

Selected Learning Assessment Reference and Resource List

- Angelo, T., & Cross, K. P. (1993). *Classroom assessment techniques* (2nd ed.). San Francisco: Jossey-Bass.
- Banta, T. W. (2002). *Building a scholarship of assessment*. San Francisco: Jossey-Bass.
- Bloom, B.S. (Ed.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook 1. Cognitive domain*. New York: McKay.
- Board of Directors, Association of American Colleges and Universities. (2004). *Our students' best work: A framework for accountability worthy of our mission*. Washington: Association of American Colleges and Universities.
- Cizek, G. J. (2001). *Setting performance standards, concepts, methods, and perspectives*. Mahwah: Lawrence Erlbaum Associates, Inc.
- Eder, D. J. (2004). General education assessment within the disciplines. *Journal of General Education*, 53(2), 135-157.
- Ewell, P. (2004). *General education and the assessment reform agenda*. Washington: Association of American Colleges and Universities.
- Gray, P. J., & Banta, T. W. (Eds.). (1997). The campus-level impact of assessment: Progress, problems, and possibilities. *New Directions for Higher Education*, 100.
- Guskey, T. R., & Marzano, R. J. (2001). *Scoring rubrics in the classroom, using performance criteria for assessing and improving student performance*. Thousands Oaks: Corwin Press.
- Huba, M. E., & Freed, J. E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn & Bacon.

Jones, E. A., Voorhes, R., & Paulson, K. (2002). *Defining and assessing learning: Exploring competency-based initiatives*. Washington: National Postsecondary Education

Cooperative. Retrieved November 15, 2005, from

<http://nces.ed.gov/pubs2002/2002159.pdf>

Maki, P. L. (2004). *Assessing for learning: Building a sustainable commitment across the institution*. Sterling: Stylus Publishing, LLC.

Middle States Commission on Higher Education. (2003). *Student learning assessment - Options and resources*. Philadelphia: MSACHE.

Palomba, C.A., & Banta, T. W. (Eds.) (2001). *Assessing student competence in accredited disciplines: Pioneering approaches to assessment in higher education*. Sterling: Stylus Publishing, LLC.

Pellegrino, J. P., & Glaser, R. (Eds.). (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to Rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning*. Sterling: Stylus Publishing, LLC.

The Student Outcomes Assessment Committee. (2000). *Assessment: An institution-wide process to improve and support student learning*. Glen Ellyn, IL: College of DuPage. Retrieved November 15, 2005, from <http://www.cod.edu/Dept/Outcomes/AssessmentBook.pdf>

Tritelli, D. (Ed.). (2004). *Creating shared responsibility for general education and assessment*. *Peer Review*, 7 (1).

Walvoord, B. E. (2004). *Assessment clear and simple: A practical guide for institutions, departments, and general education*. San Francisco: Jossey-Bass.

Wiggins, G. P. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Wiggins, G. P. (1999). *Assessing student performance: Exploring the purpose and limits of testing*. San Francisco: Jossey-Bass.

Worthen, B. R., Sanders, J. R., & Fitzpatrick, J. L. (2003). *Program evaluation: Alternative approaches and practical guidelines*. (3rd ed.). New York: Longman.