EDPROFST214 - Assessment for Teaching and Learning



(1)

Duchesne, S.; McMaugh, A. Educational Psychology for Learning and Teaching, 5th edition.; Cengage Learning: South Melbourne, Vic, 2016.

(2)

Hill, M.; Thrupp, M.; ProQuest (Firm). The Professional Practice of Teaching in New Zealand, 6e ed.; Cengage Learning: South Melbourne, Victoria, Australia, 2019.

(3)

Airasian, P. W.; Russell, M. K. Classroom Assessment: Concepts and Applications, 6th ed.; McGraw-Hill Higher Education: Boston, 2008.

(4)

Miller, M.; Linn, R.; Gronlund, N.; Linn, R. Measurement and Assessment in Teaching, 10th ed.; Merrill/Pearson: Upper Saddle River, N.J., 2009.

(5)

Airasian, P.; Russell, M. Classroom Assessment: Concepts and Applications, 6th ed.; McGraw-Hill Higher Education: Boston, 2008.

(6)

Darr, C. A Hitchhiker's Guide to Reliability. 2005, No. 3.

(7)

Darr, C. A Hitchhiker's Guide to Validity. 2005, No. 2.

(8)

C. Garrison; M.Ehringhaus. Formative and Summative Assessments in the Classroom. http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/28 6/Formative-and-Summative-Assessments-in-the-Classroom.aspx.

(9)

Harlen, W. Assessment of Learning; SAGE: Los Angeles, 2007.

(10)

Joyce, C. Which Assessment Tool? Set 2006, No. 1.

(11)

Darr, C. Getting Our Heads around Percentiles. No. set 2007: no. 1.

(12)

Hipkins, R. Reflections on Being "labelled" by National Standards. No. set 2010: no. 3.

(13)

Pam Thomas, Mei Kuin Lai, Viviane Robinson, Justine Agbede, and Magdalene Pythian. Reporting to Parents. No. set 2003: no. 1.

(14)

Booth, B., Hill, M., & Dixon, H. The Assessment-Capable Teacher: Are We All on the Same Page? No. Assessment Matters 6: 2014.

(15)

C. Garrison; M.Ehringhaus. Formative and Summative Assessments in the Classroom. http://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/28 6/Formative-and-Summative-Assessments-in-the-Classroom.aspx.

(16)

Broadfoot, P.; Assessment Reform Group. Assessment for Learning: 10 Principles : Research-Based Principles to Guide Classroom Practice; Assessment Reform Group: [Cambridge], 2002.

(17)

Cowie, B.; Bell, B. A Model of Formative Assessment in Science Education. Assessment in Education: Principles, Policy & Practice **1999**, 6 (1), 101–116. https://doi.org/10.1080/09695949993026.

(18)

Absolum, M. Clarity in the Classroom: Using Formative Assessment Building Learning-Focused Relationships; Hodder Education: Auckland, N.Z., 2006.

(19)

Dixon, H.; Hawe, E.; Parr, J. Enacting Assessment for Learning: The Beliefs Practice Nexus. Assessment in Education: Principles, Policy & Practice **2011**, 18 (4), 365–379. https://doi.org/10.1080/0969594X.2010.526587.

(20)

Davies, A.; Hill, M. Making Classroom Assessment Work, New Zealand ed.; NZCER Press: Wellington, N.Z., 2009.

(21)

Hawe, E., Dixon, H., Watson, E. Oral Feedback in the Context of Written Language.

Australian Journal of Language & Literacy 2008, 31 (1), 43–58.

(22)

Nicol, D. J.; Macfarlane-Dick, D. Formative Assessment and Self-regulated Learning: A Model and Seven Principles of Good Feedback Practice. Studies in Higher Education **2006**, 31 (2), 199–218. https://doi.org/10.1080/03075070600572090.

(23)

Sadler, D. R. Formative Assessment: Revisiting the Territory. Assessment in Education: Principles, Policy & Practice **1998**, 5 (1), 77–84. https://doi.org/10.1080/0969595980050104.

(24)

Florez, M; Sammons, P. Assessment for learning: Effects and impact. https://files.eric.ed.gov/fulltext/ED546817.pdf.

(25)

Knight, N. Teacher Feedback to Students in Numeracy Lessons: Are Students Getting Good Value? No. set 2003: no. 3.

(26)

Hattie, J., & Timperley, H. The Power of Feedback. Review of Educational Research **2007**, 77 (1), 81–112.

(27)

Cowie, B.; Bell, B. A Model of Formative Assessment in Science Education. Assessment in Education: Principles, Policy & Practice **1999**, 6 (1), 101–116. https://doi.org/10.1080/09695949993026.

(28)

Parr, J.; Timperley, H. Teachers, Schools and Using Evidence: Considerations of Preparedness. Assessment in Education: Principles, Policy & Practice **2008**, 15 (1), 57–71. https://doi.org/10.1080/09695940701876151.

(29)

Timperley, H.; Parr, J. Using Evidence in Teaching Practice: Implications for Professional Learning, 1st ed.; Hodder Moa Beckett: Auckland, N.Z., 2004.

(30)

Wright, J.; MacDonald, D.; Burrows, L. Critical Inquiry and Problem-Solving in Physical Education; Routledge: London, 2004.

(31)

Renshaw, I.; Araújo, D.; Button, C.; Chow, J. Y.; Davids, K.; Moy, B. Why the Constraints-Led Approach Is Not Teaching Games for Understanding: A Clarification. Physical Education and Sport Pedagogy **2016**, 21 (5), 459–480. https://doi.org/10.1080/17408989.2015.1095870.

(32)

New Zealand. Ministry of Education. Ministry of Education Position Paper: Assessment (Schooling Sector) = Ko Te Wha

```
rangi Takotoranga
A
```

runga,

- A

Те Та

huhu o Te Ma

tauranga, Te Matekitenga; Ministry of Education: Wellington, N.Z., 2011.

(33)

New Zealand. Ministry of Education. The New Zealand Curriculum; Published for the Ministry of Education by Learning Media: Wellington, N.Z., 2007.

(34)

New Zealand. Ministry of Education; New Zealand. Ministry of Education. Group Ma

ori. Ka Hikitia: Managing for Success: The Ma

ori Education Strategy, 2008-2012; Group Ma

ori, Ministry of Education: Wellington, [N.Z.], 2008.

(35)

Sadler, D. R. Formative Assessment: Revisiting the Territory. Assessment in Education: Principles, Policy & Practice **1998**, 5 (1), 77–84. https://doi.org/10.1080/0969595980050104.

(36)

Cowie, B.; Bell, B. A Model of Formative Assessment in Science Education. Assessment in Education: Principles, Policy & Practice **1999**, 6 (1), 101–116. https://doi.org/10.1080/09695949993026.

(37)

Ovens, A.; Garbett, D.; Heap, R. Using Assessment to Enhance Learning for the Net Generation. In Motivation, leadership and curriculum design: engaging the Net Generation and 21st century learners; Koh, C., Ed.; Springer: Singapore, 2015.

(38)

Broadfoot, P.; Assessment Reform Group. Assessment for Learning: 10 Principles : Research-Based Principles to Guide Classroom Practice; Assessment Reform Group: [Cambridge], 2002.

(39)

Broadfoot, P.; Assessment Reform Group. Assessment for Learning: 10 Principles : Research-Based Principles to Guide Classroom Practice; Assessment Reform Group: [Cambridge], 2002.

(40)

Clarke, S. Peer and Self-Assessment. In Formative assessment in the secondary classroom; Hodder & Stoughton: London, 2005.

(41)

Clarke, S. Creating a Learning Culture in Which Formative Assessment Can Exist. In Formative assessment in the secondary classroom; Hodder & Stoughton: London, 2005.

(42)

Airasian, P. W.; Russell, M. K. Appropriate Assessments: Valid and Reliable. In Classroom assessment: concepts and applications; McGraw-Hill Higher Education: Boston, 2008; pp 15–20.

(43)

Harlen, W. Assessment of Learning; SAGE: Los Angeles, 2007.

(44)

Darr, C. A Hitchhiker's Guide to Validity. 2005, No. 2.

(45)

Darr, C. A Hitchhiker's Guide to Reliability. 2005, No. 3.

(46)

Airasian, P. W.; Russell, M. K. Appropriate Assessments: Valid and Reliable. In Classroom assessment: concepts and applications; McGraw-Hill Higher Education: Boston, 2008; pp 15–20.

(47)

Darr, C. A Hitchhiker's Guide to Validity. 2005, No. 2.

(48)

Darr, C. A Hitchhiker's Guide to Reliability. 2005, No. 3.

(49)

Broadfoot, P.; Assessment Reform Group. Assessment for Learning: 10 Principles : Research-Based Principles to Guide Classroom Practice; Assessment Reform Group: [Cambridge], 2002.

(50)

Arndt, S.; Tesar, M. Early Childhood Assessment in Aotearoa New Zealand: Critical Perspectives and Fresh Openings.

(51)

Dalli, C.; Doyle, K. Eyes Wide Open: How Teachers of Infants and Toddlers Recognise Learning.

Ngā

Tau Tuatahi. The First Years: New Zealand Journal of Infant and Toddler Education **2011**, 13 (2).

(52)

Carr, M. Keeping It Complex. In Assessment in early childhood education: Keeping it complex, keeping it connected, keeping it credible; Te Tari Puna Ora o Aotearoa, N.Z. Childcare Association: Wellington, N.Z., 2004; pp 5–15.

(53)

Sandy Farquhar, M. T. A Day in the Life of a Newly Qualified Infant/Toddler Teacher. The First Years Journal **2015**, 17 (1).

(54)

Keryn Davis, Carol Bird, Robyn O'Connor, Helen Rees, Stephanie Spencer, Vanessa Paki, and Sally Peters. Beyond the Gate: A Case Study of Dispositional Learning from Kindergarten to School. Early Childhood Folio **2015**, 19 (1).

(55)

Hedges, Helen; Jones, Sarah. Children's Working Theories: The Neglected Sibling of Te Whariki's Learning Outcomes. Early Childhood Folio 16 (1), 34–39.

(56)

Alcock, S. Reconceptualising Child Observation: Prioritising Subjectivity. The First Years Ngā Tau Tuatahi 14 (1), 10–13.

(57)

Carr, M.; Lee, W. Learning Stories: Constructing Learner Identities in Early Education; SAGE: London, 2012.

(58)

Maria Cooper, Helen Hedges, Lindy Ashurst, Bianca Harper, Daniel Lovatt, Trish Murphy, and Niky Spanhake. Transforming Relationships and Curriculum: Visiting Family Homes. The early childhood folio **2014**, 18 (1).