Bibliography
(Completed June, 2004)

Assessment for learning (general):

Amrein-Beardsley, A., & Berliner, D. (August 4,2003). Re-analysis of NAEP math and reading scores in States with and without high-stakes testing. *Education Policy Analysis Archives, 11*(25). Available at http://epaa.asu.edu/epaa/v11n25
One of a series of papers about high-stakes testing. Argues that the complexity of measurement problems in an open system means that 'the extent to which states with high-stakes tests outperform states without high-stakes tests is, at best indeterminable'.

Lidz, C. S., & Gindis, B. (2003). Dynamic assessment of the evolving cognitive functions in a child. In A. Kozulin, B. Gindis, V. Ageyev & S. M. Miller (Eds.), *Vygotsky's Educational Theory in Cultural Context* (pp. 99-116). Cambridge: Cambridge University Press.
An example of constructivist assessment which builds on Vygotsky's conception of a 'zone of potential development'. A good example of using formative assessment as intellectual scaffolding.

Lajoie, S. (2003). Transitions and trajectories for studies of expertise. *Educational Researcher, 32*(8), 21-25.
A Canadian perspective on dynamic assessment, which displays tangential reference to Vygotskys work. Also comments on 'evidence-centred assessment design' which 'delineates how cognitive models serve the underlying student models that guide the instruction or remediation individuals receive'.

Torrance, H. (1993). Formative assessment: Some theoretical problems and empirical questions. *Cambridge Journal of Education, 23*(3), 333-343.
A complement to Sadler (see below). Discusses assessment as it related to the National Curriculum for England and Wales. Argues, among other things, that 'Research on assessment is in need of fundamental review' and that 'one aspect of such a review should focus on formative assessment'.

Assessment for learning (key ideas):

Braun, H. (2004, January 5). Reconsidering the impact of High-stakes testing. *Education Policy Analysis Archives, 12*(1). Available at http://epaa.asu.edu/epaa/v12n1
A detailed US review of earlier studies of high-stakes testing and achievement. Illustrates how the outcomes of research analysis are sensitive to criteria differences. Different studies favour low- and high-stakes testing programmes. Acknowledges the 'tentative nature of any conclusions drawn from highly aggregated observational data'.

Sadler, D. R. (1998). Formative assessment: Revisiting the territory. *Assessment in Education: Principles, Policy and Practice, 5*(1), 77-84.
For more than 20 years Royce Sadler has been a leader in the field of assessment theory. His work has embraced philosophical questions about

criteria, standards, thresholds, formative and summative assessment. This work focuses on feedback and formative assessment; and provides a constructivist rationale for 'alternative' assessment.

Zatta, M. C., & Pullin, D. C. (2004, April 10th). Education and alternate assessment for students with significant cognitive disabilities: Implications for educators. *Education Policy Analysis Archives, 12*(16), (available from http://epaa.asu.edu/epaa/v12n16/).
There are two reasons why this article is relevant to the *Internetbased assessment* project for. First, it addresses what the European Commission describes as 'transverse issues'; that is, issues related to educational access by marginalised groups. Secondly, this paper uses the conception 'alternate' assessment, meaning assessments that are part of 'alternate approaches to educational accountability'. Overall, the article 'describes some of the ways in which alternate assessment, as part of standards-based reform may impact on students with significant cognitive disabilities'. Indirectly, it also raises the educational problem - critical in European thought - of the difference between providing assessments in relation to goals that are approachable and goals that are realisable.

Delandshere, G. (2002). Assessment as inquiry. *Teachers College Record, 104*(7), 1461-1484.
A fine review of the current, problematic status of testing, arising from a widespread awareness of the limitations of measurement theory and practice. Generally, suggests that a way forward is to return to discussion of learning, knowing and inquiry.

History of testing:

Nordkvelle, Y. (2004). Technology and didactics: historical mediations of a relation. *Journal of Curriculum Studies, 36*(4), 427-444.
This is a pathbreaking article in the wider effort to establish an '*educational* theory of technology'. As the author comments, 'Distance education is the field which has most vigorously adopted new technologies, and seems to be the most in need of educational theories' (p. 427).

Assessment as a socio-technical process:

Mabry, L., Polle, J., Redmond, L., & Schultz, A. (July 18, 2003). Local impact of state testing in southwest Washington. *Education Policy Analysis Archives, 11*(22). Available at http://epaa.asu.edu/epaa/v12n1
A bottom-up study of teachers' beliefs and practices. regarding classroom and state assessment. Contrasts the teachers' view of testing *students* against the state's view of *testing* students. Contains much useful information on teachers' practice.

Goldstein, H. (2004). Education for all: The globalisation of learning targets. *Comparative Education, 40*(1), 7-14.
A specialist in the field argues that 'the ambitiousn programme 'Education for all' launched by UNESCO, could be seriously undermined by its reliance upon the achievement of numerical 'targets'. Evidence from existing attempts by

countries to impose educational targets reveals undesireable side-effects and distortions of educational systems' (abstract).

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Impact of the internet on testing:

Andriessen, J., & Sandberg, J. (1999). Where is education heading and how about IT? *International Journal of Artificial Intelligence in Education, 10*, 130-150.
This article provides a clear discussion of the problems faced within 'artificial intelligence' research over the fusion of human and mechanical reasoning. In short, it is a discussion of the 'intelligent tutoring systems' paradigm that ' thrived' in the 1980s and 1990s and the 'grumbling voices' that have come to challenges such a paradigm, offering 'new ways of looking at AI'.

Baker, E. (2003). Reflection on technology-enhanced assessment. *Assessment in Education, 10*(3), 421-424.
Introduction to a special issue of *Assessment in Education* that revolves around two issues: '(1) the emphasis on assessment to improve and certify learning, and (2) the use of technology in the classroom'. Makes a useful distinction between the struggle for *efficiency* (reduction of costs, time and error) and *fidelity to new goals* - the need to document that 'assessments measure complex learning and performance that previously counlt not be systematically or uniformly recorded'.

Pedagogics:

Bracey, G. (2004). *Knowledge Universe and Virtual Schools: Educational breakthrough or digital raid on the pulbic treasury*. Tempe, AZ: Arizona State University Educational Policy Studies Laboratory (http://edpolicylag.org).
This is an example of the penetration of the learning economy into the learning society. It is an analysis of an US provider of 'virtual schools' which, consultants have claimed, is the 'next wave in technology-based education'. Virtual schools are 'the delivery of curriculum over the internet to homes, schools, or wherever the learner might be'. The author's concern is not only that such interventions in the learning society may result in the 'debasement of education as just another corporate product' but that these innovation are funded by public tax dollars.

Ohanian, S. (2004). *The K-12 Virtual Primary School History Curriculum*. Tempe, AZ: Arizona State University Educational Policy Studies Laboratory (http://edpolicylag.org).
This report focuses, like Bracey (2004), on virtual schools and, in particular, the company *Knowledge Universe* and its school-related division K12 Inc. The history curriculum is based on behaviourist, stimulus-response theory. The author concludes: K12.com uses software to provide book-keeping not to facilitate learning, and it keeps track of what lessons have been completed. Otherwise, the computer, with its slow PDF files and freeze-up screens, gets in the way of presenting lessons rather than enhancing them…'.

Mathison, S., & Freeman, M. (2003, September 24). Constraining elementary teachers' work: Dilemmas and paradoxes created by state mandated testing. *Educational Policy Analysis Archives, 11*(34).
A discussion of the backwash effects of high stakes and mandated testing. Conclusion: 'high stakes tests continually force teachers to act in ways they did not think were professional and often resulted in created instructional environments that teachers did not think were conducive to student success'. Usefully read alongside Kennedy (2004).

Kennedy, M. M. (2004, April 7). Reform ideals and teachers' practical intentions. *Educational Policy Analysis Archives, 12*(13).
One of the best studies of teachers' practise, closely linked to neo-aristotelean analyses of practice. Discusses teachers' interpretations of classroom situations, their prior beliefs, values and accumulated principles of practice, their intentions, and how they decide how to respond to situations as they arise'. Overall, analyses the 'primary areas of concern that dominated teachers' thinking' and where these concerns 'are similar to, and different from, reform ideals'. (end of bibliography)