

Web Extras
Assessment for Education: A Guide for Students, Teachers and Researchers
Val Klenowski and Claire Wyatt-Smith

Chapter 1 The transformation of assessment

Daly, A.J. and Finnigan, K.S. (2011) 'The ebb and flow of social network ties between district leaders under high-stakes accountability', *American Educational Research Journal*, 48(1): pp. 39–79
<http://aer.sagepub.com/cgi/reprint/48/1/39?ikey=vI8MK8NpuEOUw&keytype=ref&siteid=spaer>

Chapter 2 Why teachers need to understand standards

Delandshire, G. and Arens, S.A. (2003) 'Examining the quality of the evidence in preservice teacher portfolios', *Journal of Teacher Education*, 54(1): 57–73
<http://jte.sagepub.com/cgi/reprint/54/1/57?ikey=m2jVWH9QMrExM&keytype=ref&siteid=spjite>

Linn, R.L. (1993) 'Educational assessment: Expanded expectations and challenges', *Educational Evaluation and Policy Analysis*, 15(1): 1–16
<http://epa.sagepub.com/cgi/reprint/15/1/1?ikey=ZFVi0FiVggCEI&keytype=ref&siteid=spepa>

Chapter 3 A sociocultural perspective of teachers' judgement practice and learning

Gipps, C. 'Chapter 10: Socio-cultural aspects of assessment', *Review of Research in Education*, 24(1): 355–92
<http://rre.sagepub.com/cgi/reprint/24/1/355?ikey=YZ3OH727kFnfU&keytype=ref&siteid=sprre>

Wilson, M. (1992) 'Educational leverage from a political necessity: Implications of new perspectives on student assessment for Chapter 1 evaluation', *Educational Evaluation and Policy Analysis*, 14(2): 123–44
<http://epa.sagepub.com/cgi/reprint/14/2/123?ikey=NLM9b.JOb9kVw&keytype=ref&siteid=spepa>

Chapter 4 Radical change in teaching: Alignment and front-ending assessment

Moss, P.A. (1994) 'Can there be validity without reliability?' *Educational Researcher*, 23(2): 5–12
<http://edr.sagepub.com/cgi/reprint/23/2/5?ikey=Gj00kC1YVTglc&keytype=ref&siteid=spedr>

Rust, C. (2002) 'The impact of assessment on student learning: How can the research literature practically help to inform the development of departmental assessment strategies and learner-centred assessment practices?' *Active Learning in Higher Education*, 3(2): 145–58
<http://alh.sagepub.com/cgi/reprint/3/2/145?ikey=JfPeRq5bzUHrA&keytype=ref&siteid=spalh>

Chapter 5 The purposes, processes and potential of moderation and the use of standards

Jessop, T., McNab, N. and Gubby, L. (2012) 'Mind the gap: An analysis of how quality assurance processes influence programme assessment patterns', *Active Learning in Higher Education*, 13(2): 143–54
<http://alh.sagepub.com/cgi/reprint/13/2/143?ikey=4IB3zkewLCv1U&keytype=ref&siteid=spalh>

McVee, M.B., Dunsmore, K. and Gavelek, J.R. (2005) 'Schema theory revisited', *Review of Educational Research*, 75(4): 531–66
<http://rer.sagepub.com/cgi/reprint/75/4/531?ikey=Vjimz9vRNahWI&keytype=ref&siteid=sprer>

Chapter 6 Transforming learning through a focus on quality

Hall, J.N. and Ryan, K.E. (2011) 'Educational accountability: A qualitatively driven mixed-methods approach', *Qualitative Inquiry*, 17(1): 105–159

<http://qix.sagepub.com/cgi/reprint/17/1/105?ijkey=b6TUU1FtF/INA&keytype=ref&siteid=spqix>

Seashore Louis, K., Febey, K. and Schroeder, R. (2005) 'State-mandated accountability in high schools: Teachers' interpretations of a new era', *Educational Evaluation and Policy Analysis*, 27(2): 177–204

<http://epa.sagepub.com/cgi/reprint/27/2/177?ijkey=SjIYCRm2TMc6A&keytype=ref&siteid=spepa>

Chapter 7 Sustainable assessment cultures

Jacobs, G.M. and Farrell, T.S.C. (2003) 'Understanding and implementing the CLT (Communicative Language Teaching) paradigm', *RELC Journal*, 34(1): 5–30

<http://rel.sagepub.com/cgi/reprint/34/1/5?ijkey=lbpoGOrg3K42M&keytype=ref&siteid=sprel>

McVee, M.B., Dunsmore, K. and Gavelek, J.R. (2005) 'Schema theory revisited', *Review of Educational Research*, 75(4), 531–66

<http://rer.sagepub.com/cgi/reprint/75/4/531?ijkey=BEfMeQcc3KrGc&keytype=ref&siteid=sprer>

Chapter 8 Reframing assessment within a screen-based era

Vasudevan, L. and Campano, G. (2009) 'The social production of adolescent risk and the promise of adolescent literacies', *Review of Research in Education*, 33(1): 310–53

<http://rre.sagepub.com/cgi/reprint/33/1/310?ijkey=rLUKXusIsD0sl&keytype=ref&siteid=sprre>

Bennett, D.E. and Davis, M.A. (2001) 'The development of a computer-based alternate assessment system', *Assessment for Effective Intervention*, 26(3): 15–34

<http://aei.sagepub.com/cgi/reprint/26/3/15?ijkey=ZIOwTjv8CResw&keytype=ref&siteid=spaei>

Chapter 9 Futures-oriented assessment

Wiener, L. (2002) 'Assessing systemic reform's "Learning by All": Who evaluates learning by policy analysts?', *Educational Policy*, 16(2): 239–63

<http://epx.sagepub.com/cgi/reprint/16/2/239?ijkey=szAJy.SvCJclA&keytype=ref&siteid=spepx>