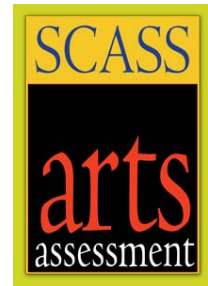




SCASS/ARTS BIBLIOGRAPHY



ASSESSMENT

Publications 2000- to Present

McTighe, Jay and Judith A. Arter. **Scoring Rubrics in the Classroom** Thousand Oaks, CA, Corwin Press, Inc., 2000 (182 pages)

SUMMARY: This book shares clarifying the targets of instruction, including hard-to-define problem solving; provides valid and reliable assessment of student learning; speaks to improving student motivation and achievement by helping them understand the nature of quality for performances and products. The chapters are framed by an essential question and include illustrative stories, practical examples, tips and cautions, and a summary of key points and recommended resources for further information plus a wealth of rubrics to adopt or adapt.

Lipman, Laura and Bruce Wellman. **Pathways to Understanding: Learning-focused Classrooms**. Oxford, OH, National Staff Development Council; 2000.

SUMMARY: This book provides a three-phase framework for learning and teaching in a learning-focused classroom. It addresses classroom-tested strategies.

On-line Resources

Arts Word Education Resource Center, Arizona State University, **ArtsWork ARTS Education Resource Center;** <http://artswork.asu.edu/>

K-12 web-based resource for dance, music, theatre and visual arts providing assessment formats of performance (portfolios, rubrics, rating scales) and closed items (multiple choice, true/false, matching, completion).

Classroom-Based Performance Assessments (CBPAs) Office of Superintendent of Public Instruction, Washington. <http://www.k12wa.us/assessment/WASL/arts/default.aspx>

Sample items and supplemental materials developed for dance, music, theatre and visual arts for grades 5, 8, 10. Contains student samples for anchor, practice and qualifying sets, directions for administration, rubrics and student samples that grew out of a limited statewide pilot in 2003. Students, through CBPAs, are required to construct their own answers in some method and form of creating, performing and responding to assessment prompts and expectations.

Connecticut Curriculum, Connecticut Department of Education. www.CTcurriculum.org.

This site contains classroom-based performance rubrics, student assessment tasks, scoring scales and student work based on the standards.

MENC publication, Assessment Strategies for Music

http://www.menc.org/publication/books/performance_standards/assessment.html

This publication offers one sample assessment strategy for each achievement standard appearing under the nine voluntary national content standards for K-12 music as well as under the four content standards for pre-kindergarten.

A description of characteristics of students' responses is provided for basic, proficient, and advanced levels of achievement

Articles

“Assessment Strategies for Music”

Publications Prior to 2000

Allen, David, editor. **Assessing Student Learning: from grading to understanding.** New York: Teachers College Press, 1998. (218 pages)

SUMMARY: Featuring contributions from some of today's leading educators, this resource provides a range of practical, replicable processes for collaboratively examining student work, including writing samples, visual work, portfolios, and exhibitions.

Ancess, Jacqueline. **The Senior Project: authentic assessment at Hodgson Vocational/Technical High School.** New York, NY: National Center for Restructuring Education, Schools, and Teaching (NCREST), 1994. (55 pages)

SUMMARY: Description of a program used by the faculty and students of Hodgson Vocation-Technical High School. Includes examples of student work and details of the assessment in action.

Armstrong, Carmen L. **Designing Assessment in Art.** Reston, VA: National Art Education Association, 1994. (216 pages)

SUMMARY: This book is designed to assist art teachers in responsibly assessing what students learn in art activities through various ways of observing and recording learning.

Arts Education Assessment and Exercise Specifications. Reston, VA: National Assessment Governing Board, 1994. (71 pages)

SUMMARY: This handbook contains excerpts and adaptations from the proposed 1997 “Assessment of Arts Education” completed by the National Assessment of Educational Progress with focus primarily on the Visual Arts. It is designed to examine the abilities of students in grades 4, 8, and 12 to be expressive and think critically nonverbally, through image, body movement and performance.

Arts Education Assessment Framework. Washington, DC: Council of Chief State School Officers, 1994. (119 pages)

SUMMARY: Framework for arts education assessment approved by the National Assessment Governing Board. Areas discussed include dance, music, theatre and visual arts.

Authentic Assessment in Practice: a collection of portfolios, performance tasks, exhibitions, and documentation. New York: National Center for Restructuring Education, Schools, and Teaching, 1993. (360 pages)

SUMMARY: Collection of authentic assessment examples providing a sample of the many new strategies for evaluating student work and learning that are being developed and used in schools around the country.

Baron, Mark A. **Authentic Assessment: the key to unlocking student success.** Lancaster, PA: Technomic Publishers, 1995. (139 pages)

SUMMARY: A practical guide in helping educators understand and use the concept of authentic assessment. Includes ideas to begin and plan assessment and methods to assess instruction, student progress, and the curriculum.

Beane, James A., editor. **Toward a Coherent Curriculum.** Alexandria, VA: Association for Supervision and Curriculum Development, 1995. (184 pages)

SUMMARY: Designed as a starting point for deliberation and conversation by everyone who has a stake in the curriculum of our schools. Contains a collection of ideas, perspectives, possibilities, and questions that people might use in moving toward coherence in the curriculum.

Beattie, Donna Kay. **Assessment in Art Education: Art Education in Practice series**. Worcester, MA, Davis Publications, 1997 (143 pages)

SUMMARY: This book shares the latest developments in research and theory for practicing teachers around traditional methods of assessment, including scoring, judging and strategies as well as formative and summative assessment styles.

Berk, Ronald D. **Performance Assessment: methods and applications**. Baltimore:

John Hopkins University Press, 1986. (544 pages)

SUMMARY: Evaluates what has already been done in the area of performance assessment, suggestions for what still needs to be done, and recommends what should be done in the performance assessment of employees and students. Concentrates on methods, methodological issues, and practical applications.

Darling-Hammond, Linda. **Authentic Assessment in Action: studies of schools and students at work**. New York: Teachers College Press, 1995. (283 page)

SUMMARY: Examines through case studies of elementary and secondary schools how five schools have developed authentic, performance-based assessments of students' learning, and how this work has interacted with and influenced the teaching and learning experiences students encounter in school.

Darling-Hammond, Linda. **Graduation by Portfolio at Central Park East Secondary School**. New York: National Center for Restructuring Education, Schools, and Teaching (NCREST), 1994. (71 pages)

SUMMARY: Description of a program used by the faculty and students of Central Park East Secondary School. Includes examples of student work and details of the portfolio assessment in action.

Einbender, Lynee. **An Authentic Journey: teachers' emergent understandings about authentic assessment and practice**. New York: National Center for Restructuring Education, Schools, and Teaching (NCREST), 1995. (73 pages)

SUMMARY: A guide for teachers to help make changes in assessment practices, curriculum, and organizational structures in order to implement authentic assessment practices.

Erickson, H. Lynn. **Stirring the Head, Heart, and Soul: redefining curriculum and instruction**. Thousand Oaks, CA: Corwin Press, 1995. (208 pages)

SUMMARY: Examines the current trends in K-12 curriculum and instruction. Using practical classroom examples and a logical, well-flowing format, the author integrates all significant aspects of the curriculum equation into a new model.

Evaluating and Assessing the Visual Arts in Education: international perspectives.

New York: Teachers College Press, 1996. (330 pages)

SUMMARY: Evaluated art education in the schools including content, teaching, and outcomes. Also evaluates museum art education programs.

Falk, Beverly. **The Primary Language Record at P.S. 261: how assessment transforms teaching and learning**. New York: National Center for Restructuring Education, Schools, and Teaching (NCREST), 1993.

SUMMARY: Examines the outcomes of one of the initiatives of the Accountability Project, a collaboration between the New York City Public Schools Office for Research, Evaluation, and Assessment and the Fund for New York City Public Education. This study looks at the impact of authentic assessment practices on classrooms, teaching, home/school relations, professional development, and student work.

Handbook of Research on Music Teaching and Learning: a project of the Music Educators National Conference. New York: Schirmer Books; Toronto: Maxwell Macmillan Canada; New York: Maxwell Macmillan International, 1992. (832 pages)

Herman, Joan L. **A Practical Guide to Alternative Assessment**. Alexandria, VA:

Association for Supervision and Curriculum Development, 1992. (124 pages)

Jacobs, Heidi Hayes, editor. **Interdisciplinary Curriculum: design and implementation**. Alexandria, VA: Association for Supervision and Curriculum Development, 1989. (97 pages)

SUMMARY: Describes a variety of curriculum integration options ranging from concurrent teaching of related subjects to fusion of curriculum focus to residential study focusing on daily living.

Jacobs, Heidi Hayes. **Mapping the Big Picture: integrating curriculum and assessment, K-12.** Alexandria, VA: Association for Supervision and Curriculum Development, 1997. (72 pages)

Johnson, Nancy Jean. **Portfolios: clarifying, constructing and enhancing.** Lancaster, PA: Technomic Publishing, Inc., 1997. (235 pages)

SUMMARY: Provides information on preparing for the change to portfolio assessment as well as implementing and enhancing the use of portfolios as assessment tools.

Kulm, Gerald. **Mathematics Assessment: what works in the classroom.** San Francisco: Jossey-Bass, 1994. (184 pages)

SUMMARY: Provides math teachers with a comprehensive and practical resource for planning and implementing alternative assessment in the classroom. Offers hands-on guidelines for assessing student understanding of procedures, concepts, and problem solving, including advice on developing and interpreting assessment tasks, assessing individual/group activities, and more.

Lazear, David G. **Multiple Intelligence Approaches to Assessment: solving the assessment conundrum.** Tucson, AZ: Zephyr Press, 1999. (190 pages)

SUMMARY: This book is about confronting our knowledge and applying it to restructuring the assessment process in our schools. The author challenges the reader to not make this approach a “quick fix”, but to encourage the natural growth of a multiple intelligence approach to assessment out of a multiple intelligence approach to curriculum.

Lewin, Larry. **Great Performances: creating classroom-based assessment tasks.**

Alexandria, VA: Association for Supervision and Curriculum Development, 1998. (167 pages)

SUMMARY: The authors discuss a four-step approach for teaching students how to acquire content knowledge – labeled “Info In” – and examine four “Info Out” modes through which students can make their content understanding explicit for evaluation purposes. In this book are many examples of student projects as well as effective assessment tools that teachers can adapt for their own classrooms.

Lidz, Carol Schneider, editor. **Dynamic Assessment: an interactional approach to evaluating learning potential.** New York: Guilford Press, 1987. (511 pages)

SUMMARY: Provides a comprehensive and up-to-date exposition of the interactive means of evaluating learner modifiability and planning for appropriate educational goals. Reviews the history, basic principles, and philosophies of the approach, as well as current research and the development of innovative procedures.

Linn, Robert L. **A Policymaker’s Guide to Standards-Led Assessment.** Los Angeles, CA: National Center for Research on Evaluation, Standards and Student Testing; Denver, CO: Education Commission of the States, 1997. (21 pages)

SUMMARY: A guide to designing and implementing new assessment systems as schools are setting new standards for student achievement.

Marzano, Robert J. **Assessing Student Outcomes: performance assessment using the dimensions of learning model.** Alexandria, VA: Association for Supervision and Curriculum Development, 1991. (167 pages)

SUMMARY: Provides an instructional framework based on the best of what research and theory say about learning. Explains how the Dimensions of Learning model relates to the new lifelong learning standards and content standards being developed in various subjects and includes practical suggestions for assessing performance.

Marzano, Robert J. and John S. Kendall. **A Comprehensive Guide to Designing Standards-based Districts, Schools, and Classrooms** Alexandria, VA: Association for Supervision and Curriculum Development, 1996. (293 pages)

SUMMARY: This book is a comprehensive guide to the standards with some chapters devoted to assessment.

Maurer, Richard E. **Designing Alternative Assessments for Interdisciplinary Curriculum in Middle and Secondary Schools.** Boston: Allyn and Bacon, 1996. (248 pages)

SUMMARY: Explains how to design an assessment system that can authentically evaluate student progress in an interdisciplinary curriculum. It offers readers a wealth of step-by-step examples designed to help teachers develop an assessment system that works for their own curriculum, in their own teaching environment.

McTighe, Jay and Steven Ferrara. **Assessing Learning in the Classroom**. Washington, DC: National Educational Association, 1998. (37 pages)

SUMMARY: In this book, a revised edition of an NEA publication printed in 1994, they discuss principles of effective classroom assessment, illustrate a variety of assessment approaches and methods, and provide a framework for planning. Their readable, practical approach to an evolving and sometimes complex subject is intended to be of use to teachers at all levels, preschool through graduate studies, as well as to other education employees.

Mitchell, Ruth. **Testing for Learning: how new approaches to evaluation can improve American schools**. New York: Free Press, 1992. (222 pages)

SUMMARY: Using the newest research, the author provides descriptions of programs used to evaluate student performance in innovative ways to dispel fears that abandoning “objective” measures will increase costs and decrease accountability.

Myers, Miles. **A Procedure for Writing Assessment and Holistic Scoring**. Urbana: IL: ERIC Clearinghouse on Reading and Communication Skills, 1980. (69 pages)

SUMMARY: Explains a procedure on how to score papers with holistic methods and analyze the results with methods from primary trait scoring, analytical scoring, and discourse scoring.

NCREST Affiliates'. **Authentic Teaching and Assessment: policy and practice, examples from the field: the second annual NCREST Affiliates' Meeting, March 19, 1993**. New York: National Center for Restructuring Education, Schools, and Teaching (NCREST), 1994. (69 pages)

SUMMARY: Provides specific examples of authentic assessment practices and structures that are currently being put in place in schools across the country. Includes various approaches to authentic assessment that were discussed at NCREST's Second Annual Affiliates Meeting.

Perrone, Vito, editor. **Expanding Student Assessment**. Alexandria, VA: Association for Supervision and Curriculum Development, 1991. (167 pages)

SUMMARY: Discusses ways in which teachers can assess student learning by expanding assessment methods. Provides a challenge for teachers to questions themselves about their educational goals and to then develop assessment methods that support these goals.

Rogers, Spence. **The High Performance Toolbox: succeeding with performance task, projects and assessments**. Evergreen, CO: Peak Learning Systems, 1997. (384 pages)

SUMMARY: This book contains step-by-step guides for developing assessments, tasks, and rubrics along with easy-to-use organizers and templates plus much more.

Rothman, Robert. **Measuring Up: standards, assessment, and school reform**. San Francisco: Jossey-Bass, 1995. (209 pages)

SUMMARY: Through illustrative case studies of assessment programs from across the nation, the author goes inside the classrooms to see how school change has come about and what the new methods actually look like in practice.

Salvia, John. **Assessment in Special and Remedial Education**. Boston: Houghton Mifflin, 1985. (559 pages)

SUMMARY: Intended for those whose careers require understanding and informed use of assessment data. Designed as an introduction to psycho educational assessment in special and remedial education.

Spandel, Vicki. **Creating Writers: linking assessment and writing instruction**. New York: Longman, 1990. (190 pages)

SUMMARY: Identifies attributes of good writing with highly developed scoring guides, integrates writing assessment with daily writing instruction, offers practical tips for saving time and effort in assessing and teaching writing, presents practical instructional strategies, and suggests how teachers can evaluate the work of each other's students.

Stevens, Louise K. **Conducting a Community Cultural Assessment: a work kit**.

Amherst, MA: Arts Extension Service, University of Massachusetts, 1987. (56 pages)

SUMMARY: Explains the assessment and planning processes shaped by the experience of four communities that served as test sites and twelve additional reviewers. Designed as a guide to conducting community assessments and developing practical strategic cultural plans.

Wiggins, Grant P. **Assessing Student Performance: exploring the purpose and limits of testing**. San Francisco: Jossey-Bass Publishers, 1993. (316 pages)

SUMMARY: Analyzes some of the problematic practices in test design, such as the use of secrecy, distracters, scoring on a curve, and formats that allow for no explanation by students of their answers. Also explains how many test-design standards serve technical experts and their needs rather than students and their interests.

Wiggins, Grant P. **Understanding by Design**. Alexandria, VA: Association for Supervision and Curriculum Development, 1998. (201 pages)

SUMMARY: Offers practical design tools, including criteria for selecting "big ideas" worthy of deep understanding, strategies for framing units of study around essential questions, a continuum of assessment methods for determining the degree to which students understand and the where framework, which enhances student engagement and "rethinking." The book concludes with a unit design template and standards to support quality control at the local level.

Wolf, Dennie. **Taking Full Measure: rethinking assessment through the arts**. New York: College Entrance Examination Board, 1991. (69 pages)

SUMMARY: Focuses on five artistic disciplines – photography, theatre, music, dance, and the visual arts – and examines the varied and demanding approaches teachers are now taking to enhance the critical thinking skills of their students.

BRAIN RESEARCH

Publications 2000 to Present

Given, Barbara K. **Teaching to the Brain's Natural Learning systems**. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2002 (145 pages)

SUMMARY: In this book Givens shares investigated brain structures and function of the five systems: emotional, social, cognitive, physical, and reflective and then applies findings from neurobiology to education – it translates neuroscience into an education framework for lesson planning and teaching. The framework serves as a mental model for ongoing assessment of youngsters' basic human needs and helps teachers assess the roles they play and the personal/professional qualities they bring to the classroom.

Jensen, Eric. **Arts with the Brain in Mind** Alexandria, Virginia: Association for Supervision and Curriculum Development, 2005 (205 pages)

SUMMARY: Explanation on how students are wired for learning and how their learning behavior changes as they mature; contains ideas for how to improve student achievement and create more effective classrooms and school by applying brain research and taking full advantage of insights from that research.

RELATED TEXTS

Art Education in Practice Series including Assessment in Art Education by Donna Kay Beattie, **Rethinking Curriculum in Art** by Marilyn G. Stewart, **Roots of Art Education Practice** by Mary Ann Stankiewicz and five other resource books. Worcester, MA, Davis Publications; span years of 1997 to 2005 (ranges from 120-163).

Guskey, Thomas R. **Evaluating Professional Development**. Thousand Oaks, CA: Corwin Press, Inc. 2000 (275 pages)

SUMMARY: Guskey speaks to more effective methods of evaluating professional development. The book illustrates asking the right questions to effectively measure professional development, how to understand the dynamic nature of professional development, ways to identify what contributes to improved student learning and ways to demonstrate results and accountability.

Jacobs, Heidi Hayes. **Getting Results with Curriculum Mapping**. Alexandria, Virginia; 2004 (168 pages)

SUMMARY: This book shares a wide range of perspectives on how to get the most out of the curriculum mapping process, a tool for improving teaching and learning. The author addresses preparation of educators to implement the mapping process, use of software to create unique mapping databases, integrating decision-making structures and staff development initiatives through mapping, ways to adjust to new curriculum review processes and making mapping an integral part of literacy training.

Marzano, Robert J. **Transforming Classroom Grading**. Alexandria, Virginia: Association for Supervision and Curriculum Development, 2000 (148 pages)

SUMMARY: Discusses ways to improve understanding of what grades are for, what should be included in them, and how to accurately reflect student learning.

September 2005

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