying learning targets, Collecting assessment evidence, Analyzing assessment data, and Modifying instruction based upon assessment data—that demonstrates how one assessment action must flow into the next to be effective. Each chapter details the kinds of assessment evidence that are the most useful for determining student achievement and provides instruction in the analysis of assessment data.

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Haladyna, T. M., & Rodriguez, M. C. (2013).
Developing and validating test items. New York: Routledge.

This book is intended for anyone who is seriously interested in designing and validating multiple-choice test items that measure understanding and the application of knowledge and skills to complex situations, such as critical thinking and problem solving. The most comprehensive and authoritative book in its field, this edition has been extensively revised to include:
*more information about writing items that match content standards;
*more information about creating item pools and item banking;
*a new set of item-writing rules (with examples) in chapter 5, as well as guidelines for other multiple-choice formats;
*hundreds of examples including an expanded chapter 4 devoted to exemplary item formats and a new chapter 6 containing exemplary items (with author annotations);
*a chapter on item generation (chapter 7) featuring item modeling and other procedures that speed up item development; and
*a more extensive set of references to past and current work in the area of multiple-choice item writing and validation.

This book will be of interest to anyone who develops test items for large-scale assessments, as well as teachers and graduate students who desire the most comprehensive and authoritative information on the design and validation of multiple-choice test items.

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Maki, P., & Borkowski, N.A. (2006).
The assessment of doctoral education: Emerging criteria and new models for improving outcomes. Sterling, VA: Stylus.

Following the growing commitment to assessment at the undergraduate level, doctoral programs are now grappling with what accountability means for them.

This book provides a foundation for faculty and academic leaders of doctoral programs to promote inquiry into the educational practices that define their programs and contribute to graduate students' learning. It presents an array of examples of new program- and student-level assessment practices. The ideas and practices described here expand program review to include evidence of student learning--that is, students' demonstration of their knowledge, abilities, habits of mind, ways of knowing, ways of problem solving, and dispositions--through direct and indirect assessment methods that verify or challenge the efficacy of educational practices.

The book encourages faculty and academic leaders to reconsider the process and to formulate new questions about the efficacy of educational practices and traditions, such as the dissertation, that have historically led to the conferring of the doctorate. It will prompt constructive discussion of desired student learning outcomes, and of the kinds of assessment methods that provide evidence of what and how students learn within the context of educational practices.

Stressing the importance of listening and responding to graduate students as they progress through their studies or reflect on the relevance of their studies after graduation, the book also suggests new strategies to orient and support doctoral students in their educational journeys.

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Stevens, D.D., & Levi, A.J. (2012).
Introduction to rubrics (2nd ed.). Sterling, VA: Stylus.

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.

Reflecting developments since publication of the first edition, the authors have extended coverage to include:

* Expanded discussion on use of rubrics for grading
* Grading on-line with rubrics
* Wider coverage of rubric types (e.g., holistic, rating scales)
* Rubric construction in student affairs
* Pros and cons of working with "ready-made" rubrics
* Using rubrics to improve your teaching, and for SoTL
* Use of rubrics in program assessment (case study)
* **Application of rubrics in the arts, for study abroad, service learning and students'** independent learning
* Up-dated literature review

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Suskie, L. & T.E. Banta (2009).
Assessing Student Learning: A common sense guide (2nd ed.).

The first edition of *Assessing Student Learning* has become the standard reference for college faculty and administrators who are charged with the task of assessing student learning within their institutions. The second edition of this landmark book offers the same practical guidance and is designed to meet ever-increasing demands for improvement and accountability. This edition includes expanded coverage of vital assessment topics such as promoting an assessment culture, characteristics of good assessment, audiences for assessment, organizing and coordinating assessment, assessing attitudes and values, setting benchmarks and standards, and using results to inform and improve teaching, learning, planning, and decision making.

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Walsh, J.A. & Sattes, B.D. (2016).

***Quality questioning: Research-based practice to engage every learner** (2nd ed.).
Thousand Oaks, CA: Corwin Press.*

Quality questioning begins with the preparation of questions that engage all students in thinking and culminates in the facilitation of dialogue that takes learning deeper. Completely updated, this second edition reflects new research, addresses technological and policy changes, and includes new insights from the authors' work with teachers. Designed for immediate classroom use, readers will find:

- Graphics, tools, and strategies to develop student skills and create a powerful learning culture
- QR codes that link to more than twenty new classroom videos
- Tools and strategies to support personal reflection, classroom observations, and collaborative dialogue

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Walvoord, B.E. (2014).

***Assessing and improving student writing in college: A guide for institutions, general education, departments, and classrooms**. San Francisco, CA: Jossey-Bass.*

Step-by-step guidance for shaping better writers while keeping faculty workloads manageable Effective communication is a critical skill for many academic disciplines and careers, and so colleges and universities and their faculty members are rightfully committed to improving student writing across the curriculum. Guiding and assessing student writing in classrooms, general education, and departments takes knowledge, planning, and persistence, but it can be done effectively and efficiently.

Written in the concise, accessible style Barbara Walvoord is known for, *Assessing and Improving Student Writing in College: A Guide for Institutions, General Education, Departments, and Classrooms* offers administrators, program chairs, general education leaders, and classroom instructors the guidance they need. The book provides concrete suggestions for how to:

- Articulate goals for student writing
- Measure student writing
- Improve student writing
- Document that improvement

The book begins by addressing four basic concepts: what we mean by writing, what we mean by "good" writing, how students learn to write, and the purposes of assessment. Next, Walvoord explains the various approaches and methods for assessing writing, urging a combination of them adapted to the institution's purposes and political context. After this introduction, successive chapters offer realistic, practical advice to institution-wide and general education leaders, department members, and classroom instructors.

Walvoord addresses issues such as how to engage faculty, how to use rubrics, how to aggregate assessment information at the department and institutional levels, and how to report assessment information to accreditors. The chapter for classroom instructors offers practical suggestions: how to add more writing to a course without substantially increasing the grading load; how to construct writing assignments, how to make grading and responding more effective and time-efficient, how to address grammar and punctuation, and how to support students whose native language is not English.

The book also includes four helpful appendices: a taxonomy of Writing Across the Curriculum (WAC) and Writing in the Disciplines (WID) programs; sample outlines for faculty development workshops; a student survey on teaching methods instructors can use to inform their choices in the classroom; and a student self-check cover sheet designed to help students take ownership of their own learning and responsibility for turning in complete, correct assignments.

Practical, step-by-step guidance for each point in the assessment and improvement process creates a cohesive, institution-wide system that keeps students, faculty, and administrators on the same page.

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Walvoord, B. E. (2010).
Assessment clear and simple: A practical guide for institutions, departments, and general education (2nd ed.). San Francisco: Jossey-Bass.

The first edition of Assessment Clear and Simple quickly became the essential go-to guide for anyone who participates in the assessment process in higher education. With the increased pressure to perform assessment to demonstrate accountability, Assessment Clear and Simple is needed more than ever. This second edition of the classic resource offers a concise, step-by-step guide that helps make assessment simple, cost-efficient, and useful to an institution. It contains effective strategies for meeting the requirements of accreditation agencies, legislatures, review boards, and others, while emphasizing and showing how to move from data to actions that improve student learning. This thoroughly revised and updated edition includes many new or expanded features, including:

- Illustrative examples drawn from the author's experience consulting with more than 350 institutions
- A basic, no-frills assessment plan for departments and for general education
- Tips on how to integrate portfolios and e-portfolios into the assessment process
- Suggestions for using rubrics and alternatives to rubrics, including doing assessment for multidisciplinary work
- Clear instructions on how to construct a coherent institution-wide assessment system and explain it to accreditors
- Ideas for assigning responsibility for general education assessment
- Strategies for gathering information about departmental assessment while keeping the departmental workload manageable
- Information on how to manage assessment in times of budgetary cutbacks

Praise for the Second Edition of Assessment Clear and Simple

"Walvoord's approach to assessment is wonderfully straightforward; it is also effective in facilitating faculty engagement in assessment. We've applied a number of her methods to our campus assessment efforts with success. This book makes assessment both manageable and useful in improving and enhancing student learning."—Martha L. A. Stassen, director of assessment, University of Massachusetts, Amherst, and president, New England Educational Assessment Network (NEEAN)

"Walvoord's work clearly presents the basics for getting started in assessment of student learning while honestly addressing the complexities of assessment when driven by faculty passion for student learning. This book is a valuable resource for the novice as well as the developing experts who are leading their institutions in academic assessment."—Bobbi Allen, faculty assessment director, Delta College

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Walvoord, B.E. & Anderson, V.J. (2010).
Effective grading: A tool for learning and assessment in college (2nd Ed.). San
     Francisco, CA: Wiley: Jossey-Bass.

The second edition of *Effective Grading*—the book that has become a classic in the field—provides a proven hands-on guide for evaluating student work and offers an in-depth examination of the link between teaching and grading. Authors Barbara E. Walvoord and Virginia Johnson Anderson explain that grades are not isolated artifacts but part of a process that, when integrated with course objectives, provides rich information about student learning, as well as being a tool for learning itself. The authors show how the grading process can be used for broader assessment objectives, such as curriculum and institutional assessment.
This thoroughly revised and updated edition includes a wealth of new material including:

- Expanded integration of the use of technology and online teaching
- A sample syllabus with goals, outcomes, and criteria for student work
- New developments in assessment for grant-funded projects
- Additional information on grading group work, portfolios, and service-learning experiences
- New strategies for aligning tests and assignments with learning goals
- Current thought on assessment in departments and general education, using classroom work for program assessments, and using assessment data systematically to "close the loop"
- Material on using the best of classroom assessment to foster institutional assessment
- New case examples from colleges and universities, including community colleges