

UNIVERSITY OF MASSACHUSETTS AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

UNDERGRADUATE COURSE APPROVAL FORM  
(Courses Numbered 001-599)

15 Copies Required for Courses Numbered 001-499  
20 Copies Required for Courses Numbered 500-599

- 1. DEPARTMENT, COURSE NUMBER AND TITLE: Educational Policy, Research, and Administration; EDUC 501 Classroom Assessment
- 2. SCHOOL OR COLLEGE: School of Education \_\_\_\_\_
- 3. Proposer's Name, Telephone and Email: Jennifer Randall; 413-545-0227; jrandall@educ.umass.edu \_\_\_\_\_
- 4. Proposed Instructor: Jennifer Randall \_\_\_\_\_
- 5. Course Credits: 3 \_\_\_\_\_
- 6. Are there Prerequisites?       No       If yes, please specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

- 7. What is the intended clientele? Lower Division \_\_\_\_\_ Upper Division \_\_\_\_\_  
Department majors only \_\_\_\_\_ Departmental/related majors       X       Non-Majors       X        
If course is intended for majors, what role will it play in the curriculum? Required \_\_\_\_\_ Elective       X

8. Complete Course Catalog Description (30 Words):

This course provides the student with an introduction to classroom assessment that includes a consideration of technical issues, as well as policy issues related to assessment use and misuse in American education. The ultimate goal of this course is to provide the student with a balance of both theory and its practical applications in the area of assessment.

- 9. Please attach the following materials:  
 \_\_\_\_\_ Week-by-week outline of topics covered in course (or syllabus)  
 \_\_\_\_\_ List of Required readings  
 \_\_\_\_\_ Description of required assignments (papers, exams, projects, reports, presentations, etc.)  
 \_\_\_\_\_ Summary of course grade criteria  
 \_\_\_\_\_ Selected bibliography of works used by instructor in developing course, especially recent works (as appropriate)  
 \_\_\_\_\_ If the course number is above 200 and there are no prerequisites, please explain

- 10. If course has been offered as an experimental or special topics course, please comment (on an attached page) on its evolution.

*Upon approval of the course by the department head, one copy of this form shall be sent from the departmental office to the Faculty Senate Office to allow for the course to be published on the University's Web Site for comment.*

*For courses numbered 500-599, the "Guidelines for Course Approval Form" from the Graduate Council must accompany the new course proposal.*

UNIVERSITY OF MASSACHUSETTS AMHERST  
OFFICE OF THE SECRETARY  
THE FACULTY SENATE

GRADUATE COURSE APPROVAL FORM  
(Courses Numbered 600-999)

15 Copies Required

CREDITS \_\_\_\_\_

1. DEPARTMENT, COURSE NUMBER AND TITLE: EDUC 593F: Classroom Assessment
2. SCHOOL OR COLLEGE: School of Education
3. Proposer's Name, Telephone and Email: Jennifer Randall; 413-545-0227; [jrandall@educ.umass.edu](mailto:jrandall@educ.umass.edu)
4. Proposed Instructor: Jennifer Randall
5. Complete Course Catalog Description (30 Words plus Prerequisites [if none, so indicated]).  
*Departmental offices shall forward one copy of the proposed course description to the Faculty Senate Office.*

The purpose of this course is to provide the student with an introduction to sound objective (tests) and performance based classroom assessment practices. This introduction includes a consideration of technical issues, as well as policy issues related to test use and misuse in American education. The ultimate goal of this course is to provide the student with a balance of both theory and its practical applications in the area of assessment. This class is not designed strictly for teachers; however, students who are education minors or who plan to become teachers will find this class useful.

6. Detailed description, outline and bibliography (attach syllabus, if available). If the course has been taught under an Experimental number, specify when.

Course has been taught under the experimental number 593F in Fall 2009 and Fall 2010, and the syllabus has been attached with outline and bibliography.

Course Objectives

Students will:

- (a) be able to interpret test and assessment results properly
- (b) understand the appropriate uses and limitations of different types of assessments for evaluating what students know and are able to do
- (c) have the ability to construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex
- (d) describe an appropriate set of studies that can be used to determine the reliability and validity of test scores
- (e) gain knowledge about the uses and misuses of standardized testing
- (f) understand and interpret various types of score reports
- (g) understand, and apply, the importance of appropriate grading practices

**For courses numbered 600-999, the "Guidelines for Course Approval Form" from the Graduate Council must accompany the new course proposal.**

cc: Proposer  
Faculty Senate Secretary, 105 Hampshire House  
Scheduling Office, 213 Whitmore

## **Guidelines for Course Approval Forms (Forms B & C) For Courses Numbered 500-999**

The following is a detailed checklist of requirements that must be submitted in support of any course to be approved by the Graduate Council. This checklist is an addendum to Forms B (courses numbered 500-599) and C (courses numbered 600-999).

1. Is this course part of a program revision or a new program? If yes, please indicate how this course fits into this program, including whether it is a core or elective course.

No

2. Has this course been taught in another department before? If yes, please indicate the reasons why the course has been moved, including information on changes between this and the previous course. If the course is cross-listed, what is the department and course number?

No. This course was taught in fall 2009 and fall 2010 with an experimental course number (EDUC 593F).

3. Is there a possibility that a course similar to this one is available and taught in another school/college/department or campus? If yes, please indicate the reasons why this new course is necessary. Also, include documentation of consultation with other schools/colleges/departments on this matter.

No. This course focuses on K-12 classroom assessment. No department outside of the School of Education would have reason to teach such a course.

4. Would this course substitute for another course currently in the curriculum? If yes, please indicate whether the original course will be discontinued.

No

5. Would this course count for your own major? If no, please indicate its function such as service to a particular population, etc.

This course is currently an option for the undergraduate minor in education in the 'pedagogy' category.

6. Is the proposed instructor a member of the graduate faculty? If no, please explain why non-graduate faculty would teach this course.

Yes. Jennifer Randall is an assistant professor in the Research and Evaluation Methods Program.

7. Within course submission, include the Syllabus, along with the following:

- New course number
- Course description specific to the new course
- Clearly specified course objectives
- Week-by-week outline of topics covered in the course with a brief description of each of these topics & assignments for the week
- Readings associated with each of the topics in the outline
- Description of required assignments -- guidelines for papers or projects
- Grading policy and specific grading criteria associated with each of the required assignments (with % or points converted to letter grades)
- Anticipated enrollment
- Selected bibliography of works used in developing the course
- Accommodation policy (stated below)
- Academic honesty statement

If the course has been offered as an experimental (seminar) course, also include:

- Experimental (seminar) course syllabus
- Teaching evaluations (Note: Teaching evaluations are confidential and if included must be accompanied by a signed release from the instructor.)

## EDUC 593F: Classroom Assessment

**Instructor: Jennifer Randall**  
**Office Hours: Tuesday 2:30-3:30**  
**Office: Hills House South Room 160**  
**Phone: (413) 545-0227**

**Classroom Location:**  
**Class Time: Tuesday & Thursday 1-2:15 pm**

### Course Description

*Welcome to Classroom Assessment!* The purpose of this course is to provide the student with an introduction to classroom assessment that includes a consideration of technical issues, as well as policy issues related to test use and misuse in American education. The ultimate goal of this course is to provide the student with a balance of both theory and its practical applications in the area of assessment. This class is not designed strictly for teachers; however, students who are education minors or who plan to become teachers will find this class useful.

The class syllabus is a contract between you and me. It outlines my expectations of you as a student and informs you of what you can expect from me as the instructor. As the instructor of the course, I reserve the right to amend the syllabus at my discretion.

### Course Objectives

Students will:

- (h) be able to interpret test and assessment results properly
- (i) understand the appropriate uses and limitations of different types of assessments for evaluating what students know and are able to do
- (j) have the ability to construct classroom tests and assessments that measure a variety of learning outcomes, from simple to complex
- (k) describe an appropriate set of studies that can be used to determine the reliability and validity of test scores
- (l) gain knowledge about the uses and misuses of standardized testing
- (m) understand and interpret various types of score reports
- (n) understand, and apply, the importance of appropriate grading practices

## Course Requirements

### A. Required Readings

1. The following text is required for the course:

Linn, R., Miller, M., & Gronlund, N. (2008). *Measurement and Assessment in Teaching*, 10th Edition. Upper Saddle River: Prentice Hall

2. Supplemental readings will be provided by the instructor or placed on SPARK under Course Content.

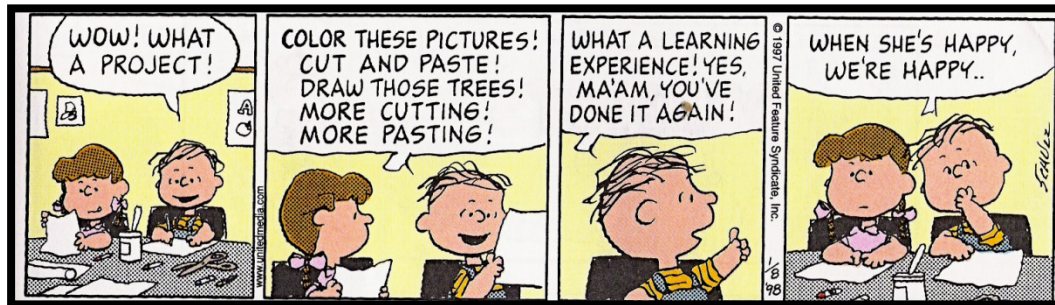
Article #	Article
I	Popham, W.J. (2004). Why assessment illiteracy is professional suicide. <i>Educational Leadership</i> , 62 (1), 82.
II	Leahy, S., Lyon, C., Thompson, M. & William, D. (2005). Classroom assessment: Minute by minute, day by day. <i>Educational Leadership</i> , 63 (3), 19-24.
III	Using classroom assessment to improve teaching. The Center for Comprehensive School Reform and Improvement. 2006
IV	Popham, W.J. (2006). Content standards: The unindicted co-conspirator. <i>Educational Leadership</i> , 64 (1), 87-88.
V	Mertler, C. (1999 October). Teachers' (mis)conceptions of classroom test validity and reliability. Paper presented at the Annual Meeting of the Mid-Western Educational Research Association: Chicago, IL.
VI	Booker, M. (2007). A Roof without walls: Benjamin Bloom's Taxonomy and the misdirection of American education. <i>Academic Questions</i> , 20, 347-355.
VII	Randall, J. & Engelhard, G. (2010). Examining the grading practices of teachers. <i>Teaching and Teacher Education</i> , 26, 1372-1380.
VIII	Wheelock, A. (2002). School awards programs and accountability in Massachusetts: Missing MCAS scores to assess school quality.
IX	Luna, C. & Turner, L. (2001). The impact of the MCAS: Teachers talk about high-stakes testing. <i>The English Journal</i> , 91(1), 79-87.
X	Harper, C. & Vanderbei, R. (2009). Two professors retake the SAT: Is it a good test? <i>Chronicle of Higher Education</i> , 55(39), 30-31.

### B. Course Participation

The class draws on lectures and course readings, as well as the experiences and knowledge of all of you. Consequently, participation by each of you in every class is a necessity. Therefore, it is essential not only that you be present, but also that you be on time to class. You are expected to come to class fully prepared to participate in class discussions and activities. This includes preparing assignments, *completing readings*, and contributing any additional content and information relevant to the activities of the day. Quizzes or exams missed at the beginning of class due to lateness or unexcused absences may not be made up. Students should also note that, although every activity is not assigned a score to be calculated into the final grade, ***final grades will not be assigned until each class activity is satisfactorily completed.***

## C. Assignments

There are 4 major assignments for this course: reactions, quizzes, exam, and issues paper. More information about each is given on the following pages.



### 1. Reactions. Due – See Schedule of Classes

You will complete 2 written reactions during the semester. These reactions make take the form of a synthesis or critical comment. The reactions must meet the requirements in the adjacent column. I insist that your reactions be well developed, thought provoking, introspective, and above all, INTERESTING!! (I hate to be bored).



A detailed rubric outlining specific expectations for your reactions can be found on SPARK. Reactions should be between two and four pages.

### 2. Announced Quizzes.

### 3. Exam.

The exam will be a multiple choice and short answer format and will cover all readings and class discussions prior to the exam.

- Topic-Related.** Each reaction should be dedicated specifically to the week's (or previous weeks') readings. Your knowledge and understanding of the assigned reading must be apparent. Vague, general references which provide little, or no, specific context are not acceptable.
- Reflective and Connective.** Provide an in-depth, and thoughtful analysis and/or critique of the reading. Think deeply about your responses and avoid oversimplifying the concepts and your reactions to them. (Remember, things are often neither black nor white, there are shades of gray - strive to address those shades in your reactions.) Connections can be made to other readings and courses, class discussion, personal experiences, and the research. Reactions that do not make connections will not receive favorable grades.
- Proofread.** Reactions should be closely edited and proofread for mistakes in spelling or grammar.

#### **4. Final Paper.**

A library research project on an assessment issue is required for this course. Most issues in assessment are controversial with various stakeholders holding strong opinions regarding the advantages/disadvantages, strengths/weaknesses, and cost/benefits related to various assessment activities. The major purpose of this paper is to provide a balanced and objective treatment of various perspectives on selected issues. This should include a thoughtful presentation of both sides (pros and cons) regarding the measurement issue. The project should be carefully researched and well-written. A grading rubric for this assignment as well as the general topic areas can be found in the appendix. To be sure that you are making adequate progress and have sufficient resources, a project proposal is due the week of November 16th. Papers should be between 15 – 20 pages in length. A detailed rubric outlining specific expectations can be found in SPARK.

**Note.** All assignments are due on the due date. Late assignments will be penalized. Being really, really busy is not an excuse for turning in an assignment late, so please do not send me a five paragraph extension request via email detailing how much other work you must complete.

### **Course Standards/Expectations**

All students are expected to adhere to high standards of quality in their work. Attendance is expected as it shows that you are interested in the material and willing to share your opinions, ideas, and perspectives with the class. Take special note of the due dates on assignments as missed work can only be made up as a result of illness or personal/family emergency. If you expect to be absent for any other *reasonable* cause, communicate with me with as much notice as possible so that we can best decide how to handle the situation. Students who have excused absences must consult with me promptly to arrange for submission of assignments.

Assignments are to be submitted via SPARK by 1 pm on the day they are due. *All* assignments should be concise, well-informed, and interesting. (Did I mention that I *HATE* to be bored?!) Written work should follow the conventions of spelling and grammar, and show evidence of careful proofreading. Written assignments should be **typed and double-spaced using black 12-point Times New Roman font on white 8 1/2" x 11" paper. Each page should be numbered and have 1-inch margins.** For additional guidelines, please refer to the American Psychological Association Style Manual and to the statement on plagiarism included in the syllabus. (See Appendix A for more details.)

### **Communication**

All students are required to check SPARK regularly for class updates/announcements and assignments. Each week's PowerPoint lecture is posted Monday by 6pm in the appropriate *Topic* folder. All supplemental readings (articles) and handouts can also be found within the appropriate *Topic* folder. Questions are both welcomed and encouraged. Students may attend office hours or contact me to set up a meeting time by appointment. The best method of contact is via ***email in SPARK***. Students who prefer to receive course emails outside of the SPARK platform can forward all SPARK emails to their UMail account. I have outlined the steps below:

1. Select My Blackboard
2. Select My Settings
3. Select My Tool Options
4. Under Mail, Mail Forwarding, check the box "*Forward all mail messages to the email address in my profile.*"

## Grading Policy

**Note.** I really hate grading. It is, by far, my least favorite thing to do as an instructor. If the university did not mandate grades, I would not assign them. That being said, the university does mandate the use of grades, and my only two choices are compliance or unemployment. If I must assign final grades, the grades will represent achievement and nothing else. Achievement, in this course, is determined by your performance on (1) weekly assignments, (2) article reviews, (3), the exam, and (4) the final research proposal. Each assignment is carefully chosen and, together, they comprehensively reflect the goals and expectations of this course. No other factors will be taken into consideration. I will not, under any circumstances, assign/allow extra credit for students who are unhappy with their grades. An “A” in this course will not be my gift to you simply because you arrive every week and turn in *something*. Grades should not be, and are not in this course, payment for work done. I encourage you to review the assignment rubrics, complete all course readings, and turn in all your assignments on time. Historically, students who have failed to do so have not been pleased with their final grades.

### *Grading Scale*

<b>A</b>	<b>94-100</b>	<b>C+</b>	<b>77-79</b>
<b>A-</b>	<b>90-93</b>	<b>C</b>	<b>73-76</b>
<b>B+</b>	<b>87-89</b>	<b>C-</b>	<b>70-72</b>
<b>B</b>	<b>83-86</b>	<b>D</b>	<b>65-69</b>
<b>B-</b>	<b>80-82</b>	<b>F</b>	<b>Below 65</b>

### *Grade Composition*

<u>Assignment</u>	<u>Percent of Final Grade</u>
Reactions	20
Quizzes	20
Exam	35
Final Paper	25

## Attendance Policy

Although students are not penalized for missed classes, this course draws on lectures and course readings, *as well as the experiences and knowledge* of all of you. Consequently, participation by each of you in every class is a necessity. You are expected to come to class fully prepared to participate in class discussions and activities. This includes preparing assignments, completing readings, and contributing any additional content and information relevant to the activities of the day. I will not re-teach content or skills to students who fail to attend classes.

## **School of Education Accommodation Policy Statement**

**The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), Learning Disabilities Support Services (LDSS), or Psychological Disabilities Services (PDS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify us within the first two weeks of the semester so that we may make appropriate arrangements.**

## **University of Massachusetts Amherst Academic Honesty Policy**

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. The procedures outlined at [http://www.umass.edu/dean\\_students/codeofconduct/acadhonesty/](http://www.umass.edu/dean_students/codeofconduct/acadhonesty/) are intended to provide an efficient and orderly process by which action may be taken if it appears that academic dishonesty has occurred and by which students may appeal such actions.

Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent.

## Tentative Schedule of Classes

**\*\* All specified reading assignments are to be completed prior to the designated class meeting.**

Week	Tuesday	Thursday
1	<b>Topic:</b> Course Overview	<b>Topic:</b> Key Concepts & Terms Reading Due: Article I, II, & III
2	<b>Topic:</b> Standards Based Instruction & Assessment <b>Assignment Due:</b> Content Standards <b>Reading Due:</b> LMG: Ch. 1 -3, Article IV	<b>Topic:</b> Validity <b>Reading Due:</b> LMG: Ch. 4,
3	<b>Topic:</b> Validity	<b>Topic:</b> Validity Reading Due: Article V & VI
4	<b>Topic:</b> Performance Based Assessments: Establishing Criteria  Reading Due: LMG: Ch. 10-11	<b>Topic:</b> Performance Based Assessments: Designing Tasks  <i>Quiz I</i>
5	<b>Topic:</b> Performance Based Assessments: Developing Rubrics  <b>Reading Due:</b> LMG: Ch. 12-13	<b>Topic:</b> Basic Statistics Review
6		<b>Topic:</b> Reliability <b>Reading Due:</b> LMG: Ch. 5
7	<b>Topic:</b> Reliability <b>Assignment Due:</b> Reaction I Draft (Optional)	<b>Topic:</b> Closed Response Exams
8	<b>Topic:</b> Closed Response Exams	<b>Topic:</b> Accountability <b>Note:</b> Accountability Task Force Focus Group
9	<b>Topic:</b> Interpretation of Test Scores <b>Reading Due:</b> LMG: Ch. 19	<b>Topic:</b> Interpretation of Test Scores <b>Assignment Due:</b> Reaction I Final
10	<b>EXAM</b>	<b>Topic:</b> Grading <b>Assignment Due:</b> Reaction II Draft (Optional) WEDNESDAY NOV. 10 CLASS <b>Reading Due:</b> LMG: Ch. 15; Article VII

11	<b>Topic:</b> Grading <b>Guest Speaker:</b> Benita Barnes	<b>Topic:</b> Classroom Assessment Issues <b>Assignment Due:</b> Issues Proposal
12	<b>Topic:</b> Classroom Assessment Issues <b>Assignment Due:</b> Issues Proposal	<b>Thanksgiving Day – No Class</b>
13	<b>Topic:</b> High Stakes Testing: MCAS <b>Reading Due:</b> Article VIII, IX, X <b>Assignment Due:</b> Reaction II Final <b>Guest Speaker:</b> Dr. Ron Hambleton	<b>Topic:</b> High Stakes Testing  <i>Quiz II</i>
14	<b>Topic:</b> Standard Setting	<b>Topic:</b> Test Accommodations/ Alternative Assessments  <b>Assignment Due:</b> Final Paper

*Note: This schedule of classes is tentative and all dates are subject to change by discretion of the instructor*

## Appendix A

### Plagiarism

Plagiarism is the representation of another person's word and ideas as your own. This misrepresentation is a breach of ethics that seriously compromises a person's reputation. Professional careers have been ruined by revelations of plagiarism.

Students, therefore, must scrupulously acknowledge sources to give proper credit for borrowed materials. The following rules should be observed to make sure that the distinction between your own words and ideas and those of others is justly maintained. (Of course, submitting a paper that is completely the work of another person is plagiarism in its most extreme form). Any student found plagiarizing all or part of an assignment should expect severe penalties, ranging from failure in that assignment to being recommended for a hearing before a judiciary body of the University. ***Students should be aware that any incident of plagiarism or other form of academic dishonesty in this class will be dealt with severely. Remember, pleading ignorance will not excuse you from plagiarism penalties.***

#### University of Massachusetts Honor Code

The integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research. Academic honesty is therefore required of all students at the University of Massachusetts Amherst.

Academic dishonesty (cheating, fabrication, plagiarism, facilitating dishonesty) is prohibited in all programs of the University.

(Instructors have the option to specify sanctions that will be imposed on the syllabi, i.e., failure of the assignment; failure of the entire course; or students may be asked to redo the assignment, etc.)

#### When to cite a source

Complete instructions for citing can be found in the APA style manual.

1. Cite sources for all direct quotations. No exceptions!
2. Cite sources from which you paraphrase or summarize facts or ideas.
3. Cite sources for ideas or information that could be regarded as common knowledge but which
  - (a) you did not possess before encountering in a particular source
  - (b) you think your reader might still find unfamiliar

#### What constitutes plagiarism?

1. Whenever you use an idea or product belonging to someone else without including an appropriate citation.
2. Whenever you quote directly without acknowledging the direct quotation.

These two rules apply ***regardless of your intent.***\*

\*The notes contained above were directly adapted by Brian Williams (not paraphrased or exactly quoted) from Renza, L. A., et al. (1987). Sources: Their use and acknowledgment. Hanover, New Hampshire: Dartmouth College.

Appendix B

Topics for Classroom Assessment Issue Presentations

General Topic Areas	Examples
1. Classroom assessment	Grading methods, formative/summative evaluation, assessment and models of school learning, multiple item types (constructed/selected response), norm-referenced/criterion-referenced tests
2. Statewide assessment and accountability	Promotion and graduation tests, teacher certification tests, standard setting (content/performance standards), appropriate test preparation activities, data-based decision making
3. Fairness in assessment	Item/test bias, differential item functioning, subgroup differences in achievement (gender, race/ethnicity), test translations for English Language Learners, test accommodations for students with disabilities
4. National policy issues	No Child Left Behind, closing achievement gaps between subgroups, school report cards, adequate yearly progress, value-added models of accountability
5. Affective assessment	Test anxiety, anxiety related to content areas, assessment of interests, motivation, and attitudes
6. Aptitude, ability, and intelligence tests	Using test scores for placement in special programs (Special Education, remediation, gifted programs, etc.), SAT

See Appendix B of textbook for a list of professional journals for locating measurement and assessment articles.

## Bibliography

Brookhart, S. (2004). *Grading*. Upper Saddle River, New Jersey: Pearson Education.

Brookhart, S. (1999). *The art and science of classroom assessment: The missing part of pedagogy*. George Washington, DC: George Washington University Graduate School of Education and Human Development. (ERIC Document Reproduction Service No. ED432938)

Brookhart, S. (1993). Teacher's grading practices: Meaning and values. *Journal of Educational Measurement*, 30(2), 123-142.

Brookhart, S. (1991) Grading practices and validity, *Educational Measurement: Issues and Practice*, 35-36.

Bursuck, W., Polloway, E., Plante, L., Epstein, M., Jayanthi, M., & McConeghy, J. (1996). Report card grading and adaptations: A national survey of classroom practices. *Exceptional Children*, 62 (4), 301-318.

Cicmanec, K., Johanson, G., & Howley, A. (2001, April). *High school mathematics teachers: Grading practice and pupil control ideology*. Paper presented at the Annual Meeting of the American Educational Research Association, Seattle, Washington.

Cizek, G., Fitzgerald, S., & Rachor, R. (1996). Teachers' assessment practices: Preparation, isolation, and the kitchen sink. *Educational Assessment*, 3(2), 159-179.

Cizek, G., Robert, R. & Fitzgerald, S. (1995, April). *Further investigation of teachers' assessment practices*. Paper presented at the annual meeting of the American Educational Research Association, San Francisco, CA.

Cross, L., & Frary, R. (1999). Hodgepodge grading: Endorsed by students and teachers alike, *Applied Measurement in Education*, 12 (1), 53-72.

Feldman, A., Alibrandi, M., & Kropf, A. (1998). Grading with points: The determination of report card grades by high school science teachers. *School Science and Mathematics*, 98 (3), 140-148.

Frary, R., Cross, L., & Weber, L. (1993). Testing and grading practices and opinions of secondary teachers of academic subjects: Implications for instruction in measurement. *Educational measurement: Issues and Practice*, 12(3), 23 – 30.

- Frary, R., Cross, L., & Weber, L. (1992, April). Testing and grading practices and opinions in the nineties: 1890s or 1990s? Paper presented at the Annual Meeting of the National Council on Measurement in Education, San Francisco, CA.
- Guskey, T. & Bailey, J. (2001). *Developing grading and reporting systems for student learning*. Thousand Oaks, California: Corwin Press, Inc.
- Jongsma, K., (1991). Rethinking grading practices. *The Reading Teacher*, 45 (4), 318-320.
- Linn, R. & Miller, M. (2005). *Measurement and assessment in teaching*. Pearson Prentice Hall, Upper Saddle River, NJ.
- McMillan, J. (2003). Understanding and improving teachers' classroom assessment decision making: Implications for theory and practice, *Educational Measurement: Issues and Practice*, 34-43.
- McMillan, J., Myran, S., & Workman, D. (2002). Elementary teachers' classroom assessment and grading practices, *Journal of Educational Research*, 95(4), 203-213.
- McMillan, J. & Nash, S. (2000, April). *Teacher classroom assessment and grading practices decision making*. Paper presented at the NCME annual meeting, New Orleans, LA.
- Rose, L. & Gallup, A. (2007). The 39<sup>th</sup> Annual Phi Delta Kappa/Gallup Poll of the Public's Attitude Towards the Public Schools. Retrieved from <http://www.pdkintl.org/kappan> on November 12, 2009.
- Stanley, G. & Baines, L. (2001). No more shopping for grades at B-mart: Re-establishing grades as indicators of academic performance. *The Clearing House*, 74 (4), 227-230.
- Stiggins, R., Frisbie, D., & Griswold, P. (1989). Inside high school grading practices: building a research agenda, *Educational Measurement: Issues and Practices*, 8 (2), 5-11.
- Thorndike, R. (2005). *Measurement and Evaluation in Psychology and Education*, 7<sup>th</sup> Ed. Pearson Education, Inc., Upper Saddle River, New Jersey.
- Tomlinson, C. (2001). Grading for Success. *Educational Leadership*, 12-15.