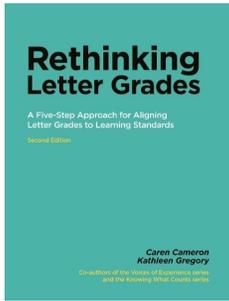


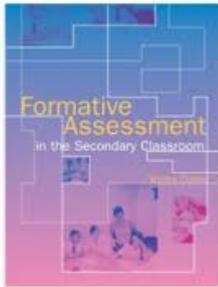
Assessment For Learning Secondary Book List



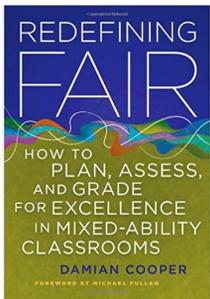
Rethinking Letter Grades: A Five-Step Process for Aligning Letter Grades to Learning Standards, Caren Cameron and Kathleen Gregory, 2014.

The authors offer a practical five-step process for arriving at letter grades that moves away from collecting a string of marks and calculating a grade. They examine a wide variety of assessment tools (rating scales, scoring keys, rubrics, test scores, observation records, discussion notes, symbols, portfolio collections, and more) and match the student evidence with a description of achievement. This description presents a valid picture of student achievement—one that recognizes all aspects of student performance.

Formative Assessment in the Secondary Classroom, Shirley Clarke, 2014.

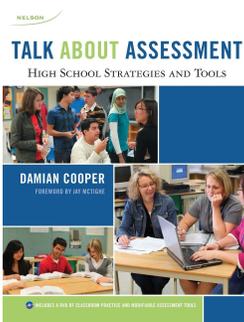


This practical guide focuses on learning objectives, effective questioning and feedback as the key elements of formative assessment - assessment for learning - in the secondary classroom. Taking forward core themes developed in Unlocking Formative Assessment, Shirley Clarke shows how marking and feedback complete the 'learning loop' which starts with learning intentions and success criteria.



Redefining Fair: How to Plan, Assess, and Grade for Excellence in Mixed-Ability Classrooms, By Damian Cooper, Solution Tree, 2011 ISBN: 978-1935542148

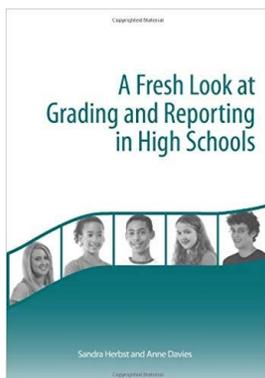
With a focus on mixed-ability classes, the author outlines instructional practices that engage, empower, and motivate students. Using stories, strategies, case histories, and sample documents, he explains how to implement equitable instruction, assessment, grading, and reporting practices for diverse 21st century learners.



Talk About Assessment (Secondary): Strategies and Tools to Improve Learning, By Damian Cooper, Nelson Canada ELHI, 2009 ISBN: 9780176357122

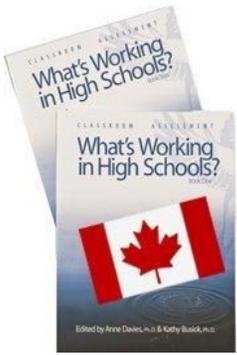
This concise reference handbook includes practical tools for all types of assessment: case studies, anecdotes, rubrics, checklists, and test items. Provides support for all assessments: diagnostic, formative, and summative. The first section describes best practice in assessment in an easy-to-understand manner. The second section comprises hands-on tools to help you implement these practices in your classroom.

A Fresh Look at Grading and Reporting in High School, Anne Davies, 2014.

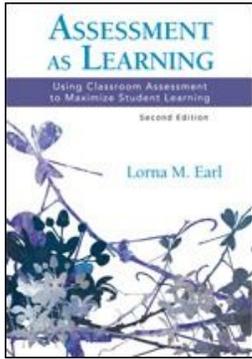


Equip yourself with research-based strategies to execute effective classroom assessment. This book is organized around four quadrants: determining the learning destination, researching the expected quality level, planning to collect reliable and valid evidence of learning, and collecting baseline evidence of learning. Understand what must take place before, during, and after learning to communicate student progress to students, parents, and other stakeholders.

Classroom Assessment: What's Working in High Schools? Anne Davies, 2007.



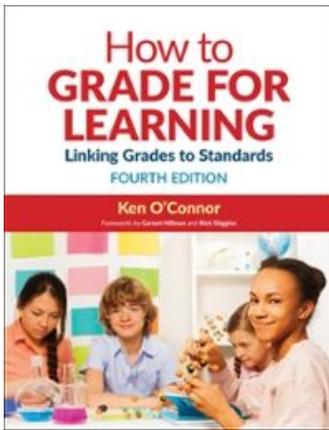
In this two-book set, the authors have gathered the wisdom and expertise of twenty-two secondary educators from Canada, the United States, and Europe and from a variety of disciplines and roles. They offer a rich collection of practical assessment ideas and solutions, as well as Blackline Masters.



Assessment As Learning: Using classroom assessment to maximize student learning (2nd edition), By Lorna M. Earl, Corwin-Sage, 2013 ISBN: 978-1452242972

In Assessment As Learning, Earl argues that by improving classroom assessment, educators will improve learning for every learner in every school.

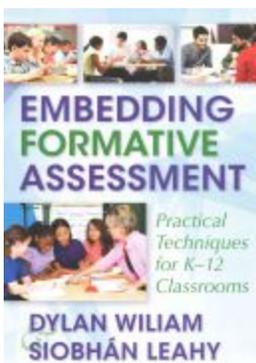
She contends that assessment can and should be an integral part of learning processes, versus just measuring learning at the end. Earl differentiates between three approaches to assessment: assessment of learning (grades and marks), assessment for learning (formative, continuous feedback), and assessment as learning (self-assessment, self-monitoring and self-regulation).



How to Grade for Learning (4th Edition), By Ken O'Connor, Corwin, 2018 ISBN: 978-1412953825

This 4th edition provides eight guidelines for good grading, offers recommendations for practical applications, and gives solid suggestions for implementing more effective grading practices. Ken O'Connor presents the latest research on motivation, mindset, learning styles, and beliefs about fairness to inform this new edition.

A resource for helping teachers assign grades that are accurate, consistent, meaningful, and supportive of learning.



Embedding Formative Assessment: Practical Techniques for K-12 Classrooms, Dylan Wiliam, Siobhan Leahy, 2014.

The authors deliver a clear, practical guide for teachers, centered on the five key strategies for improving teacher practice and student achievement: 1) Clarifying, sharing and understanding learning intentions and success criteria; 2) Engineering productive discussion and activities that elicit evidence of learning; 3) Providing feedback that moves learners forward; 4) Activating students as learning resources for each other; and 5) Activating students as owners of their own learning. Then, for each strategy, the authors provide an overview of the strategy and a number of very practical formative assessment techniques for implementing it in K-12

classrooms.