



The Gordon Commission
on the Future of Assessment in Education

Resource File

From the beginning of the work of the Gordon Commission, staff members and Fellows have worked to compile a comprehensive collection and directory of the bibliographic resources used in the course of this work. Our Resource File is not a definitive collection; however, it does represent what we think of as the most important literature that has relevance for the work of the Gordon Commission. The collected works are organized under the working categories used by staff and can be searched using the "find" command found in the edit drop down menu (top bar in Adobe Acrobat), simultaneously using the "command" (⌘) and "f" keys on Macintosh computers, or simultaneously using the "ctrl" and "f" keys on Windows computers.

Table of Contents

History and Philosophy of Testing	3
Postmodern Test Theory	4
Validity	5
Validation/Validity Theory	5
Fairness	8
Evidence Centered Design	10
Consequences	12
Reliability and Measurement Error	13
Generalizability Theory	13
Classroom Assessment	13
Formative assessment	19
Performance Assessment	20
Stealth and Curriculum Embedded Assessment	23
Qualitative Analysis of Teaching and Learning Processes	26
Comprehensive Education	30
Large-Scale & Summative Assessment	34
International Assessment	36
Cross-cultural/lingual Assessment (including Translation/Adaptation).....	39
Relational Data Analysis and Management	42
To inform teaching.....	43
To address accountability.....	43
To guide learning.....	44
To direct orchestration	44
Reporting Assessment Results	44
Cognition and Assessment	44
Assessments and Technology	54
Individualization	60
Computer Adaptive Testing	61
Assessment of English Language Learners	63
Accommodations and Assessment of Students with Disabilities	66
Psychometrics and Psychometric Theory & Principles	77
Item response theory	79
Differential item functioning	80
Evaluation and Policy Implementation	82
Accountability	91
Value-Added	96
Gaps between Research and Policy	97
Assessment and Context	97
Impact of Home-, School-, and District-level Variables on Student Achievement	97
Adaptive Human Behavior	100
Contextualism	101

Situated Learning	101
Effervescence, Identity, Attribution, and Stereotype Threat	102
Measuring Capacity and Disposition (Content and Agency)	111
Interaction of Affective, Cognitive and Situative Processes	117
Social Emotional Learning	121
Other	127

History and Philosophy of Testing

- Borsboom, D. (2005). *Measuring the mind: Conceptual issues in contemporary psychometrics*. Cambridge University Press.
- Camara, W. J., & Lane, S. (2006). A historical perspective and current views on the standards for educational and psychological testing. *Educational Measurement: Issues and Practice*, 25(3), 35-41.
- Dixon-Roman, E. J., & Gergen, K. J. (2012). *Epistemology in Measurement: A Critical Perspective on the Sciences of Measurement - Manuscript in Progress*: Gordon Commission on the Future of Assessment in Education.
- DuBois, P. H. (1970). *A history of psychological testing*. Boston: Allyn and Bacon.
- Gould, S. J. (1996). *The mismeasure of man*. WW Norton & Company.
- Gregory, R. J. (2004). *Psychological testing: History, principles, and applications*. Allyn & Bacon.
- Fancher, R. E. (1985). *The Intelligence Men: Makers of the IQ Controversy*. New York: Norton.
- Giordano, G. (2005). *How Testing Came to Dominate American Schools: The History of Educational Assessment*. New York: Peter Lang.
- Haertel, E., & Herman, J. L. (2005). *A historical perspective on validity arguments for accountability testing*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing, Center for the Study of Evaluation, Graduate School of Education & Information.
- Herrnstein, R. J., & Murray, C. (1994). *The bell curve: Intelligence and class structure in American life*. New York: Free Press.
- Laesecke, A. (2002). Through measurement to knowledge: The inaugural lecture of Heike Kamerlingh Onnes. *Journal of Research of the National Institute of Standards and Technology*, 107, 261–277.
- Leary, D. (1990). *Metaphors in the history of psychology*. New York: Cambridge University Press.
- Lemann, N. (2000). *The Big Test: The Secret History of the American Meritocracy*. New York: Farrar, Straus and Giroux.
- Michell, J. (1999). *Measurement in Psychology: A Critical History of a Methodological Concept*. New York NY: Cambridge University Press.

- Moss, P. A., Pullin, D., Haertel, E. H., Gee, J. P., & Young, L. (Eds.). (2008). *Assessment, equity, and opportunity to learn*. New York: Cambridge University Press.
- Poovey, M. (1998). *A History of the Modern Fact*. Chicago, IL: University of Chicago Press.
- Ravitch, D. (2002). Testing and accountability, historically considered School Accountability (pp. 9-21). Stanford, CA: Hoover Press.
- Resnick, D. P. (1980). Minimum Competency Testing Historically Considered. *Review of Research in Education*, 8(ArticleType: research-article / Full publication date: 1980 / Copyright © 1980 American Educational Research Association), 3-29. doi: 10.2307/1167122
- Serafini, F. (2000). Three Paradigms of Assessment: Measurement, Procedure, and Inquiry. *The Reading Teacher*, 54(4), 384-393.
- Shepard, L. A. (2008). A brief history of accountability testing, 1965-2007. *The Future of Test-Based Educational Accountability* (pp.25-46).
- Slavin, R. E. (2001). *Educational psychology: Theory and practice*. New York: Allyn & Bacon.
- Sternberg, R. J. (1985). *Beyond IQ: A triarchic theory of human intelligence*. Cambridge, MA: Cambridge University Press.
- Stevens, S. S. (1946). On the Theory of Scales of Measurement. *Science*, 103(2684), 677-680. doi: 10.1126/science.103.2684.677
- Thorndike, E. (1913). *Educational Psychology* (Vol. II, The Psychology of Learning). New York: Teachers College, Columbia University.
- Thorndike, E. (1915). An improved scale for measuring ability in reading. *Teachers College Record*, 16, 31-53, 445-467.
- Wright, B. D. (1999). Fundamental measurement for psychology. In S. E. Embretson & S. L. Hershberger (Eds.), *The new rules of measurement: What every educator and psychologist should know* (pp. 65-104). Hillsdale, NJ: Lawrence Erlbaum Associates.

Postmodern Test Theory

- Bertens, H. (1995). *The idea of the postmodern: A history*. London: Routledge.
- Gergen, K. J. (2001). Psychological science in a postmodern context. *American Psychologist*, 56(10), 803-813. doi: 10.1037/0003-066x.56.10.803

- Gergen, K. J., & Thatchenkery, T. J. (1996). Organization Science as Social Construction: Postmodern Potentials. *The Journal of Applied Behavioral Science*, 32(4), 356-377. doi: 10.1177/0021886396324002
- Habermas, J., & Ben-Habib, S. (1981). Modernity versus Postmodernity. *New German Critique*(22), 3-14. e
- Harvey, D. (1990). *The condition of postmodernity* (p. 171). Oxford: Blackwell.
- Jameson, F. (1990). *Postmodernism, or, the cultural logic of late capitalism*. Duke University Press Books.
- Liotard, J. F. (1984). *Postmodern condition: A report on knowledge* (Vol. 10). University of Minnesota Press.
- Mislevy, R. J. (1997). Postmodern Test Theory. In A. Lesgold, M. J. Feuer & A. M. Black (Eds.), *Transitions in Work and Learning: Implications for Assessment* (pp. 180-199). Washington, DC: National Academy Press.

Validity

Validation/Validity Theory

- AERA, APA, & NCME (1999). *Standards for educational and psychological testing*. Washington DC: Authors.
- Anastasi, A. (1986). Evolving concepts of test validation. *Annual Review of Psychology*, 37, 1-15. doi:10.1146/annurev.ps.37.020186.000245
- Baker, E. L. (in press). The chimera of validity. *Teachers College Record*.
- Baker, E. L. (2000). Understanding educational quality: Where validity meets technology *William Angoff Memorial Lecture Series*. Princeton, NJ: Educational Testing Service.
- Borsboom, D., Mellenbergh, G. J., & van Heerden, J. (2004). The Concept of Validity. *Psychological Review*, 111(4), 1061-1071. doi: 10.1037/0033-295x.111.4.1061
- Boulet, J. R., Smee, S. M., Dillon, G. F., & Gimpel, J. R. (2009). The Use of Standardized Patient Assessments for Certification and Licensure Decisions. *Simulation in Healthcare*, 4(1), 35-42 10.1097/SIH.1090b1013e318182fc318186c.
- Cronbach, L. J. (1971). Test validation. In R. L. Thorndike (Ed.), *Educational measurement* (2nd ed., pp. 443-507). Washington, DC: American Council on Education.

- Cronbach, L. J. (1975). Five Decades of Public Controversy Over Mental Testing. *American Psychologist*, 30(1), 1-14.
- Cronbach, L. J. (1988). Five perspectives on validity argument. In H. Wainer (Ed.), *Test Validity* (pp. 3-17). Hillsdale, NJ: Erlbaum.
- Cronbach, L. J. (1989). Construct validation after thirty years. In L. J. Cronbach (Ed.), *Intelligence: Measurement, theory, and public policy: Proceedings of a symposium in honor of Lloyd G. Humphreys* (pp. 147-171). Champaign, IL: University of Illinois Press.
- Cronbach, L. J. & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52, 281- 302.
- Embretson, S. E. (2007). Construct Validity: A Universal Validity System or Just Another Test Evaluation Procedure? *Educational Researcher*, 36(8), 449-455. doi: 10.3102/0013189x07311600
- Embretson, S. E. (1998). A cognitive design system approach to generating valid tests: Application to abstract reasoning. *Psychological Methods*, 3(3), 380-396. doi: 10.1037/1082-989x.3.3.380
- Gorin, J. S. (2007). Reconsidering Issues in Validity Theory. *Educational Researcher*, 36(8), 456-462. doi: 10.3102/0013189x07311607
- Hubley, A. M., & Zumbo, B. D. (1996). A dialectic on validity: Where we have been and where we are going. *Journal of General Psychology*, 123(3), 207-215.
- Kane, M. T. (1992). An Argument-Based Approach to Validity. *Psychological Bulletin*, 112(3), 527-535.
- Kane, M. T. (2001). Current concerns in validity theory. *Journal of Educational Measurement*, 38(4), 319-342. doi:10.1111/j.1745-3984.2001.tb01130.x
- Kane, M. T. (2006). Validation. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 17-64). Westport, CT: American Council on Education/Praeger.
- Kane, M. T. (2008). Terminology, Emphasis, and Utility in Validation. *Educational Researcher*, 37(2), 76-82. doi: 10.3102/0013189x08315390
- Koretz, D., & Barron, S. I. (1998). The validity of gains on the Kentucky Instructional Results Information System (KIRIS) *MR-1014-EDU*. Santa Monica, CA: RAND.
- Lievens, F., & Sackett, P. R. (2012). The validity of interpersonal skills assessment via situational judgment tests for predicting academic success and job performance. *J Appl Psychol*, 97(2), 460-468. doi: 10.1037/a0025741

- Lissitz, R. W., & Samuelsen, K. (2007). A Suggested Change in Terminology and Emphasis Regarding Validity and Education. *Educational Researcher*, 36(8), 437-448. doi: 10.3102/0013189x07311286
- Lissitz, R. W., & Samuelsen, K. (2007). Further Clarification Regarding Validity and Education. *Educational Researcher*, 36(8), 482-484. doi: 10.3102/0013189x07311612
- McNamara, T. (2006). Validity in Language Testing: The Challenge of Sam Messick's Legacy. *Language Assessment Quarterly*, 3(1), 31-51. doi: 10.1207/s15434311laq0301_3
- Messick, S. (1989). Validity. In R. L. Linn (Ed.), *Educational measurement (3rd ed.)*. (pp. 13-103). New York, NY England: Macmillan Publishing Co, Inc; American Council on Education.
- Messick, S. (1992). The interplay of evidence and consequences in the validation of performance assessments *Research Report 92-39*. Princeton, NJ: Educational Testing Service.
- Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.
- Messick, S. (1995). Validity of psychological assessment: Validation of inferences from persons' responses and performances as scientific inquiry into score meaning. *American Psychologist*, 50(9), 741-749. doi:10.1037/0003-066X.50.9.741
- Messick, S. (1996). Validity and washback in language testing. *Language Testing*, 13(3), 241-256. doi:10.1177/026553229601300302
- Messick, S. (1998). Test validity: A matter of consequence. *Social Indicators Research*, 45(1/3), 35-44.
- Mislevy, R. J. (2009). Validity from the perspective of model-based reasoning. In R. L. Lissitz (Ed.), *The concept of validity: Revisions, new directions and applications* (pp. 83-108). Charlotte, NC: Information Age Publishing.
- Mislevy, R. M., Moss, P. A., & Gee, J. P. (2009). On qualitative and quantitative reasoning in validity. In K. Ercikan & M. Wolff-Roth (Eds.), *Generalizing from educational research: Beyond the Quantitative-Qualitative Opposition*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Moss, P. A. (2007). Reconstructing Validity. *Educational Researcher*, 36(8), 470-476. doi: 10.3102/0013189x07311608
- Moss, P. A., Girard, B. J., & Haniford, L. C. (2006). Validity in Educational Assessment. *Review of Research in Education*, 30(ArticleType: research-article / Issue Title: Special Issue on Rethinking Learning: What Counts as Learning and What Learning Counts / Full

publication date: 2006 / Copyright © 2006 American Educational Research Association), 109-162.

- Powers, D., Burstein, J., Chodorow, M., Fowles, M., & Kukich, K. (2002). Stumping E-Rater: Challenging the validity of automated essay scoring. *Computers in Human Behavior, 18*, 103-134.
- Shultz, M. M., & Zedeck, S. (2008). *Identification, Development, and Validation of Predictors for Successful Lawyering*. University of California, Berkeley. Berkeley.
- Shultz, M. M., & Zedeck, S. (2011). Predicting Lawyer Effectiveness: Broadening the Basis for Law School Admission Decisions. *Law & Social Inquiry, 36*(3), 620-661. doi: 10.1111/j.1747-4469.2011.01245.x
- Sireci, S. G. (2007). On Validity Theory and Test Validation. *Educational Researcher, 36*(8), 477-481. doi: 10.3102/0013189x07311609
- Sireci, S. G. (2006). Validity on trial: Psychometric and legal conceptualizations of validity. *Educational Measurement: Issues and Practice, 25* (3), 27-34.
- Wiggins, G. (1993). Assessment: Authenticity, context and validity. *Phi Delta Kappan, 74*, 200-214.
- Wiley, D. E. (1991). Test validity and invalidity reconsidered. In R. Snow & D. E. Wiley (Eds.), *Improving inquiry in social science* (pp. 75–107). Hillsdale, NJ: Lawrence Erlbaum.

Fairness

- Allalouf, A. and B.-S. Gershon (1998). "The Effect of Coaching on the Predictive Validity of Scholastic Aptitude Tests." *Journal of Educational Measurement 35*(1): 31-47.
- Allen, N. L., P. W. Holland, et al. (2005). "Measuring the Benefits of Examinee-Selected Questions." *Journal of Educational Measurement 42*(1): 27-51.
- American Psychological Association, National Council on Measurement in Education, & American Educational Research Association (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- Arbuthnot, K. (2009). The Effects of Stereotype Threat on Standardized Mathematics Test Performance and Cognitive Processing. *Harvard Educational Review, 79*, 448-472.
- Bond, L., Moss, P., & Carr, P. (1996). Fairness in large-scale performance assessment. *Technical Issues in Large-Scale Performance Assessment, , 117-140*.

- Cole, N. S. & Zieky, M. J. (2001). "The New Faces of Fairness." *Journal of Educational Measurement* 38(4): 369-382.
- Darlington, R. B. (1971). "Another Look at "Cultural Fairness"." *Journal of Educational Measurement* 8(2): 71-82.
- Dixon-Román, E., Everson, H., & McArdle, J. (2013). Race, Poverty and SAT Scores: Modeling the Influences of Family Income on Black and White High School Students' SAT Performance. *Teachers College Record* 115(4). (First published online November 2012)
- Dorans, N. J. (2004). "Using Subpopulation Invariance to Assess Test Score Equity." *Journal of Educational Measurement* 41(1): 43-68.
- Flaugher, R. L. (1974). "The New Definitions of Test Fairness in Selection: Developments and Implications." *Educational Researcher* 3(9): 13-16.
- Freedle, R. O. (2003). Correcting the SAT's ethnic and social-class bias: A method for reestimating SAT scores. *Harvard Educational Review*, 73(1), 1-43.
- Fuchs, L. S., & Fuchs, D. (1999). Fair and unfair testing accommodations. *School Administrator*, 56(10), 24-29.
- Goldman, R. D. and B. N. Hewitt (1976). "Predicting the Success of Black, Chicano, Oriental and White College Students." *Journal of Educational Measurement* 13(2): 107-117.
- Hanushek, E. A. (2012, Spring). Grinding the anti-testing ax: More bias than evidence in NRC panel's conclusions. *Education Next*, 2-8.
- Heck, R. H. and M. Crislip (2001). "Direct and Indirect Writing Assessments: Examining Issues of Equity and Utility." *Educational Evaluation and Policy Analysis* 23(3): 275-292.
- Heilig, J. V. and L. Darling-Hammond (2008). "Accountability Texas-Style: The Progress and Learning of Urban Minority Students in a High-Stakes Testing Context." *Educational Evaluation and Policy Analysis* 30(2): 75-110.
- Helms, J. E. (2006). Fairness is not validity or cultural bias in racial-group assessment: a quantitative perspective. *Am Psychol*, 61(8), 845-859. doi: 10.1037/0003-066x.61.8.845
- Helms, J. E. (2009). Defense of tests prevents objective consideration of validity and fairness. *Am Psychol*, 64(4), 283-284; discussion 285-287. doi: 10.1037/a0014924
- Moss, P. A., Pullin, D., Haertel, E. H., Gee, J. P., & Young, L. (Eds.). (2008). *Assessment, equity, and opportunity to learn*. New York: Cambridge University Press.
- Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2008). High stakes testing in higher

education and employment: appraising the evidence for validity and fairness. *Am Psychol*, 63(4), 215-227. doi: 10.1037/0003-066x.63.4.215

Sackett, P. R., Borneman, M. J., & Connelly, B. S. (2009). Responses to issues raised about validity, bias, and fairness in high-stakes testing. *American Psychologist*, 64, 285–287.

Santelices, M. V. & Wilson, M. 2010. “Unfair treatment? The case of Freedle, the SAT, and the Standardization Approach to Differential Item Functioning.” *Harvard Educational Review*, 80(1), 106-133.

Serow, R. C. & Davies, J. J. (1982). Resources and Outcomes of Minimum Competency Testing as Measures of Equality of Educational Opportunity. *American Educational Research Journal* 19(4): 529-539.

Sternberg, R. The Rainbow Project: Enhancing the SAT through assessments of analytical, practical, and creative skills. *Intelligence*. Volume 34, Issue 4, July-August 2006, Pages 321-350

Tversky, A., & Kahneman, D. (1974). Judgment under Uncertainty: Heuristics and Biases. *Science*, 185(4157), 1124-1131. doi: 10.1126/science.185.4157.1124

Zwick, R., & Ercikan, K. (1989). Analysis of differential item functioning in the NAEP history assessment. *Journal of Educational Measurement*, 26(1), 55-66.

Evidence Centered Design

Almond, P., Winter, P., Cameto, R., Russell, M., Sato, E., Clarke, J., . . . Lazarus, S. (2010). Technology enabled and universally designed assessment: Considering access in measuring the achievement of students with disabilities – A foundation for research. Menlo Park, CA: Measured Progress, SRI International.

Almond, P. J., Cameto, R., Johnstone, C. J., Laitusis, C., Lazarus, S., Nagle, K., . . . Sato, E. (2009). White paper: Cognitive interview methods in reading test design and development for alternate assessments based on modified academic achievement standards (AA-MAS). Dover, NH: Measured Progress, SRI International.

Almond, R. G. (2010). Using evidence centered design to think about assessments. In V. J. Shute & B. J. Becker (Eds.), *Innovative assessment for the 21st century* (pp. 97). New York: Springer.

Almond, R. G., Steinberg, L. S., & Mislavy, R. J. (2002). Enhancing the design and delivery of assessment systems: A four-process architecture. *Journal of Technology, Learning, and Assessment*, 5.

- Baker, E. (2009). The influence of learning research on the design and use of assessment. In K. A. Ericsson (Ed.), *Development of professional expertise: Toward measurement of expert performance and design of optimal learning environments* (pp. 333–355). New York: Cambridge University Press.
- Behrens, J. T., Mislevy, R. J., DiCerbo, K. E., & Levy, R. (2011). An evidence centered design for learning and assessment in the digital world. In M. C. Mayrath, J. Clarke-Midura & D. Robinson (Eds.), *Technology-based assessments for 21st century skills: Theoretical and practical implications from modern research* (pp. 13–54). Charlotte, NC: Information Age.
- Behrens, J. T., Mislevy, R. J., Bauer, M., Williamson, D. M., & Levy, R. (2004). Introduction to evidence centered design and lessons learned from its application in a global e-learning program. *International Journal of Testing*, 4(4), 295-301.
- Mislevy, R. J. (2003). Substance and structure in assessment arguments. *Law, Probability and Risk*, 2(4), 237-258. doi: 10.1093/lpr/2.4.237
- Mislevy, R. (1994). Evidence and inference in educational assessment. *Psychometrika*, 59(4), 439-483. doi: 10.1007/bf02294388
- Mislevy, R. J. (2007). *Validity by Design. Educational Researcher*, 36(8), 463-469. doi: 10.3102/0013189x07311660
- Mislevy, R. J. (2011). *Evidence-centered design for simulation-based assessment*. Los Angeles, CA: The National Center for Research on Evaluation, Standards, and Student Testing.
- Mislevy, R. J., Almond, R. G., & Lukas, J. F. (2003). A brief introduction to evidence-centered design *Research Report 03-16*. Princeton, NJ: Educational Testing Service.
- Mislevy, R. J., & Haertel, G. D. (2006). Implications of Evidence-Centered design for educational testing. *Educational Measurement: Issues and Practice*, 25(4), 6-20.
- Mislevy, R. J., & Riconscente, M. M. (2005). Evidence-centered assessment design: Layers, structures, and terminology. *Menlo Park, CA: SRI International*,
- Mislevy, R. J., Steinberg, L. S., & Almond, R. G. (2003). On the structure of educational assessments. *Measurement: Interdisciplinary Research and Perspectives*, 1, 3–67.
- Mislevy, R. J., Steinberg, L. S., Almond, R. G., & Lukas, J. F. (2006). Concepts, terminology, and basic models of evidence-centered design. *Automated Scoring of Complex Tasks in Computer-Based Testing*, , 15-47.
- Rupp, A. A., Gushta, M., Mislevy, R. J., & Shaffer, D. W. (2010). Evidence-centered design of epistemic games: Measurement principles for complex learning environments. *Journal of Technology, Learning, and Assessment*, 8(4).

Rupp, A. A., Levy, R., Dicerbo, K. E., Sweet, S. J., Crawford, A. V., Calico, T., . . . Behrens, J. T. (2012). Putting ECD into Practice: The Interplay of Theory and Data in Evidence Models within a Digital Learning Environment. *Journal of Educational Data Mining*, 49-110.

Consequences

Cizek, G. J., Bowen, D., & Church, K. (2010). Sources of validity evidence for educational and psychological tests: A follow-up study. *Educational and Psychological Measurement*, 70(5), 732-743. doi:10.1177/0013164410379323

Cizek, G. J., Rosenberg, S. L., & Koons, H. H. (2008). Sources of validity evidence for educational and psychological tests. *Educational and Psychological Measurement*, 68(3), 397-412. doi:10.1177/0013164407310130

Green, D. R. (1998). Consequential aspects of the validity of achievement tests: A publisher's point of view. *Educational Measurement: Issues and Practice*, 17(2), 16-19.

Messick, S. (1988). The once and future issues of validity: Assessing the meaning and consequences of measurement. In H. Wainer & H.I. Braun (Eds.), *Test Validity* (pp. 33-45). Hillside NJ: Erlbaum.

Moss, P. A. (1998). The role of consequences in validity theory. *Educational Measurement: Issues and Practice*, 17(2), 6-12. doi:10.1111/j.1745-3992.1998.tb00826.x

Nichols, P. D., & Williams, N. (2009). Consequences of test score use as validity evidence: Roles and responsibilities. *Educational Measurement: Issues and Practice*, 28(1), 3-9. doi:10.1111/j.1745-3992.2009.01132.x

Popham, W. J. (1997). Consequential validity: Right Concern-Wrong concept. *Educational Measurement: Issues and Practice*, 16(2), 9-13. doi: 10.1111/j.1745-3992.1997.tb00586.x

Reckase, M. D. (1998). Consequential validity from the test developer's perspective. *Educational Measurement: Issues and Practice*, 17(2), 13-16. doi:10.1111/j.1745-3992.1998.tb00827.x

Shepard, L. A. (1997). The centrality of test use and consequences for test validity. *Educational Measurement: Issues and Practice*, 16(2), 5-24.

Wigdor, A. K., & Garner, W. R. (Eds.). (1982). *Ability Testing: Uses, Consequences and Controversies*. Washington, DC: Committee on Ability Testing, National Research Council, National Academy Press.

Willms, J. D., Friesen, S., & Milton, P. (2009). What did you do in school today? Transforming

classrooms through social, academic and intellectual engagement *First National Report*. Toronto: Canadian Education Association.

Reliability and Measurement Error

- AERA, APA, & NCME (1999). *Standards for educational and psychological testing*. Washington DC: Authors.
- Brennan, R.L. (2001). An essay on the history and future of reliability from the perspective of replications. *Journal of Educational Measurement*, 38(4), 295–317.
- Cronbach, L. J., & Shavelson, R. J. (2004). My current thoughts on coefficient alpha and successor procedures. *Educational and Psychological Measurement*, 64(3), 391-418.
- Haertel, E. H. (2006) Reliability. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 65-110). Westport, CT: American Council on Education/Praeger.
- Lippmann, W. (1922, November 8). The Reliability of Intelligence Tests. *New Republic*.
- Shermis, M. D., & Burstein, J. (2003). *Automated essay scoring: A cross-disciplinary perspective*. Mahwah, NJ: Lawrence Erlbaum.
- Traub, R. E., & Rowley, G. L. (1991). Understanding reliability. *Educational Measurement: Issues and Practice*, 10(1), 37-45.

Generalizability Theory

- Shavelson, R. J. & Webb, N. M. (1992). *Generalizability theory: A primer*. Newbury Park, CA: Sage.
- Webb, N. M., Shavelson, R. J., & Haertel, E. H. (2006). Reliability coefficients and generalizability theory. *Handbook of Statistics*, 26, 81-124.

Classroom Assessment

- Apple, M. W. (2004). *Ideology and Curriculum*. New York: Routledge.
- Artzt, A. F., & Armour-Thomas, E. (2002). *Becoming a reflective mathematics teacher: A guide*

for observations and self-assessment. Mahwah, NJ: Lawrence Erlbaum Associates.

- Bach, C. (2010). *Learning analytics: Targeting instruction, curricula and support services.* Paper presented at the 8th Annual Conference on Education and Information Systems, Technologies and Applications: EISTA 2010, Orlando, FL.
- Bagely, E., & Shaffer, D. W. (2010). Stop Talking and Type: Mentoring in a Virtual and Face-to-Face Environment. *International Journal of Computer-Supported Collaborative Learning.*
- Baker, E. L. (2010). Summative and formative evaluation in educational accountability. *Working paper prepared for the work of the Advisory Council on the Evaluation and Incentive Policies, OECD.* Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Black, P. (1998). *Testing: Friend or Foe? Theory and Practice of Assessment and Testing.* London: Falmer Press.
- Black, P., & Wiliam, D. (1998). *Inside the black box: Raising standards through classroom assessment.* London: School of Education, King's College.
- Black, P., & Wiliam, D. (1998). Assessment and Classroom Learning. *Assessment in Education: Principles, Policy & Practice, 5*(1), 7-74. doi: 10.1080/0969595980050102
- Black, P., & Wiliam, D. (1998b). *Inside the black box: Raising standards through classroom assessment.* London: School of Education, King's College.
- Carpenter, T. P., Fennema, E., Peterson, P. L., Chiang, C.-P., & Loef, M. (1989). Using Knowledge of Children's Mathematics Thinking in Classroom Teaching: An Experimental Study. *American Educational Research Journal, 26*(4), 499-531.
- Cassady, J. C. (2010). Text anxiety: Contemporary theories and implications for learning. In J. C. Cassady (Ed.), *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (pp. 7-26). New York: Peter Lang.
- Darling-Hammond, L., Ancess, J., & Falk, B. (1995). *Authentic Assessment in Action: Studies of Schools and Students at Work.* New York: Teachers College Press.
- Delandshire, G. (2002). Assessment as inquiry. *Teachers College Record, 104,* 1461-1484.
- Dempster, F. (1989). Spacing effects and their implications for theory and practice. *Educational Psychology Review, 1*(4), 309-330. doi: 10.1007/bf01320097
- Dempster, F. N., & Perkins, P. G. (1993). Revitalizing classroom assessment: Using tests to promote learning. *Journal of Instructional Psychology, 20,* 197-203.

- Dewey, J. (1902). *The child and the curriculum*. Chicago: Chicago University Press.
- Duncan, R. G., & Hmelo-Silver, C. E. (2009). Learning progressions: Aligning curriculum, instruction, and assessment. *Journal of Research in Science Teaching*, 46(6), 606-609. doi: 10.1002/tea.20316
- Dunn, R., & Dunn, K. (1978). *Teaching students through their own behavioral style*. Reston, VA: Prentice Hall.
- Engel, S. (2011). Measuring Our Success. *Teachers College Record*.
- Educational Testing Service. (2012). The CBAL English Language Arts (ELA) Competency Model and Provisional Learning Progressions. Princeton, NJ: Author.
- Egan, K. (2005). *An Imaginative Approach to Teaching*. San Francisco, CA: Jossey-Bass.
- Fadiman, C. (1959). The case for basic education. In J. D. Koerner (Ed.), *The Case for Basic Education* (pp. 3-14). Boston: Little, Brown.
- Fletcher, G. (2007). *Assessing learning from a holistic approach: Creating a balanced system of learning assessment*. Paper presented at the Congreso Internacional Evaluacion Factor de Calidad Educativa, Queretaro, Mexico.
- Fletcher, J. D., Tobias, S., & Wisner, R. A. (2007). Learning Anytime, Anywhere: Advanced Distributed Learning and the Changing Face of Education. *Educational Researcher*, 36(2), 96-102. doi: 10.3102/0013189x07300034
- Gagne, E., & Dick, W. (1983). Instructional Psychology. In M. Rosenzweig & L. Porter (Eds.), *Annual Review of Psychology*. Palo Alto, CA: Annual Reviews.
- Gagne, R. M. (1965). *The conditions of learning* (2nd ed.). New York: Holt, Rinehart, & Winston.
- Gandini, L. (1993). Fundamentals of the Reggio Emilia approach to early childhood education. *The Department of Family and Consumer Studies: University of Utah*, from http://www.fcs.utah.edu/info/cfdc/2640/reggio_emilia_approach.pdf
- Gatto, J. T. (1992). *Dumbing Us Down: The Hidden Curriculum of Compulsory Education*. Gabriola Island, BC: New Society Pub.
- Gee, J. P. (1992). What is reading? Literacies, discourses, and domination. *Journal of Urban and Cultural Studies*, 2, 65-77.
- Gerlach, J. M. (1994). Is this collaboration? *New Directions for Teaching and Learning*, 1994(59), 5-14. doi: 10.1002/tl.37219945903

- Gickling, E., & Havertape, J. V. (1981). *Curriculum-based assessment (CBA)*. Minneapolis: National School Psychology In-service training Network.
- Grigorenko, E. L., Jarvin, L., & Sternberg, R. J. (2002). School-Based Tests of the Triarchic Theory of Intelligence: Three Settings, Three Samples, Three Syllabi. *Contemporary Educational Psychology*, 27(2), 167-208. doi: 10.1006/ceps.2001.1087
- Gordon, E. W. (1970). Toward a qualitative approach to assessment. The Report of the commission on tests. New York: College Entrance Examination Board.
- Gordon, E. W., Gordon, E. W., Lawrence, A., & Berliner, D. (2011). *Changing Paradigms for Education From Filling Buckets to Lighting Fires*. Princeton, NJ: Gordon Commission on the Future of Assessment in Education.
- Hansen, J. H. (1989). Anna evaluates herself. In J. B. Allen & J. M. Mason (Eds.), *Risk makers, risk takers, risk breakers: Reducing the risks for young literacy learners*. Portsmouth, NH: Heinemann.
- Jackson, P. W. (1968). *Life in classrooms*. New York: Holt, Rinehart, & Winston.
- Leahy, S., Lyon, C., Thompson, M., & Wiliam, D. (2005). Classroom assessment: Minute by minute, day by day. *Educational Leadership*, 63(3), 18-26.
- Lidz, C. S. (1995). Dynamic Assessment and the Legacy of L.S. Vygotsky. *School Psychology International*, 16(2), 143-153. doi: 10.1177/0143034395162005
- Ma, L. (1999). *Knowing and teaching elementary mathematics*. Mahwah, NJ: Lawrence Erlbaum.
- Meichenbaum, D., & Beimiller, A. (1980). *Nurturing independent: Helping students take charge of their learning*. Cambridge, MA: Brookline Books.
- Meier, D. (1994). *Why Educate?* Paper presented at the Martin Buskin Memorial Lecture, Education Writer's Association, Seattle, WA.
- Meyer, Wilhelm H. 2009. "When you just get a mark and a nasty comment, what's that called? 'Summative assessment': Creating an enabling environment for formative assessment". *SOUTHERN AFRICAN LINGUISTICS AND APPLIED LANGUAGE STUDIES*, 27 (2): 215-228
- Montessori, M. (1912). *English edition: The Montessori Method: Scientific Pedagogy as Applied to Child Education in the Children's Houses*. New York: Stokes.
- Newman, F. M., & Associates. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco: Jossey –Bass.

- Newman, J. (1990). *Finding their own way: Teachers exploring their assumptions*. Portsmouth, NH: Heinemann.
- Palinscar, A. S., & Brown, A. L. (1984). Reciprocal Teaching of Comprehension-Fostering and Comprehension-Monitoring Activities. *Cognition and Instruction, 1*(2), 117-175. doi: 10.1207/s1532690xci0102_1
- Perie, M., Marion, S., & Gong, B. (2009). Moving toward a comprehensive assessment system: A framework for considering interim assessments. *Educational Measurement: Issues and Practice, 28*(3), 5-13.
- Popham, W. J. (2008). *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Preston, J., and Moore, J. E. (2010). An Introduction to Through-Course Assessment. Raleigh, NC, North Carolina Department of Public Instruction.
- Rizvi, F. (2008). Epistemic virtues and cosmopolitan learning. *The Australian Educational Researcher, 35*(1), 17-35. doi: 10.1007/bf03216873
- Robinson, K. (2001). *Out of our minds: Learning to be creative*. Chichester, West Sussex: Capstone Publishing Limited.
- Robinson, K. (2008). *The arts in schools: Principles, practice and provision*. London: Calouste Gulbenkian Foundation.
- Robinson, K. (2009). *The element: How finding your passion changes everything*. New York: Viking.
- Roth, K. J., & Anderson, C. (1988). Promoting conceptual change learning from science textbooks. In P. Ramsden (Ed.), *Improving learning: New perspectives*. London: Kogan Page.
- Rotman, B. (2000). *Mathematics as sign: Writing, imagining, counting*. Stanford, CA: Stanford University Press.
- Rueda, R. (2011). *The 3 dimensions of improving student performance: Matching the right solutions to the right problems*. New York: Teachers College Press.
- Russ, J., Ehren, M. C. M., & Lesaux, N. (forthcoming). *Strategies teachers use to coach students to do well on the ELA state test: The case of New York City and Boston public elementary schools*.
- Salend, S. (2011). Addressing Test Anxiety. *Teaching Exceptional Children, 44*(2), 58-68.
- Sampson, M. (2002). Confirming a K-W-L: Considering the source. *The Reading Teacher, 55*,

22–26.

- Sampson, M. B., Sampson, M. R., & Linek, W. (1994). Circle of questions: Engaging students in interaction with text. *Reading Teacher*, 47, 543–545.
- Saxe, G. B. (1988). Candy Selling and Math Learning. *Educational Researcher*, 17(6), 14-21.
- Schmidt, W. H., McKnight, C. C., Houang, R. T., Wang, H. C., Wiley, D. E., Cogan, L. S., & Wolfe, R. G. (2001). *Why schools matter: A cross-national comparison of curriculum and learning*. San Francisco: Jossey-Bass.
- Shepard, L. (2000). The role of assessments in a learning culture. *Educational Researcher*, 29(7), 4–14.
- Shepard, L. (2006). Classroom Assessment. In R. Brennan (Ed.), *Educational measurement* (4th ed., pp. 623-646). Westport, CT: American Council on Education and Praeger.
- Shepard, L. A. (2008). The Role of Assessment in a Learning Culture *Teaching and Learning* (pp. 229-253): Blackwell Publishers Ltd.
- Smith, E. R., & Tyler, R. W. (1942). *Appraising and recording student progress*. New York: Harper and Row.
- Smith, M. K. (2001). David A. Kolb on experiential learning. *The Encyclopedia of Informal Education* Retrieved March 3, 2011, from <http://www.infed.org/b-explrn.htm>
- Srarn, R., & Neisser, B. (2004). *Enquiring Minds: Socratic Dialogue in Education*. Staffordshire, England: Trentham Books Limited.
- Stecher, B. M., Barron, S., Kaganoff, T., & Goodwin, J. (1998). *The effects of standards-based assessment on classroom practices: Results of the 1996–97 RAND Survey of Kentucky Teachers of Mathematics and Writing*. Los Angeles: Center for Research on Evaluation, Standards, and Student Testing.
- Topping, K. J., Samuels, J., & Paul, T. (2007). Does practice make perfect? Independent reading quantity, quality and student achievement. *Learning and Instruction*, 17(3), 253-264. doi: 10.1016/j.learninstruc.2007.02.002
- Trabasso, T. (1981). On the making of inferences during reading and their assessment. In J. T. Guthrie (Ed.), *Comprehension and teaching: Research reviews* (pp. 56–75). Newark, DE: International Reading Association.
- Wolf, D., Bixby, J., Glenn, J., & Gardner, H. (1991). To use their minds well: Investigating new forms of student assessment. In G. Grant (Ed.), *Review of Educational Research* (Vol. 17, pp. 31-74). Washington, DC: American Educational Research Association.

Formative assessment

- Brookhart, S. M. (2008). "Formative Assessment That Empowers." *EDUCATIONAL LEADERSHIP*, 66 (3): 52-57.
- Brookhart, S. M. (2009). Editorial: Special issue on the validity of formative and interim assessment. *Educational Measurement: Issues and Practice*, 28(3), 1-4.
- Chin, Christine, & Teou, Lay-Yen. 2010 "Formative assessment: Using concept cartoon, pupils' drawings, and group discussions to tackle children's ideas about biological inheritance". *Journal of Biological Education*, 44 (3): 108-115.
- Coffey, J. E., Hammer, D., Levin, D. M., & Grant, T. (2011). The missing disciplinary substance of formative assessment. *Journal of Research in Science Teaching*, 48(10), 1109-1136. doi: 10.1002/tea.20440
- Cowie, B., & Bell, B. (1999). A model of formative assessment in science education. *Assessment in Education: Principles, Policy and Practice*, 6, 32-42.
- Crossouard, Barbara. 2009. "A sociocultural reflection on formative assessment and collaborative challenges in the states of Jersey." *Research Papers in Education*, 24 (1): 77-93.
- Dorn, S. (2010). The political dilemmas of formative assessment. *Exceptional Children*, 76(3), 325-337.
- Formative Assessment for Students and Teachers (FAST) State Collaborative on Assessment and Student Standards (SCASS). (2008, October). *Attributes of effective formative assessment*. Paper prepared for the Formative Assessment for Teachers and Students State Collaborative on Assessment and Student Standards of the Council of Chief State School Officers. Washington, DC: Council of Chief State School Officers.
- Ginsburg, Herbert P. 2009. "The Challenge of Formative Assessment in Mathematics Education: Children's Minds, Teachers' Minds". *Human Development*, 52 (2): 109-128.
- Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan*, 89, 140-145.
- Heritage, M. (2008, February). *Learning progressions: Supporting instruction and formative assessment*. Washington, DC: Chief Council of State School Officers.
- Heritage, M. (2010). *Formative Assessment: Making it happen in the classroom*. Thousand Oaks, CA: Corwin Press.

- Heritage, M. (2010). *Formative Assessment and Next-Generation Assessment Systems: Are We Losing an Opportunity?* Washington, DC, Council of Chief State School Officers.
- Heritage, M., & Niemi, D. (2006). Toward a framework for using student mathematical representations as formative assessments. *Educational Assessment: Special Issue, 11* (3&4), 265-284. Mahwah, N. J.: Lawrence Erlbaum Associates, Inc.
- Hunt, E., & Pellegrino, J. W. (2002). Issues, Examples, and Challenges in Formative Assessment. *New Directions for Teaching and Learning, 89*, 73-85. doi: 10.1002/tl.48
- Jenkins, J. O. (2010). A multi-faceted formative assessment approach: Better recognising the learning needs of students. *Assessment & Evaluation in Higher Education, 35*(5), 565-576.
- Kingston, N., & Nash, B. (2011). Formative Assessment: A Meta-Analysis and a Call for Research. *Educational Measurement: Issues and Practice, 30*(4), 28-37. doi: 10.1111/j.1745-3992.2011.00220.x
- National Research Council. (2001). Adding it up: Helping children to learn mathematics. In J. S. J. Kilpatrick, and B. Feindell (Ed.), *Mathematics Learning Study Committee*. Washington, DC: National Academy Press.
- Pachler, Norbert, Daly, Caroline, Mor, Yishay, Mellar, Harvey. 2010. "Formative e-assessment: Practitioner cases". *COMPUTERS & EDUCATION, 54* (3): 715-721.
- Pryor, J., & Crossouard, B. (2008). A socio-Äcultural theorisation of formative assessment. *Oxford Review of Education, 34*(1), 1-20. doi: 10.1080/03054980701476386
- Rupp, A. A., Templin, J., & Henson, R. (2010). *Diagnostic Measurement: Theory, Methods, and Applications*. New York: Guilford Press.
- Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational Leadership, 63*(3), 66-71.
- Shepard, L. A. (2009). Commentary: Evaluating the validity of formative and interim assessment. *Educational Measurement: Issues and Practice, 28*(3), 32-37.

Performance Assessment

- Baker, E. (1997). Model-based performance assessment. *Theory Into Practice, 36*(4), 247-254. doi: doi: 10.1080/00405849709543775
- Baker, E. L., O'Neil, H. F., Jr., & Linn, R. L. (1993). Policy and validity prospects for performance-based assessment. *American Psychologist, 48*(12), 1210-1218.

- Baron, J. B. (1991). Strategies for the development of effective performance exercises. *Applied Measurement in Education*, 4(4), 305-318.
- Bennett, W. Jr., Lance, C.E., & Woehr, D.J. (Eds.) (2006). *Performance measurement: Current perspectives and future challenges*. Mahwah, NJ: Erlbaum.
- Bergee, M. J. (2007). "Performer, Rater, Occasion, and Sequence as Sources of Variability in Music Performance Assessment." *Journal of Research in Music Education* 55(4): 344-358.
- Borko, H., Mayfield, V., Marion, S., Flexer, R., & Cumbo, K. (1997). Teachers' developing ideas and practices about mathematics performance assessment: Successes, stumbling blocks, and implications for professional development. *Teaching and Teacher Education*, 13(3), 259-278.
- Darling-Hammond, L. (1994). Performance-Based Assessment and Educational Equity. *Harvard Educational Review*, 64(1), 5-30.
- Darling-Hammond, L., & Pecheone, R. (2010). *Developing an internationally comparable balanced assessment system that supports high-quality learning*. Educational Testing Services. Princeton: NJ
- Dunbar, S. B., Koretz, D. M., & Hoover, H. D. (1991). Quality control in the development and use of performance assessments. *Applied Measurement in Education*, 4(4), 289-303.
- Firestone, W. A., D. Mayrowetz, et al. (1998). "Performance-Based Assessment and Instructional Change: The Effects of Testing in Maine and Maryland." *Educational Evaluation and Policy Analysis* 20(2): 95-113.
- Geeslin, K. L. (2003). "Student Self-Assessment in the Foreign Language Classroom: The Place of Authentic Assessment Instruments in the Spanish Language Classroom." *Hispania* 86(4): 857-868.
- Haertel, E. H. & Linn, R. L. (1996). Comparability. In G. W. Phillips (Ed.), *Technical issues in large-scale performance assessment* (pp. 59-78). Washington, D.C.: U.S. Department of Education.
- Hood, S. (1998). "Culturally Responsive Performance-Based Assessment: Conceptual and Psychometric Considerations." *The Journal of Negro Education* 67(3): 187-196.
- Johnson, S. T., S. D. Thompson, et al. (1998). "How Teachers and University Faculty Perceive the Need for and Importance of Professional Development in Performance-Based Assessment." *The Journal of Negro Education* 67(3): 197-210.
- Lane, S. (2010). *Performance assessment: The state of the art*. Stanford, CA: Stanford Center for Opportunity Policy in Education.

- Lane, S., Parke, C. S., & Stone, C. A. (2003). The impact of a state performance- based assessment and accountability program on mathematics instruction and student learning: Evidence from survey data and student performance. *Educational Assessment*, 8(4), 279-315.
- Lane, S. & Stone, C. A. (2006). Performance assessment. In R. L. Brennan (Ed.), *Educational Measurement* (4th Ed.) (pp. 387-424). Westport, CT: Praeger.
- Lai, E. R. (2011). Performance-based Assessment: Some New Thoughts on an Old Idea. Next Generation Assessment Publications, Pearson Education.
- Lee, C. D. (1998). "Culturally Responsive Pedagogy and Performance-Based Assessment." *The Journal of Negro Education* 67(3): 268-279.
- Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, Performance-Based Assessment: Expectations and Validation Criteria. *Educational Researcher*, 20(8), 15-21. doi: 10.3102/0013189x020008015
- Linn, R. L., & Burton, E. (1994). Performance-Based Assessment: Implications of Task Specificity. *Educational Measurement: Issues and Practice*, 13(1), 5-8. doi: 10.1111/j.1745-3992.1994.tb00778.x
- Messick, S. (1994). The interplay of evidence and consequences in the validation of performance assessments. *Educational Researcher*, 23(2), 13-23.
- Messick, S. (1984). Assessment in Context: Appraising Student Performance in Relation to Instructional Quality. *Educational Researcher*, 13(3), 3-8. doi: 10.3102/0013189x013003003
- Myford, C. M., & Mislevy, R. J. (1995). Monitoring and Improving a Portfolio Assessment System *CSE Technical Report 402*. Los Angeles: The National Center for Research on Evaluation, Standards, Student Testing (CRESST), Center for Studies in Education, UCLA.
- Picus, L, Adamson, F., Montague, W., & Owens, M. (2010). *A new conceptual framework for analyzing the costs of performance assessment*. Stanford, CA: Stanford Center for Opportunity Policy in Education.
- Swanson, D. B., G. R. Norman, et al. (1995). "Performance-Based Assessment: Lessons from the Health Professions." *Educational Researcher* 24(5): 5-35.
- Williamson, D. M., Bauer, M., Steinberg, L. S., Mislevy, R. J., Behrens, J. T., & DeMark, S. F. (2004). Design rationale for a complex performance assessment. *International Journal of Testing*, 4, 303-332.

Wise, L. L. (2011, February). Picking up the pieces: Aggregating results from through-course assessments. Paper presented at the Invitational Research Symposium on Through-Course Summative Assessment. Atlanta, GA.

Stealth and Curriculum Embedded Assessment

Ayala, C. C., Shavelson, R. J., Araceli Ruiz-Primo, M., Brandon, P. R., Yin, Y., Furtak, E. M., Young, D. B. & Tomita, M. K. (2008). From formal embedded assessments to reflective lessons: The development of formative assessment studies. *Applied Measurement in Education*, 21(4), 315-334.

Baker, E. L., Chung, G. K. W. K., & Delacruz, G. C. (2012). The best and future uses of assessment in games. In M. Mayrath, J. Clarke-Midura & D. H. Robinson (Eds.), *Technology-based assessments for 21st Century skills: Theoretical and practical implications from modern research* (pp. 248-299). Charlotte, NC: Information Age Publishing.

Behrens, J. T., Frezzo, D. C., Mislevy, R. J., Kroopnick, M., & Wise, D. (2008). Structural, Functional, and Semiotic Symmetries in Simulation-Based Games and Assessments. In E. Baker, J. Dickieson, W. Wulfeck & H. F. O'Neil (Eds.), *Assessment of problem solving using simulations* (pp. 59-80). New York: Erlbaum.

Chin, J., Dukes, R., & Gamson, W. (2009). Assessment in Simulation and Gaming: A Review of the Last 40 Years. *Simulation & Gaming*, 40(4), 553-568. doi: 10.1177/1046878109332955

Chung, G. K. W. K., & Kerr, D. S. (2012). A primer on data logging to support extraction of meaningful information from educational games: An example from Save Patch *CRESST Report 814*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Hung, A. (2011). *The work of play: Meaning-making in videogames*. New York: Peter Lang.

Koenig, A., Lee, J., Iseli, M., & Wainess, R. (2010). A Conceptual Framework for Assessing Performance in Games and Simulations. Los Angeles: The National Center for Research on Evaluation, Standards, Student Testing (CRESST), Center for Studies in Education, UCLA.

Lenhart, A., Kahne, J., Middaugh, E., Macgill, A., Evans, C., & Vitak, J. (2008). Teens, video games, and civics. Washington, DC: Pew Internet & American Life Project.

Lepper, M. R., & Malone, T. W. (1987). Intrinsic motivation and instructional effectiveness in computer-based education. In R. E. Snow & M. J. Farr (Eds.), *Aptitude, learning, and instruction* (Vol. 3: Cognitive and affective process analysis). Hillsdale, NJ: Erlbaum.

- Levy, R., & Mislevy, R. J. (2004). Specifying and Refining a Measurement Model for a Computer-Based Interactive Assessment. *International Journal of Testing*, 4(4), 333-369. doi: 10.1207/s15327574ijt0404_3
- Plass, J. L., Frye, J., Kinzer, C., Homer, B., & Perlin, K. (2011). Learning mechanics and assessment mechanics for games for learning *G4LI White Paper 01-2011*. New York: NYU/Games for Learning Institute.
- Razzaq, L., Feng, M., Heffernan, N. T., Koedinger, K. R., Junker, B., Nuzzo-Jones, G., . . . Walonoski, J. A. (2007). Blending Assessment and Instructional Assistance. In N. Nedjah, L. d. Mourelle, M. N. Borges & N. N. Almeida (Eds.), *Intelligent Educational Machines within the Intelligent Systems Engineering Book Series* (pp. 23-49). Springer: Berlin / Heidelberg.
- Razzaq, L., Feng, M., Nuzzo-Jones, G., Heffernan, N. T., Koedinger, K. R., Junker, B., . . . Rasmussen, K. P. (2005). The Assistent Project: Blending Assessment and Assisting. In C. K. Looi, G. McCalla, B. Bredeweg & J. Breuker (Eds.), *Proceedings of the 12th International Conference on Artificial Intelligence In Education* (pp. 555-562). Amsterdam: ISO Press.
- Roberts, J., Chung, G. K. W. K., & Baker, E. L. (2012). Using game-based data for performance monitoring *Joint white paper prepared for the Office of Science and Technology Policy (White House)*: PBS KIDS, UCLA, CRESST.
- Shaffer, D. W. (2006). *How computer games help children learn*. New York: Palgrave/Macmillan.
- Shute, V. J. (2008). Focus on Formative Feedback. *Review of Educational Research*, 78(1), 153-189. doi: 10.3102/0034654307313795
- Shute, V. J. (2011). Stealth assessment in computer-based games to support learning. In S. Tobias, & J. D. Fletcher (Eds.), *Computer games and instruction* (pp. 503-524). Information Age Publishing.
- Shute, V.J., Dennen, V.P., Kim, Y.-J., Donmez, O., & Wang, C.-Y. (in press). 21st century assessment to promote 21st century learning: The benefits of blinking. In J. Gee (Ed.), *Games, learning, assessment*. Boston, MA: MIT Press.
- Shute, V. J., Hansen, E. G., & Almond, R. G. (2008). You Can't Fatten A Hog by Weighing It - Or Can You? Evaluating an Assessment for Learning System Called ACED. *International Journal of Artificial Intelligence in Education*, 18(4), 289-316.
- Shute, V. J., & Kim, Y. J. (2011). Does playing the World of Goo facilitate learning? In D. Y. Dai (Ed.), *Design research on learning and thinking in educational settings: Enhancing intellectual growth and functioning* (pp. 359-387). New York: Routledge Books.

- Shute, V. J., & Spector, J. M. (2008). SCORM 2.0 White Paper: Stealth Assessment in Virtual Worlds Retrieved May 16, 2011, from <http://www.adlnet.gov/Technologies/Evaluation/Library/AdditionalResources/LETSIWhitePapers/Shute-StealthAssessmentinVirtualWorlds.pdf>
- Shute, V. J., Ventura, M., Bauer, M. I., & Zapata-Rivera, D. (2009). Melding the power of serious games and embedded assessment to monitor and foster learning: Flow and grow. In U. Ritterfeld, M. J. Cody & P. Vorderer (Eds.), *The Social Science of Serious Games: Theories and Applications*. Philadelphia, PA: Routledge/LEA.
- Shute, V. J., Ventura, M., Bauer, M. I., & Zapata-Rivera, D. (in press). Melding the power of serious games and embedded assessment to monitor and foster learning: Flow and grow. In U. Ritterfeld, M. J. Cody, & P. Vorderer (Eds.), *The Social Science of Serious Games: Theories and Applications*. Philadelphia, PA: Routledge/LEA.
- Shute, V. J., Ventura, M., Bauer, M. I., & Zapata-Rivera, D. (2008). *Monitoring and fostering learning through games and embedded assessments* (Research report RR-08-69). Princeton, NJ: Educational Testing Service.
- Shute, V., & Zapata-Rivera, D. (2012). Adaptive educational systems. In P. J. Durlach & A. M. Lesgold (Eds.), *Adaptive technologies for training and education* (pp. 7–27). New York: Cambridge University Press.
- Tucker, B. (2012, May/June). Grand test auto: The end of testing. *Washington Monthly*, from http://www.washingtonmonthly.com/magazine/mayjune_2012/special_report/grand_test_auto037192.php
- Vendlinski, T. P., & Buschang, R. E. (2012, March). *Effectively incorporating video games into math instruction: Results from recent field studies*. Paper presented at the Roundtable at the Society for Information Technology and Teacher Education, Austin, TX.
- Vendlinski, T., & Stevens, R. (2002). Assessing student problem-solving skills with complex computer-based tasks. *Journal of Technology, Learning, and Assessment*, 1(3).
- Vendlinski, T. P., Baker, E. L., & Niemi, D. (2008). Templates and objects in authoring problem-solving assessments. In E. L. Baker, J. Dickieson, W. Wulfeck & H. F. O’Neil (Eds.), *Assessment of problem solving using simulations* (pp. 309–333). New York: Erlbaum.
- Vendlinski, T. P., Chung, G. K. W. K., Binning, K. R., & Buschang, R. E. (2011). Teaching rational number addition using video games: The effects of instructional variation *CRESST Report 808*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Wainess, R., Koenig, A., & Kerr, D. (2010). *Aligning instruction and assessment with game and simulation design*. Paper presented at the 2010 Interservice/Industry Training, Simulation, and Education Conference, Orlando, FL.

Zhao, X., Wan, X., & Okamoto, T. (2010). *Adaptive Content Delivery in Ubiquitous Learning Environment*. Paper presented at the Proceedings of the 2010 6th IEEE International Conference on Wireless, Mobile, and Ubiquitous Technologies in Education, Kaohsiung, Taiwan.

Qualitative Analysis of Teaching and Learning Processes

Banning, M. (2005). Approaches to teaching: Current opinions and related research. *Nurse education today*, 25(7), 502-508.

Bereiter, C. (1995). A dispositional view of transfer. In A. McKeough, J. Lupart & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 21–33). Mahwah, NJ: Erlbaum.

Bereiter, C., & Scardamalia, M. (2006). Education for the knowledge age: Design-centered models of teaching and instruction. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 695-713). Mahwah, NJ: Lawrence Erlbaum Associates.

Brophy, J., & Good, T. L. (1986). Teacher behavior and student achievement. In M. C. Wittrock (Ed.), *Handbook on research on teaching* (3rd ed., pp. 328- 375). New York: Simon & Schuster.

Clark, R. E. (2009). How Much and What Type of Guidance is Optimal for Learning form Instruction? In S. Tobias & T. M. Duffy (Eds.), *Constructivist Thoery Applied to Instruction: Success of Failure?* (pp. 158–183). New York: Routledge, Taylor and Francis

Cochran-Smith, M. and S. L. Lytle (1999). "Relationships of Knowledge and Practice: Teacher Learning in Communities." *Review of Research in Education* 24(ArticleType: research-article / Full publication date: 1999 / Copyright –© 1999 American Educational Research Association): 249-305.

Cohen, D.K. (1990). A revolution in one classroom: The case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*, 12(3), 311-329.

Cohen, D. K., S. W. Raudenbush, et al. (2003). "Resources, Instruction, and Research." *Educational Evaluation and Policy Analysis* 25(2): 119-142.

Croninger, R. G. and L. Valli (2009). "¿Where Is the Action?,¿ Challenges to Studying the Teaching of Reading in Elementary Classrooms." *Educational Researcher* 38(2): 100-108.

Cuddapah, J. L. and C. D. Clayton (2011). "Using Wenger’s Communities of Practice to Explore a New Teacher Cohort." *Journal of Teacher Education* 62(1): 62-75.

- Dansereau, D. F. (1995). Derived structural schemas and the transfer of knowledge. In A. McKeough, J. Lupart & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 93–121). Mahwah, NJ: Erlbaum.
- David, J. L., & Greene, D. (2008). *Improving mathematics instruction in Los Angeles High Schools: Follow up to the evaluation of the PRISMA Pilot Program*. Palo Alto, CA: Bay Area Research Group.
- Fishman, S., & McCarthy, L. (2000). *Unplayed tapes: A personal history of teacher research*. New York: Teachers College Press.
- Gallucci, C., M. D. Van Lare, et al. (2010). "Instructional Coaching." *American Educational Research Journal* 47(4): 919-963.
- Gerard, L. F., K. Varma, et al. (2011). "Professional Development for Technology-Enhanced Inquiry Science." *Review of Educational Research* 81(3): 408-448.
- Gordon, E. W. (1998). *Toward a definition of pedagogy*. Washington, DC: Committee on Early Childhood Pedagogy, National Research Council.
- Greenleaf, C. L., C. Litman, et al. (2011). "Integrating Literacy and Science in Biology." *American Educational Research Journal* 48(3): 647-717.
- Grossman, P. L. (1990). *The making of a teacher: teacher knowledge and teacher education*. New York: Teachers College Press.
- Hiebert, J., J. W. Stigler, et al. (2005). "Mathematics Teaching in the United States Today (and Tomorrow): Results From the TIMSS 1999 Video Study." *Educational Evaluation and Policy Analysis* 27(2): 111-132.
- Jaquith, A. (2009). *The creation and use of instructional resources: The puzzle of professional development* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3364072)
- Kane, T. J., & Staiger, D. O. (2008). Estimating teacher impacts on student achievement: An experimental evaluation *Working Paper No, 14607*. Cambridge, MA: National Bureau of Educational Research.
- Kane, T. J., & Staiger, D. O. (2012). Gathering feedback for teaching: Combining high-quality observations with student surveys and achievement gains *Measures of Effective Teaching Project*. Seattle, WA: Bill and Melinda Gates Foundation.
- Lieberman, A. and D. R. Wood (2002). "From network learning to classroom teaching." *Journal of Educational Change* 3(3): 315-337.

- McConachie, S. M., & Petrosky, A. R. (Eds.). (2009). *Content matters: A disciplinary literacy approach to improving student learning*. San Francisco, CA: Jossey-Bass.
- November, A. (2009). Creating a new culture of teaching and learning, from <http://novemberlearning.com/wp-content/uploads/2009/02/creating-a-newculture-of-teaching-and-learning.pdf>
- Nussbaum, M. C. (2011). *Creating capabilities: The human development approach*. Cambridge, MA: The Belknap Press.
- Perkins, D. N., & Salomon, G. (1987). Transfer and teaching thinking. In D. N. Perkins, J. Lochhead & J. Bishop (Eds.), *The second international conference*. Hillsdale, NJ: Lawrence Erlbaum.
- Perkins, D. N., & Unger, C. (1999). Teaching and learning for understanding. In C. M. Reigeluth (Ed.), *Instructional-design theories and models: A new paradigm of instructional theory* (Vol. II, pp. 91-114). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pianta, R. C. and B. K. Hamre (2009). "A Lot of Students and Their Teachers Need Support: Using a Common Framework to Observe Teacher Practices Might Help." *Educational Researcher* 38(7): 546-548.
- Porter, A., J. McMaken, et al. (2011). "Assessing the Common Core Standards." *Educational Researcher* 40(4): 186-188.
- Pressley, M. (1995). A transactional strategies instruction Christmas carol. In A. McKeough, J. Lupart & A. Marini (Eds.), *Teaching for transfer: Fostering generalization in learning* (pp. 177–213). Mahwah, NJ: Erlbaum.
- Rohrer, D., & Pashler, H. (2010). Recent Research on Human Learning Challenges Conventional Instructional Strategies. *Educational Researcher*, 39(5), 406-412. doi: 10.3102/0013189x10374770
- Rowan, B., & Correnti, R. (2009). Measuring reading instruction with teacher logs. *Educational Researcher*, 38(7), 549–551.
- Ronfeldt, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). *How Teacher Turnover Harms Student Achievement*. Cambridge, MA: National Bureau of Economic Research.
- Rosenthal, R., & Jacobsen, L. (1968). *Pygmalion in the classroom: teacher expectation and pupils' intellectual development*. New York: Holt, Rinehart and Winston.
- Shepard, L., Hammerness, K., Darling-Hammond, L., & Rust, F., with Baratz Snowden, J., Gordon, E., Gutierrez, & Pacheco, A. (2005). Assessment. In L. Darling-Hammond & J. Bransford (Eds.), *Preparing teachers for a changing world: What teachers should learn and be able to do* (pp. 275- 326). San Francisco, CA: Jossey-Bass.

- Shulman, L. S. (1986). Those Who Understand: Knowledge Growth in Teaching. *Educational Researcher*, 15(2), 4-14.
- Silver, E. A., V. M. Mesa, et al. (2009). "Teaching Mathematics for Understanding: An Analysis of Lessons Submitted by Teachers Seeking NBPTS Certification." *American Educational Research Journal* 46(2): 501-531.
- Smerdon, B., Burkham, D., & Lee, V. (1999). Access to Constructivist and Didactic Teaching: Who Gets It? Where Is It Practiced? *Teachers College Record*, 101(1), 5-34.
- Spalding, E., C. L. Klecka, et al. (2011). "Learning to Teach: It's Complicated But It's Not Magic." *Journal of Teacher Education* 62(1): 3-7.
- Talbert, J.E., & David, J.L., with Lin, W. (2008, September). *Final report. Evaluation of the Disciplinary Literacy-Professional Learning Community (DL-PLC) Initiative in Austin Independent School District*. Palo Alto, CA: Stanford University, Center for Research on the Context of Teaching.
- Torre, C., & Sabelli, H. (in press). *Teaching Medicine as a Way of Thinking for High School Students*. Hauppauge, NY: Nova Science Publishers.
- Tyler, R. W. (1949). *Basic principles of curriculum and instruction*. Chicago, IL: University of Chicago Press.
- Valli, L. and D. Buese (2007). "The Changing Roles of Teachers in an Era of High-Stakes Accountability." *American Educational Research Journal* 44(3): 519-558.
- Wang, H., & Hill, C. (forthcoming). *Teaching English the Asian way*.
- Wilson, S. M., Shulman, L. S., & Richert, A. (1987). 150 different ways of knowing: Representations of knowledge in teaching. In J. Calderhead (Ed.), *Exploring teachers' thinking* (pp. 104-124). Sussex, England: Holt, Rinehart and Winston.
- Windschitl, M. (2004). Folk theories of "inquiry:?" How preservice teachers reproduce the discourse and practices of an atheoretical scientific method. *Journal of Research in Science Teaching*, 41(5), 481-512. doi: 10.1002/tea.20010
- Working Group on Teaching Evolution. (1998). *Teaching about evolution and the nature of science*. Washington, DC: National Academies Press.
- Young, R. F. (2009). *Discursive practice in language learning and teaching*. Malden, MA: Wiley-Blackwell.

Comprehensive Education

- Abrams, S. E. (2011). The children must play: what the United States could learn from Finland about education reform. *The New Republic*, from <http://www.tnr.com/article/politics/82329/education-reform-Finland-US>
- Adely, F. (2008). Is Music 'Haram'? Jordanian Girls Educating Each Other About Nation, Faith and Gender in School. In H. Varenne & E. W. Gordon (Eds.), *Anthropological perspectives on education* (pp. 125-144). Lewiston, NY: The Edwin Mellen Press.
- Ainsworth, J., & Roscigno, V. (2005). Stratification, School-Work Linkages and Vocational Education. *Social Forces*, 84, 257-284.
- Ashby, N. (2007, June 1). Arts integration at Oklahoma school provides multiple paths for learning, from <http://www.aplusok.org>
- Belsky, J., D. L. Vandell, et al. (2007). "Are There Long-Term Effects of Early Child Care?" *Child Development* 78(2): 681-701.
- Bereiter, C., & Scardamalia, M. (2011). *What Will It Mean To Be an Education Person in the Mid-21st Century?* . Toronto, ON: Institute for Knowledge Innovation and Technology, University of Toronto. .
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M., & Rumble, M. (2010). Defining 21st Century Skills: Assessment and Teaching of 21st Century Skills Project.
- Blanchett, W. J. (2000). "Sexual Risk Behaviors of Young Adults with LD and the Need for HIV/AIDS Education." *Remedial and Special Education* 21(6): 336-345.
- Borman, G. D. and N. M. Dowling (2006). "Longitudinal Achievement Effects of Multiyear Summer School: Evidence From the Teach Baltimore Randomized Field Trial." *Educational Evaluation and Policy Analysis* 28(1): 25-48.
- Casner-Lotto, J. (2006). Are they really ready to work?: Employers' perspectives on the basic knowledge and applied skills of new entrants to the 21st century U.S. workforce. New York: The Conference Board.
- Deke, J., & Haimson, J. (2006). Valuing Student Competencies: Which Ones Predict Postsecondary Educational Attainment and Earnings, and for Whom? Princeton, NJ: Mathematica Policy Research, Inc.
- Deke, J., & Haimson, J. (2006). Expanding beyond academics: Who benefits and how? *Trends in Education Research, Issue Brief #2*, 1-4.
- DeMille, O. (2006). *A Thomas Jefferson Education: Teaching a Generation of Leaders for the 21st Century*. Cedar City, UT: George Wythe University Press.

- Dixon-Román, E. (2010). Inheritance and an economy of difference: The importance of supplementary education. In L. Lin, E. W. Gordon & H. Varenne (Eds.), *Educating comprehensively: Varieties of educational experiences*. Lewiston, NY: Edwin Mellen Press.
- Dixon-Román, E. & Gordon, E. W. (Eds.)(2012). *Thinking Comprehensively About Education: Spaces of Educative Possibility and Their Implications for Public Policy*. New York NY: Routledge.
- Ehri, L. C., L. G. Dreyer, et al. (2007). "Reading Rescue: An Effective Tutoring Intervention Model for Language-Minority Students Who Are Struggling Readers in First Grade." *American Educational Research Journal* 44(2): 414-448.
- Feuerstein, R., Rand, Y., Hoffman, M. B., & Miller, R. *Instrumental enrichment*. Baltimore: University Park Press.
- Florida, R. L. (2002). *The rise of the creative class : and how it's transforming work, leisure, community and everyday life*. New York: Basic Books.
- Gilbert, V. (1981). "Innovativeness in a Comprehensive School: the Head as Janus." *Educational Management Administration & Leadership* 9(3): 41-61.
- Gordon, E. W., Bridglall, B. L., and Meroe, A. S. (2005). *Supplementary education: The hidden curriculum of high academic achievement*. Lanham MD: Rowman & Littlefield Publishers.
- Gutiérrez, K. D., Baquedano-López, P., Alvarez, H. H., & Chiu, M. M. (1999). Building a culture of collaboration through hybrid language practices. *Theory Into Practice*, 38(2), 87-93. doi: 10.1080/00405849909543837
- Gutiérrez, R., & Dixon-Román, E. (2011). Beyond Gap Gazing: How Can Thinking About Education Comprehensively Help Us (Re)envision Mathematics Education? In B. Atweh, M. Graven, W. Secada & P. Valero (Eds.), *Mapping Equity and Quality in Mathematics Education*. New York: Springer.
- Heinrich, C. J., R. H. Meyer, et al. (2010). "Supplemental Education Services Under No Child Left Behind." *Educational Evaluation and Policy Analysis* 32(2): 273-298.
- Iddings, A. C. D. (2009). "Bridging Home and School Literacy Practices: Empowering Families of Recent Immigrant Children." *Theory into Practice* 48(4): 304-311.
- Kolb, D. A. (1984). *Experiential learning: experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice Hall.
- Lee, S. J. and M. R. Hawkins (2008). "'Family Is Here': Learning in Community-Based After-School Programs." *Theory into Practice* 47(1): 51-58.

- Lin, L., Varenne, H., and Gordon, E. W. (2010). *Educating Comprehensively: Varieties of Educational Experiences* (Volume Three of the Perspectives on Comprehensive Education Series). Lewiston, NY: The Edwin Mellen Press.
- Michigan State University Cultural Engagement Council. (2004). *Advocating & Modeling the Engaged University: Building of Vision for Embedding Humanities and the Arts within Community*. East Lansing, MI: Michigan State University.
- Mulcahy, D. G. (2008). Liberal Education in Context. In D. G. Mulcahy (Ed.), *The Educated Person: Toward a New Paradigm for Liberal Education*. Lanham, MD: Rowman & Littlefield Publishers.
- National Research Council. (2012). Education for life and work: Developing transferable knowledge and skills in the 21st century. In J. W. Pellegrino & M. I. Hilton (Eds.), *Committee on Defining Deeper Learning and 21st Century Skills, Board on Testing and Assessment and Board on Science Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: The National Academies Press.
- Nelson-Brown, J. (2005). "Ethnic Schools." *Education and Urban Society* 38(1): 35-61.
- Nocon, H., M. Nilsson, et al. (2004). "Spiders, Firesouls, and Little Fingers: Necessary Magic in University-Community Collaboration." *Anthropology & Education Quarterly* 35(3): 368-385.
- Partnership for 21st Century Skills. (2011). Global awareness, from <http://www.p21.org/overview/skills-framework/256>
- Partnership for Assessment of Readiness for College and Careers. (2010). The Partnership for Assessment of Readiness for College and Careers (PARCC) application for the Race to the Top Comprehensive Assessment Systems Competition Retrieved August 9, 2012, from <http://www.fldoe.org/parcc/pdf/apprtcasc.pdf>
- Perie, M., Marion, S., Gong, B., & Wurtzel, J. (2007). *The role of interim assessments in a comprehensive assessment system: A policy brief*. Dover, NH: The National Center for the Improvement of Educational Assessment.
- Ritter, G. W., J. H. Barnett, et al. (2009). "The Effectiveness of Volunteer Tutoring Programs for Elementary and Middle School Students: A Meta-Analysis." *Review of Educational Research* 79(1): 3-38.
- Sawyer, R. K. (2003). *Group creativity: Music, theater, collaboration*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Schwandt, T. A. (2008). Educating for Intelligent Belief in Evaluation. *American Journal of Evaluation*, 29(2), 139-150. doi: 10.1177/1098214008316889

- Sheldon, D. A. (2001). "Peer and Cross-Age Tutoring in Music." *Music Educators Journal* 87(6): 33-38.
- Shurtleff, A. (2012). *A Vision of Education for the 21st Century*. Princeton, NJ: Gordon Commission on the Future of Assessment in Education.
- Silva, E. (2008). *Measuring skills for the 21st century*. Washington, DC: Education Sector Reports.
- Steinberg, M. P. (2011). "Educational Choice and Student Participation." *Educational Evaluation and Policy Analysis* 33(2): 159-182.
- Varenne, H. (2007). The Production of Difference in Interaction: On Culturing Conversation through Play. In L. Berlin (Ed.), *Theoretical approaches to dialogue analysis* (pp. 177-197). Tbingen: Max Niemeyer Verlag.
- Varenne, H. (2008). *Alternative Anthropological Perspectives on Education* (Volume One of the Perspectives on Comprehensive Education Series). Lewiston, NY: The Edwin Mellen Press.
- Varenne, H. (2008). Culture, Education, Anthropology. *Anthropology and Education Quarterly*, 39, 356-368.
- Varenne, H. (2008). Difficult collective deliberations: Anthropological notes toward a theory of education. In H. Varenne (Ed.), *Anthropological perspectives on education* (pp. 21-50). Lewiston, NY: The Edwin Mellen Press
- Varenne, H. (2009). Educating ourselves about education—Comprehensively. In H. Varenne, E. W. Gordon & L. Lin (Eds.), *Perspectives on Comprehensive Education Series* (Vol. 2. Theoretical perspectives on comprehensive education: The way forward, pp. 1–24). Lewiston, NY: The Edwin Mellen Press.
- Varenne, H. (2010). Facing the will to educate, comprehensively. In L. Lin, E. Gordon & H. Varenne (Eds.), *Educating Comprehensively*. Lewiston, NY: The Edwin Mellen Press.
- Varenne, H. (2011). *Education: Constraints and Possibilities in Imagining New Ways to Assess Rights, Duties and Privileges I*. Unpublished manuscript.
- Varenne, H., Gordon, E. W., and Lin, L. (2009). *Theoretical Perspectives on Comprehensive Education: The Way Forward* (Volume Two of the Perspectives on Comprehensive Education Series). Lewiston, NY: The Edwin Mellen Press.
- Varenne, H., & Gordon, E. W. (Eds.). (2010). *Perspective on Comprehensive Education Series*. Lewiston, NY: The Edwin Mellen Press.
- Varenne, H., & McDermott, R. P. (1998). *Successful failure*. Boulder, CO: Westview.

- Verma, M. (2010). Becoming (known as) a Hindu pandit in Queens. In E. W. G. L. Lin, & H. Varenne (Ed.), *Educating Comprehensively* (pp. 281-304). Lewiston, NY: The Edwin Mellen Press.
- Vergari, S. (2007). "Federalism and Market-Based Education Policy: The Supplemental Educational Services Mandate." *American Journal of Education* 113(2): 311-339.
- Welton, J. (1979). "Research Report: Comprehensive Education and the Egalitarian Dream." *Educational Management Administration & Leadership* 7(2): 34-70.
- Wong, N.-W. A. (2008). "'They See Us as Resource': The Role of a Community-Based Youth Center in Supporting the Academic Lives of Low-Income Chinese American Youth." *Anthropology & Education Quarterly* 39(2): 181-204.

Large-Scale & Summative Assessment

- AERA, APA, & NCME (1999). Standards for educational and psychological testing. Washington DC: Authors.
- Arai, K. (2011). *K-12 and University Education – New Approaches to University Entrance Examinations*. Paper presented at the International Symposium of Organization for the Study of College Admissions, National Center for University Entrance Examinations, Tokyo, Japan.
- Chapman, P. D. (1988). *Schools as Sorters: Lewis M. Terman, Applied Psychology, and the Intelligence Testing Movement, 1890—1930*. New York: New York University Press.
- Council of Chief State School Officers, & Association of Test Publishers. (2010). Operational best practices for statewide large-scale assessment programs. Washington, DC: Authors.
- Demars, C. E. (2007). Changes in Rapid-Guessing Behavior Over a Series of Assessments. *Educational Assessment*, 12(1), 23-45. doi: 10.1080/10627190709336946
- Hill, C. (1992). *Testing and assessment: An ecological approach*. Paper presented at the Inaugural lecture for the Arthur I. Gates Chair in Language and Education, New York.
- Hill, C. (1995). Testing and assessment: An applied linguistics perspective. *Educational Assessment*, 2, 179-212.
- Hill, C. (1996). *Exemplar essay project: Theory of knowledge*. Cardiff, Wales: International Baccalaureate

- Hill, C. (2003). Integrating digital tools into a culturally diverse curriculum: An assessment model for the Pacesetter Program. *Teachers College Record*, 105, 278-296.
- Hill, C. (2004). Failing to meet the standards: English Language Arts Test for New York State. *Teachers College Record*, 106, 1086–1123.
- Hill, C. (2012). Educational research: The challenge of using an academic discipline. *Teachers College Record*, 114(2).
- Hill, C., Black, J., & McClintock, R. (1994). *Assessing student understanding and learning in constructivist study environments*. Paper presented at the 16th annual proceedings of selected research and development presentations at the 1994 national convention of the Association for Educational Communications and Technology, Washington, DC.
- Hill, C., & Larsen, E. (1992). *Assessment in secondary education: A critical review of emerging practices*. Berkeley, CA: University of California, National Center for Research in Vocational Education.
- Hill, C., & Larsen, E. (2000). *Children and reading tests*. Stamford, CT: Ablex.
- Hill, C., & Parry, K. (1988). Reading assessment: Autonomous and pragmatic models of literacy *LC Report 88-2*. New York: Teachers College, Columbia University, Literacy Center.
- Hill, C., & Parry, K. (1989). Autonomous and pragmatic models of literacy: Reading assessment in adult education. *Linguistics and Education*, 1, 233-289.
- Hill, C., & Parry, K. (1992). The test at the gate: Models of literacy in reading assessment. *TESOL Quarterly*, 26, 433–461.
- Hill, C., & Parry, K. (1994). *From testing to assessment: English as an international language*. Harlow, UK: Longman.
- Holland, P. W. (1994). Measurements or contests? Comments on Zwick, Bond and Allen/Donoghue *Proceedings of the Social Statistics Section of the American Statistical Association* (pp. 27–29). Alexandria, VA: American Statistical Association.
- Huberty, T. J. (2009). Test and performance anxiety. *Principal Leadership*, 10(1), 12-16.
- Jaschik, S. (2005, March 26). Fooling the College Board. *Inside Higher Education*.
- Jensen, A. (1969). How Much Can We Boost IQ and Academic Achievement. *Harvard Educational Review*, 39, 1-123.
- Jones, L. V. (1996). A History of the National Assessment of Educational Progress and Some Questions About Its Future. *Educational Researcher*, 25(7), 15-22. doi: 10.3102/0013189x025007015

- Katz, I. R., & James, C. M. (1998). Toward assessment of design skill in engineering *GRE Research Report 97-16*. Princeton, NJ: Educational Testing Service.
- Kerr, D., & Chung, G. K. W. K. (2011). The mediation effect of in-game performance between prior knowledge and posttest score. In J. Matuga (Ed.), *Proceedings of the IASTED International Conference on Technology for Education (TE 2011)* (pp. 122-128). Anaheim, CA: ACTA Press.
- Kevles, D. J. (1968). Testing the Army's Intelligence: Psychologists and the Military in World War I. *The Journal of American History*, 55(3), 565-581. doi: 10.2307/1891014
- Klein, S. P., Hamilton, L. S., McCaffrey, D. F., & Stetcher, B. M. (2000). What do test scores in Texas tell us? Santa Monica, CA: RAND.
- Koenig, J. A., & Bachman, L. F. (Eds.). (2004). *Keeping score for all: The effects of inclusion and accommodation policies on large-scale educational assessments*. Washington, DC: National Academies Press.
- Liu, M., & Haertel, G. (2011). Design patterns: A tool to support assessment task authoring *Large-Scale Assessment Technical Report 11*. Menlo Park, CA: SRI International.
- Madaus, G., Russell, M., & Higgins, J. (2009). *The paradoxes of high stakes testing: How they affect students, their parents, teachers, principals, schools, and society*. Charlotte, NC: Information Age Publishing.
- Melnick, D. (1996). The experience of the National Board of Medical Examiners. In E. L. Mancall, P. G. Vashook & J. L. Dockery (Eds.), *Computer-based examinations for board certification* (pp. 111-120). Evanston, IL: American Board of Medical Specialties.
- Miyazaki, I. (1976). *China's examination hell: The civil service examinations of Imperial China*. New York: Weatherhill.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.
- Winerip, M. (2005, May 5). SAT Test Rewards Length and Ignores Errors, *The New York Times*.

International Assessment

- Akkoyunlu-Wigley, A., & Wigley, S. (2008). Basic education and capability development in Turkey. In A. Nohl, A. Akkoyunlu-Wigley & S. Wigley (Eds.), *Education in Turkey*. New York: Waxman.

- Burridge, T. (2011). Why do Finland's schools get the best results? . *BBC World News America*, from http://news.bbc.co.uk/2/hi/programmes/world_news_america/8601207.stm
- Chung, B. M. (2010). *Development and education: A critical appraisal of the Korean case*. Seoul: Seoul National University Press.
- Condron, D. J. (2011). "Egalitarianism and Educational Excellence." *Educational Researcher* 40(2): 47-55.
- Dogan, E. and K. Tatsuoka (2008). "An International Comparison Using a Diagnostic Testing Model: Turkish Students' Profile of Mathematical Skills on TIMSS-R." *Educational Studies in Mathematics* 68(3): 263-272.
- Dorans, N. J. (2011, April 7-11). *The contestant perspective on taking tests: Emanations from the statue within*. Paper presented at the National Council on Measurement in Education Annual Meeting, New Orleans, LA.
- Ercikan, K. (2002). Disentangling sources of differential item functioning in multilanguage assessments. *International Journal of Testing*, 2(3-4), 199-215.
- Ferrini-Mundy, J. and W. H. Schmidt (2005). "International Comparative Studies in Mathematics Education: Opportunities for Collaboration and Challenges for Researchers." *Journal for Research in Mathematics Education* 36(3): 164-175.
- First International Mathematics Study. (1964), from <http://www.iea.nl/fims.html>
- Haladyna, T. M., Nolen, S. B., & Haas, N. S. (1991). Raising Standardized Achievement Test Scores and the Origins of Test Score Pollution. *Educational Researcher*, 20(5), 2-7. doi: 10.2307/1176395
- Hickey, D. T., Honeyford, M. A., Clinton, K. A., & McWilliams, J. (2010). Participatory assessment of 21st century proficiencies. In V. J. Shute & B. J. Becker (Eds.), *Innovative assessment for the 21st century* (pp. 107–138). New York: Springer.
- Hill, C. (1998). English in China: Educating for a global future, from http://162.105.138.207/webcourse/advanced_english/English%20in%20China.htm
- Hill, C. (2001). *Linguistic and cultural diversity: A growing challenge to American education*. New York: The College Board.
- Hiebert, J., J. W. Stigler, et al. (2005). "Mathematics Teaching in the United States Today (and Tomorrow): Results From the TIMSS 1999 Video Study." *Educational Evaluation and Policy Analysis* 27(2): 111-132.
- Hill, C. (2001). Short-answer questions in testing reading comprehension in College English *Research on Teaching College English in China* (pp. 172–184). Beijing, China: Beijing

University Press.

- Hong Kong Education and Assessment Authority. (2009). School-based assessment: Changing the assessment culture. Retrieved October 1, 2009, from Retrieved from <http://www.hkeaa.edu.hk/en/sba/>.
- Ingulsrud, J. (1988). *Testing in Japan: A discourse analysis of reading comprehension test items*. Unpublished doctoral dissertation, Teachers College, Columbia University.
- Lee, J. and R. M. Fish (2010). "International and Interstate Gaps in Value-Added Math Achievement: Multilevel Instrumental Variable Analysis of Age Effect and Grade Effect." *American Journal of Education* 117(1): 109-137.
- Linn, R. L. and E. L. Baker (1995). "What Do International Assessments Imply for World-Class Standards?" *Educational Evaluation and Policy Analysis* 17(4): 405-418.
- Organisation for Economic Co-operation and Development. (2008). *Growing Unequal? Income Distribution and Poverty in OECD Countries*. Paris: Author.
- Organisation for Economic Cooperation and Development. (n. d.). Programme for International Student Assessment (PISA): PISA 2000 participants, from <http://www.oecd.org/pisa/participatingcountriesschools/pisa2000listofparticipatingcountriesschools.htm>
- Organisation for Economic Cooperation and Development. (n. d.). Programme for International Student Assessment (PISA): PISA 2012 participants, from <http://www.oecd.org/pisa/participatingcountriesschools/pisa2012participants.htm>
- Organization for Economic Co-operation and Development. (2010). *The OECD Innovation Strategy: Getting a head start on tomorrow*. Paris: Author.
- Ronning Haugen, C. (2011). "Educational Equity in Spain and Norway: A Comparative Analysis of Two OECD Country Notes." *Educational Policy* 25(4): 688-715.
- Rutkowski, L., E. Gonzalez, et al. (2010). "International Large-Scale Assessment Data." *Educational Researcher* 39(2): 142-151.
- Sahlberg, P. (2011). *Finnish Lessons: What Can the World Learn from Educational Change in Finland?* New York: Teachers College Press.
- Schmidt, W. H., Wang, H. C., & McKnight, C. (2005). Curriculum coherence: An examination of U.S. mathematics and science content standards from an international perspective. *Journal of Curriculum Studies*, 37(5), 525-559.
- Shin, J., H. Lee, et al. (2009). "Student and School Factors Affecting Mathematics Achievement." *School Psychology International* 30(5): 520-537.

- Singapore Examinations and Assessment Board. (2009). *Project work assessment document*. Singapore: Author.
- Tatsuoka, K. K., Corter, J. E., & Tatsuoka, C. (2004). Patterns of Diagnosed Mathematical Content and Process Skills in TIMSS-R across a Sample of 20 Countries. *American Educational Research Journal*, 41(4), 901-926.
- Tucker, M. (2010). *An assessment system for the United States: Why not build on the best?* Washington, DC: National Center for Education and the Economy.
- Tucker, M. (Ed.). (2011). *Surpassing Shanghai: An Agenda for American Education Built on the World's Leading Systems*. Cambridge, MA: Harvard Education Press.
- Valverde, G. A., & Schmidt, W. H. (2000). Greater expectations: Learning from other nations in the quest for 'world-class standards' in US school mathematics and science. *Journal of Curriculum Studies*, 32(5), 651-687.
- Westbury, I. (1992). "Comparing American and Japanese Achievement: Is the United States Really a Low Achiever?" *Educational Researcher* 21(5): 18-24.
- Wu, A. D., & Ercikan, K. (2006). Using multiple-variable matching to identify cultural sources of differential item functioning. *International Journal of Testing*, 6(3), 287-300.
- Yuan, Y. (1997). *Reader response to the Taiwan Joint College Entrance Examination: English reading section*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Cross-cultural/lingual Assessment (including Translation/Adaptation).

- Abedi, J., Hofstetter, C. H., & Lord, C. (2004). Assessment accommodations for English language learners: Implications for policy-based empirical research. *Review of Educational Research*, 74(1), 1-28.
- Bachman, L. F. (2005). Building and Supporting a Case for Test Use. *Language Assessment Quarterly*, 2(1), 1-34. doi: 10.1207/s15434311laq0201_1
- Bachman, L. F., & Palmer, A. (2010). *Language assessment in practice*. Oxford, UK: Oxford University Press.
- Banks, J. A. (1994). *An introduction to multicultural education*. Needham Heights, MA: Allyn and Bacon.
- Bhasin, J. (1990). *The demands of main-idea tasks in reading comprehension tests and the responses of bilingual poor comprehenders*. Unpublished doctoral dissertation, Teachers

College, Columbia University, New York.

- Bhattacharjee, Y. (2012, March 17). Why bilinguals are smarter, *New York Times*, p. SR12.
- Bialystok, E. (2010). Bilingualism. *Wiley Interdisciplinary Reviews: Cognitive Science*, 1(4), 559-572. doi: 10.1002/wcs.43
- Bialystok, E. (2011). Coordination of executive functions in monolingual and bilingual children. *Journal of Experimental Child Psychology*, 110(3), 461-468. doi: <http://dx.doi.org/10.1016/j.jecp.2011.05.005>
- Bialystok, E., Craik, F. I. M., & Freedman, M. (2007). Bilingualism as a protection against the onset of symptoms of dementia. *Neuropsychologia*, 45(2), 459-464. doi: <http://dx.doi.org/10.1016/j.neuropsychologia.2006.10.009>
- Bolt, S. E., & Ysseldyke, J. E. (2006). Comparing DIF Across Math and Reading/Language Arts Tests for Students Receiving a Read-Aloud Accommodation. *Applied Measurement in Education*, 19(4), 329-355. doi: 10.1207/s15324818ame1904_6
- Brigham, C. C. (1930). Intelligence tests of immigrant groups. *Psychological Review*, 37, 158-165.
- Chu, H. (1993). *Assessing Chinese kindergarten children in New York City*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Cummins, J. (1981). The role of primary language development in promoting educational success for language minority students. In California State Department of Education (Ed.), *Schooling and language minority students: A theoretical framework* (pp. 3-49). Los Angeles: National Dissemination and Assessment Center.
- Dreifus, C. (2011, May 30). The bilingual advantage, *New York Times*, p. D2. Ercikan, K. (1998). Translation effects in international assessments. *International Journal of Educational Research*, 29(6), 543-553.
- Ercikan, K., & McCreith, T. (2002). Effects of adaptations on comparability of test items and test scores. *Secondary Analysis of the TIMSS Data*, , 391-405.
- Geisinger, K. F. (1994). Cross-cultural normative assessment: Translation and adaptation issues influencing the normative interpretation of assessment instruments. *Psychological Assessment*, 6(4), 304-311.
- Hambleton, R. K., Merenda, P. F., & Spielberger, C. D. (2004). *Adapting educational and psychological tests for cross-cultural assessment* Lawrence Erlbaum.
- Hirsch, E. D., Jr. (1987). *Cultural literacy: What every American needs to know*. Boston, MA: Houghton Mifflin.

- Hopson, R. K. (2009). Reclaiming knowledge at the margins: Culturally responsive evaluation in the current evaluation moment. In K. E. Ryan & J. B. Cousins (Eds.), *The Sage International Handbook of educational evaluation* (pp. 431-448). Thousand Oaks, CA: Sage.
- Luecht, R. M. (2003). Multistage Complexity in Language Proficiency Assessment: A Framework for Aligning Theoretical Perspectives, Test Development, and Psychometrics. *Foreign Language Annals*, 36(4), 527-535. doi: 10.1111/j.1944-9720.2003.tb02142.x
- McNamara, T., & Roever, C. (2006). *Language testing: The social dimension*. Oxford: Blackwell.
- Mislevy, R. J., & Yin, C. (2009). If Language Is a Complex Adaptive System, What Is Language Assessment? *Language Learning*, 59, 249-267. doi: 10.1111/j.1467-9922.2009.00543.x
- Mislevy, R. J., Steinberg, L. S., & Almond, R. G. (2002). Design and analysis in task-based language assessment. *Language Testing*, 19(4), 477-496. doi: 10.1191/0265532202lt241oa
- Olsen, L. (2010). *Reparable Harm: Fulfilling the Unkept Promise of Educational Opportunity for California's Long Term English Learners*. Long Beach: Californians Together
- Olson, D. (1977). From Utterance to Text: The Bias of Language in Speech and Writing. *Harvard Educational Review*, 47(3), 257-281.
- Padilla, A. M., & Medina, A. (1996). Cross cultural sensitivity in assessment. *Handbook of Multicultural Assessment: Clinical, Psychological, and Educational Applications*, , 3-28.
- Plaut, V. C., Thomas, K. M., & Goren, M. J. (2009). Is multiculturalism or color blindness better for minorities? *Psychol Sci*, 20(4), 444-446.
- Piff, P. K., & Mendoza-Denton, R. (2012). Mixed signals: Culture and construal in the provision of feedback across group boundaries. In R. Sutton, M. Hornsey & K. M. Douglas (Eds.), *Feedback: The communication of praise, criticism, and advice*. New York: Peter Lang.
- Sireci, S. G. (2005). Problems and issues in linking assessments across languages. *Educational Measurement: Issues and Practice*, 16(1), 12-19.
- Sireci, S. G., & Allalouf, A. (2003). Appraising item equivalence across multiple languages and cultures. *Language testing*, 20(2), 148-166.
- Sireci, S. G., & Berberoglu, G. (2000). Using bilingual respondents to evaluate translated-adapted items. *Applied Measurement in Education*, 13(3), 229-248.
- Snow, C. E. (1987). Beyond conversation: Second language learners' acquisition of description and explanation. In J. Lantolf & A. Labarca (Eds.), *Research in second language learning:*

Focus on the classroom (pp. 3-16). Norwood, NJ: Ablex.

Taylor, C. (1994). The Politics of Recognition. In A. Gutmann (Ed.), *Multiculturalism: Examining the Politics of Recognition*. (pp. 25-73). Princeton, NJ: Princeton University Press.

Relational Data Analysis and Management

Baker, R. S. J., & Yacef, K. (2009). The state of educational data mining in 2009: A review and future visions. *Journal of Educational Data Mining*, 1(1), 3-17.

Bienkowski, M., Feng, M., & Means, B. (2012). Enhancing teaching and learning through educational data mining and learning analytics: An issue brief. Menlo Park, CA: SRI International.

Bienkowski, M., Feng, M., & Toyama, Y. (2011). Summary of findings from data mining industry interviews. Menlo Park, CA: SRI International.

Chung, G. K. W. K. (2012). Toward the relational management of educational measurement data. Princeton, NJ: Gordon Commission on the Future of Assessment.

Heritage, M., Lee, J., Chen, E., & LaTorre, D. (2005). Upgrading America's use of information to improve student performance *CRESST Report 661*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Heritage, M., & Yeagley, R. (2005). Data Use and School Improvement: Challenges and Prospects. *Yearbook of the National Society for the Study of Education*, 104(2), 320-339. doi: 10.1111/j.1744-7984.2005.00035.x

Herman, J. L., Yamashiro, K., Lefkowitz, S., & Trusela, L. A. (2008). Exploring data use and school performance in an urban public school district *CRESST Report 742*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Iten, L., Arnold, K., & Pistilli, M. (2008). *Mining real-time data to improve student success in a gateway course*. Paper presented at the Eleventh Annual TLT Conference, West Lafayette, IN.

Macfadyen, L. P., & Dawson, S. (2010). Mining LMS data to develop an "early warning system" for educators: A proof of concept. *Computers & Education*, 54(2), 588-599. doi: 10.1016/j.compedu.2009.09.008

- Mislevy, R. J., Behrens, J. T., DiCerbo, K. E., & Levy, R. (2012). Data mining versus psychometrics in educational assessment: An Evidence Centered Design approach. *Journal of Educational Data Mining*, 4(1), 11-48.
- Romero, C., & Ventura, S. (2007). Educational data mining: A survey from 1995 to 2005. *Expert Systems with Applications*, 33(1), 135-146. doi: 10.1016/j.eswa.2006.04.005
- Romero, C., Ventura, S., Pechenizkiy, M., & Baker, R. S. J. (Eds.). (2011). *Handbook of Educational Data Mining*. Boca Raton, FL: CRC Press.
- Siemens, G., & Long, P. (2011). Penetrating the Fog: Analytics in Learning and Education. *EDUCAUSE Review*, 46(5), 30-32. doi: citeulike-article-id:9958912
- van Barneveld, A., Arnold, K. E., & Campbell, J. P. (2012). Analytics in higher education: Establishing a common language. Washington, DC: EDUCAUSE Center for Applied Research

To inform teaching.

- Campbell, J. P. (2007). *Utilizing student data within the course management system to determine undergraduate student academic success: An exploratory study*. Unpublished doctoral dissertation. Purdue University.
- Campbell, J. P., & Oblinger, D. (2007). Academic analytics. Washington, DC: EDUCAUSE Center for Applied Research.
- Carlson, D., G. D. Borman, et al. (2011). "A Multistate District-Level Cluster Randomized Trial of the Impact of Data-Driven Reform on Reading and Mathematics Achievement." *Educational Evaluation and Policy Analysis* 33(3): 378-398.
- Gordon, E. W. and B. L. Bridglall (2003). *Toward a Relational Data Management System for Education*. Pedagogical Inquiry and Praxis. New York, NY, Columbia University, Institute for Urban and Minority Education.
- Le, V.-N., J. R. Lockwood, et al. (2009). "A Longitudinal Investigation of the Relationship between Teachers' Self-Reports of Reform-Oriented Instruction and Mathematics and Science Achievement." *Educational Evaluation and Policy Analysis* 31(3): 200-220.

To address accountability.

- Felner, R. D., Bolton, N., Seitsinger, A. M., Brand, S., & Burns, A. (2008). Creating a statewide educational data system for accountability and improvement: A comprehensive

information and assessment system for making evidence-based change at school, district, and policy levels. *Psychology in the Schools*, 45(3), 235-256.

To guide learning.

Borrero, N. E. and C. J. Yeh (2010). "Ecological English Language Learning Among Ethnic Minority Youth." *Educational Researcher* 39(8): 571-581.

Ream, R. K. (2003). "Counterfeit Social Capital and Mexican-American Underachievement." *Educational Evaluation and Policy Analysis* 25(3): 237-262.

To direct orchestration.

Miskel, C. and M. Song (2004). "Passing Reading First: Prominence and Processes in an Elite Policy Network." *Educational Evaluation and Policy Analysis* 26(2): 89-109.

Reporting Assessment Results

Camara, W. J., & Shaw, E. J. (2012). The media and educational testing: In pursuit of the truth or in pursuit of a good story? *Educational Measurement: Issues and Practice*, 31(2), 33-37.

Sireci, S. G., & Forte, E. (2012). Informing in the information age: How to communicate measurement concepts to education policy makers. *Educational Measurement: Issues and Practice*, 31(2), 27-32.

Cognition and Assessment

Anderson, J. R. (1983). *The architecture of cognition*. Cambridge, MA: Harvard University Press.

Anderson, J. R. (1995). *Learning and memory: An integrated approach*. New York: Wiley.

Anderson, L. W., & Krathwohl, D. R. (Eds.). (2001). *A taxonomy for learning, teaching and assessing: A revision of Bloom's Taxonomy of educational objectives: Complete edition*. New York: Longman.

Aronowitz, R. (1984). Reading tests as texts. In D. Tannen (Ed.), *Coherence in spoken and*

written discourse (pp. 43-62). Norwood, NJ: Ablex

- Artz, A. F., & Armour-Thomas, E. (1992). Development of a Cognitive-Metacognitive Framework for Protocol Analysis of Mathematical Problem Solving in Small Groups. *Cognition and Instruction, 9*(2), 137-175. doi: 10.1207/s1532690xci0902_3
- Artzt, A. F., & Armour-Thomas, E. (1998). Mathematics teaching as problem solving: A framework for studying teacher metacognition underlying instructional practice in mathematics. *Instructional Science, 26*(1), 5-25. doi: 10.1023/a:1003083812378
- Baker, E. L. (in press). Learning and assessment: 21st century skills and cognitive readiness. In H. F. O'Neil, R. S. Perez & E. L. Baker (Eds.), *Teaching and measuring cognitive readiness*. New York: Springer.
- Baker, E. L., Freeman, M., & Clayton, S. (1991). Cognitive assessment of history for large-scale testing. In M. C. Wittrock & E. L. Baker (Eds.), *Testing and cognition* (pp. 131–153). Englewood Cliffs, NJ: Prentice-Hall.
- Baker, L., & Brown, A. L. (1984). Metacognitive skills in reading. In D. Pearson, R. Barr, M. L. Kamil & P. Mosenthal (Eds.), *Handbook of reading research* (Vol. 1, pp. 353-422). White Plains, NY: Longman.
- Baker, R. S. J. (2007). *Modeling and understanding students' off-task behavior in intelligent tutoring systems*. Paper presented at the Proceedings of the SIGCHI Conference on Human Factors in Computing Systems, San Jose, California, USA.
- Baxter, G. P., & Glaser, R. (2005). Investigating the cognitive complexity of science assessments. *Educational Measurement: Issues and Practice, 17*(3), 37-45
- Bell, J. C. (1912). Recent Literature on the Binet Tests. *Journal of Educational Psychology, 3*, 101—110.
- Bennett, A., Bridglall, B., Cauce, A. M., Everson, H., Gordon, E. W., Lee, C. D., . . . Stewart, J. (2007). All students reaching the top: strategies for closing academic achievement gaps. In E. W. Gordon & B. Bridglall (Eds.), *Affirmative development: Cultivating academic ability* (pp. 239–275). Lanham, MD: Rowman & Littlefield.
- Berger, T. W., Hampson, R. E., Song, D., Goonawardena, A., Marmarelis, V. Z., & Deadwyler, S. A. (2011). A cortical neural prosthesis for restoring and enhancing memory. *Journal of Neural Engineering, 8*(4), 046017.
- Bereiter, C., & Scardamalia, M. (1998). Beyond Bloom's taxonomy: Rethinking knowledge for the knowledge age. In A. Hargreaves, A. Lieberman, M. Fullan & D. Hopkins (Eds.), *International handbook of educational change* (pp. 675-692). Dordrecht: Kluwer.
- Bereiter, C., & Scardamalia, M. (2010). Can Children Really Create Knowledge? *Canadian Journal of Learning and Technology, 36*(1).

- Beyer, B. K. (1997). *Improving student thinking. A comprehensive approach*. Boston: Allyn & Bacon.
- Blackwell, L. S., Trzesniewski, K. H., & Dweck, C. S. (2007). Implicit Theories of Intelligence Predict Achievement Across an Adolescent Transition: A Longitudinal Study and an Intervention. *Child Development*, 78(1), 246-263. doi: 10.1111/j.1467-8624.2007.00995.x
- Bloom, B. S. (Ed.). (1956). *Taxonomy of educational objectives: Handbook I. Cognitive domain*. New York: David McKay Company, Inc.
- Bloom, B. S. (1984). *Taxonomy of educational objectives*. New York, NY: Longman.
- Bransford, J. D., Brown, A. L., & Cocking, R. R. (Eds.). (1999). *How people learn: Brain, mind, experience and school*. Washington, DC: National Academy Press.
- Bransford, J. D., & Franks, J. J. (1971). The abstraction of linguistic ideas. *Cognitive Psychology*, 2(4), 331-350. doi: 10.1016/0010-0285(71)90019-3
- Bransford, J. D., & Schwartz, D. L. (1999). Rethinking transfer: A simple proposal with multiple implications. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of research in education* (pp. 61-100). Washington, DC: American Educational Research Association.
- Bransford, J. D., & Stein, B. S. (1993). *The IDEAL problem solver* (2nd ed.). New York, NY: Freeman.
- Brown, A. L. (1978). Knowing, when, where and how to remember: A problem of metacognition. In R. Glaser (Ed.), *Advances in instructional psychology* (Vol. 1, pp. 77-165). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Brown, A. L. (1987). Metacognition, executive control, self-regulation, and other mysterious mechanisms. In F. Weinert & R. Kluwe (Eds.), *Metacognition, motivation and understanding* (pp. 65-116). Hillsdale, NJ: Erlbaum.
- Brown, A. L., Bransford, J., Ferrara, R., & Campione, J. (1983). Learning, remembering and understanding. In J. Flavell & E. Markman (Eds.), *Handbook of child psychology* (Vol. 3: Cognitive development, pp. 77-166). New York: Wiley.
- Brown, A. L., & Palinscar, A. S. (1989). Guided cooperative learning and individualized knowledge acquisition. In L. B. Resnick (Ed.), *Knowing, learning and instruction: Essays in honor of Robert Glaser* (pp. 393-451). Hillsdale, NJ: Erlbaum Associates.
- Bridglall, B. L. (2001, March). Research and practice on how people learn. [Serials]. *Pedagogical Inquiry and Praxis*(1), 1-6. doi: ED452305
- Brigham, C. C. (1923). *A study of American Intelligence*. Princeton, NJ: Princeton University Press.

- Britton, J. N., Burgess, T., Martin, N., McLeod, A., & Rosen, H. (1975). *The development of writing abilities (11–18)*. London: Macmillan Educational Ltd.
- Bush, G., Luu, P., & Posner, M. I. (2000). Cognitive and emotional influences in anterior cingulate cortex. *Trends in Cognitive Sciences*, 4(6), 215-222.
- Bush, V. (1945). As we may think. *The Atlantic Monthly Magazine*, from <http://www.theatlantic.com/magazine/archive/1969/12/as-we-may-think/3881/1/>
- Byrnes, J. P. (1996). *Cognitive development and learning in instructional context*. Boston, MA: Allyn & Bacon.
- Corcoran, T., Mosher, F. A., & Rogat, A. (2009). *Learning progressions in science: An evidence-based approach to reform*. New York, NY: Teachers College, Columbia University.
- Costa, A. L., & Kallick, B. (Eds.). (2000). *Discovering and exploring the habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Costa, A. L., & Kallick, B. (2008). *Learning and leading with habits of mind*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Davison, G. C., Vogel, R. S., & Coffman, S. G. (1997). Think-aloud approaches to cognitive assessment and the articulated thoughts in simulated situations paradigm. *Journal of Consulting and Clinical Psychology*, 65(6), 950.
- de la Torre, J., & Douglas, J. (2004). Higher-order latent trait models for cognitive diagnosis. *Psychometrika*, 69(3), 333-353. doi: 10.1007/bf02295640
- Dweck, C. S. (2002). The development of ability conceptions. In A. Wigfield & J. Eccles (Eds.), *The development of achievement motivation*. New York, NY: Academic Press.
- Ennis, R. H. (2001). Goals for a critical thinking curriculum. In A. L. Costa (Ed.), *Developing minds*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ericsson, K. A., & Simon, H. A. (1985). *Protocol analysis*. Boston, MA: MIT press.
- Facione, P. A. (1990). *Critical thinking: A statement of expert consensus for purposes of educational assessment and instruction*. Milbrae, CA: California Academic Press.
- Facione, P. A. (1991). *Using the California Critical Thinking Skills Test in research, evaluation, and assessment*. Milbrae, CA: California Academic Press.
- Flavel, J. H. (1979). Metacognition and Cognitive monitoring: a new area of cognitive developmental inquiry. *American Psychologist*, 34, 906-911.

- Flavell, J. H. (1981). Cognitive monitoring. In W. P. Dickson (Ed.), *Children's oral communication skills* (pp. 35-60). New York: Academic Press.
- Flavell, J. R., Miller, P. H., & Miller, S. A. (1993). *Cognitive Development* (3rd ed.). Upper Saddle Road, NJ: Prentice Hall.
- Frederiksen, J. R., & Collins, A. (1989). A Systems Approach to Educational Testing. *Educational Researcher*, 18(9), 27-32.
- Frederiksen, N. (1984). Implications of Cognitive Theory for Instruction in Problem Solving. *Review of Educational Research*, 54(3), 363-407. doi: 10.3102/00346543054003363
- Gardner, H. (1983). *Frames of mind: The theory of multiple intelligences*. New York, NY: Basic Books.
- Gardner, H. (1993). *Multiple intelligences: The theory in practice*. New York: Basic Books.
- Gardner, H. (1999). *Intelligence reframed: Multiple intelligences for the 21st century*. New York: Basic Books.
- Gardner, H. (2009). Theory of multiple intelligences. In R. E. Slavin (Ed.), *Educational Psychology*.
- Gick, M. L., & Holyoak, K. J. (1987). The cognitive basis of knowledge transfer. In S. M. Cormier & F. D. Hagman (Eds.), *Transfer of learning: Contemporary research and applications* (pp. 9-46). Orlando, FL: Academic Press.
- Gorin, J. S. (2012). Using cognitive psychology to generate and predict item characteristics. In M. J. Gierl & T. M. Haladyna (Eds.), *Automatic Item Generation: Theory and Practice*. New York, NY: Taylor & Francis.
- Greeno, J. G., Collins, A. M., & Resnick, L. (1996). Cognition and learning. In D. Berliner & R. Calfee (Eds.), *Handbook of Educational Psychology* (pp. 15-46). New York, NY: MacMillan.
- Halpern, D. F., & Hakel, M. D. (2003). Applying the science of learning to the university and beyond. Teaching for long-term retention and transfer. *Change*, 35, 37-41.
- Hartman, H. J. (2001). Developing Students' Metacognitive Knowledge and Skills. In H. J. Hartman (Ed.), *Metacognition in learning and instruction: Theory, research and practice* (pp. 33-68). Boston, MA: Kluwer Academic Publishers.
- Hill, C. (2000, March 18). Practicing without learning, *The New York Times*, p. A15.
- Holyoak, K. J., & Koh, K. (1987). Surface and structural similarity in analogical transfer. *Memory & Cognition*, 15(4), 332-340.

- Ivie, J. L., Kupzyk, K. A., & Embreston, S. E. (2004). Final report of Cognitive Components Study - Predicting strategies for solving multiple-choice quantitative reasoning items: An eyetracker study. Princeton, NJ: Educational Testing Service.
- Jacobs, J. E., & Paris, S. G. (1987). Children's Metacognition About Reading: issues in Definition, Measurement, and Instruction. *Educational Psychologist*, 22(3-4), 255-278. doi: 10.1080/00461520.1987.9653052
- Jeroen, J., van Merriënboer, G., & Kirschner, P. A. (2007). *Ten steps to complex learning*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Johnson-Laird, P. N. (1983). *Mental models: Towards a cognitive science of language, inference and consciousness*. Cambridge, UK: Cambridge University Press.
- Johnstone, C. J., Bottsford-Miller, N. A., & Thompson, S. J. (2006). Using the think aloud method (cognitive labs) to evaluate test design for students with disabilities and English language learners. University of Minnesota, National Center on Educational Outcomes, Minneapolis.
- Johnstone, C., Liu, K., Altman, J., & Thurlow, M. (2007). Student think aloud reflections on comprehensible and readable assessment items: Perspectives on what does and does not make an item readable *Technical Report 48*. Minneapolis, MN: National Center on Educational Outcomes.
- Jonassen, D. H. (2010). *Learning to solve problems: A handbook for designing problem-solving learning environments*. New York: Routledge.
- Kahneman, D. (2011). *Thinking, fast and slow*. New York: Farrar, Straus & Giroux.
- Kapur, M. (2010). Productive failure in mathematical problem solving. *Instructional Science*, 38(6), 523-550. doi: 10.1007/s11251-009-9093-x
- Kintsch, W. (1998). *Comprehension: A paradigm for cognition*. New York: Cambridge University Press.
- Krug, D., Davis, T. B., & Glover, J. A. (1990). Massed versus distributed reading: A case of forgetting helping recall? *Journal of Educational Psychology*, 82, 366-371
- Landauer, T. K. (1998). Learning and Representing Verbal Meaning: The Latent Semantic Analysis Theory. *Current Directions in Psychological Science*, 7(5), 161-164. doi: 10.2307/20182530
- Lave, J. (1988). *Cognition in practice: Mind, mathematics and culture in everyday life*. Cambridge, UK: Cambridge University Press.
- Lee, Y.-H., & Chen, H. (2011). A review of recent response-time analyses in educational

testing. *Psychological Test and Assessment Modeling*, 53, 359-379.

Leighton, J. P., & Gierl, M. J. (2011). *The learning sciences in educational assessment: The role of cognitive models* Cambridge University Press.

Leighton, J. P., Gierl, M. J., & Hunka, S. M. (2004). The attribute hierarchy method for cognitive assessment: A variation on tatsuoka's Rule-Space approach. *Journal of Educational Measurement*, 41(3), 205-237.

Leighton, J. P., & Gokiert, R. J. (2005). The cognitive effects of test item features: Informing item generation by identifying construct irrelevant variance. *Annual Meeting of the National Council on Measurement in Education, Montreal, Quebec, Canada*,

Loh, A. (2006). Reggio Emilia approach. Brainy child: all about child brain development, from <http://www.brainy-child.com/article/reggioemilia.shtml>

Martinez, M. (2009). *Learning and cognition: The design of the mind*. Boston, MA: Allyn & Bacon.

Mayer, R. (2009). Constructivism as a theory of learning versus constructivism as a prescription for instruction. In S. Tobias & T. M. Duffy (Eds.), *Constructivist instruction: Success or failure?* (pp. 184- 200). New York: Taylor and Francis.

Mayer, R. E. (2008). Applying the science of learning: Evidence-based principles for the design of multimedia instruction. *American Psychologist*, 63(8), 760–769.

Mayer, R. E., & Wittrock, M. C. (2006). Problem solving. In P. A. Alexander & P. H. Winne (Eds.), *Handbook of educational psychology* (2nd ed., pp. 285-303). Mahwah, NJ: : Lawrence Erlbaum Associates.

Meyers, J., Lytle, S., Palladino, D., Devenpeck, G., & Green, M. (1990). Think-aloud protocol analysis: An investigation of reading comprehension strategies in fourth-and fifth-grade students. *Journal of Psychoeducational Assessment*, 8(2), 112-127.

Messick, S. (1976). Personalities consistencies in cognition and creativity. In S. Messick (Ed.), *Individuality in learning* (pp. 4-22). San Francisco: Jossey-Bass.

Mislevy, R. J. (2006). Cognitive psychology and educational assessment. In R. L. Brennan (Ed.), *Educational Measurement* (Fourth ed., pp. 257-305). Phoenix, AZ: Greenwood.

Mislevy, R. J. (2008). How Cognitive Science Challenges the Educational Measurement Tradition, *Measurement: Interdisciplinary Research and Perspectives*, 6(1-2), 124-124. doi: 10.1080/15366360802131635

Mislevy, R. J., Steinberg, L. S., Breyer, F. J., Almond, R. G., & Johnson, L. (1999). A cognitive task analysis with implications for designing simulation-based performance assessment.

Computers in Human Behavior, 15(3-4), 335-374. doi: [http://dx.doi.org/10.1016/S0747-5632\(99\)00027-8](http://dx.doi.org/10.1016/S0747-5632(99)00027-8)

- National Research Council. (2000). How people learn: brain, mind, experience, and school *Committee on Developments in the Science of Learning and Committee on Learning Research and Educational Practice, Commission on Behavioral and Social Sciences and Education*. Washington, DC: National Academies Press.
- Newell, A., & Simon, H. A. (1972). *Human problem solving*. Prentice-Hall: Englewood Cliffs, NJ.
- Nitsche, K. E. (1997). *Structuring decontextualized forms of knowledge*. Unpublished doctoral dissertation, Vanderbilt University.
- Nix, D., & Schwartz, M. (1979). Toward a phenomenology of reading comprehension. In R. Freedle (Ed.), *New directions in discourse processing* (pp. 183–196). Norwood, NJ: Ablex.
- O’Neil, H. F., & Lang, J. (in press). What is cognitive readiness? In H. F. O’Neil, R. S. Perez & E. L. Baker (Eds.), *Teaching and measuring cognitive readiness*. New York: Springer.
- O’Neil, H. F., Perez, R. S., & Baker, E. L. (Eds.). (in press). *Teaching and measuring cognitive readiness*. New York: Springer.
- Ophir, E., Nass, C., & Wagner, A. D. (2009). Cognitive control in media multitaskers. *Proceedings of the National Academy of Sciences*. doi: 10.1073/pnas.0903620106
- Oshima, J., Oshima, R., & Matsuzawa, Y. (2012). Knowledge Building Discourse Explorer: a social network analysis application for knowledge building discourse. *Educational Technology Research and Development*, 60(5), 903-921. doi: 10.1007/s11423-012-9265-2
- Paas, F., Renkl, A., & Sweller, J. (2003). Cognitive Load Theory and Instructional Design: Recent Developments. *Educational Psychologist*, 38(1), 1-4. doi: citeulike-article-id:2819317 doi: 10.1207/S15326985EP3801_1
- Paul, R. W., & Elder, L. (2000). *Critical Thinking: Basic Theory and Instructional Structures Handbook*. Tomales, CA: Foundation for Critical Thinking.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*. Washington, DC: National Academy Press.
- Pellegrino, J. W., Baxter, G. P., & Glaser, R. (1999). Addressing the "two disciplines" problem: Linking theories of cognition and learning with assessment and instructional practice. *Review of Research in Education*, 24, 307-353.
- Perkins, D. N., & Salomon, G. (1989). Are Cognitive Skills Context-Bound? *Educational*

Researcher, 18(1), 16-25. doi: 10.3102/0013189x018001016

- Perkins, D. N. (1995). *Outsmarting IQ: The emerging science of learnable intelligence*. New York: Free Press.
- Scardamalia, M. (2002). Collective cognitive responsibility for the advancement of knowledge. In B. Smith (Ed.), *Liberal education in a knowledge society* (pp. 67-98). Chicago: Open Court.
- Scardamalia, M., & Bereiter, C. (2006). Knowledge building: Theory, pedagogy, and technology. In K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences* (pp. 97-118). New York: Cambridge University Press.
- Scardamalia, M., Bransford, J., Kozma, R., & Quellmalz, E. (2010). New assessments and environments for knowledge building. London: Assessment and Learning of 21st Century Skills Project.
- Schneider, W. (1993). Domain-specific knowledge and memory performance in children. *Educational Psychology Review*, 5(3), 257-273. doi: 10.1007/bf01323047
- Schoenfeld, A. H. (1987). What's all the fuss about metacognition? In A. H. Schoenfeld (Ed.), *Cognitive science and mathematics education* (pp. 189-215). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Schnipke, D. L., & Scrams, D. J. (2002). Exploring issues of examinee behavior: Insights gained from response-time analyses. In C. N. Mills, M. Potenze, J. J. Fremer & W. Ward (Eds.), *Computer-based testing: Building the foundation for future assessments* (pp. 237-266). Hillsdale, NJ: Lawrence Erlbaum Associates.
- Schraw, G., & Moshman, D. (1995). Metacognitive theories. *Educational Psychological Review*, 7, 351-371.
- Schum, D. A. (1994). *The evidential foundations of probabilistic reasoning*. New York: Wiley.
- Scribner, S. (1979). Modes of thinking and modes of speaking: Culture and logic reconsidered. In R. O. Freedle (Ed.), *New directions in discourse processing* (pp. 223-243). Norwood, NJ: Ablex.
- Sebrechts, M., Bennett, R., & Rock, D. (1991). Agreement between expert-system and human raters' scores on complex constructed-response quantitative items. *Journal of Applied Psychology*, 76, 856-862.
- Smith, M. K. (2002). Howard Gardner and multiple intelligences. *The Encyclopedia of Informal Education* Retrieved March 2, 2011, from <http://www.infed.org/thinkers/gardner.htm>

- Snow, R. E. (1989). Toward assessment of cognitive and conative structures in learning. *Educational Researcher*, 18(9), 8-14.
- Sparrow, B., Liu, J., & Wegner, D. M. (2011). Google Effects on Memory: Cognitive Consequences of Having Information at Our Fingertips. *Science*, 333(6043), 776-778. doi: 10.1126/science.1207745
- Stahl, G. (2006). *Group cognition*. Boston, MA: MIT Press.
- Sternberg, R. J. (2001). Metacognition, abilities and developing expertise. In H. J. Hartman (Ed.), *Metacognition in learning and instruction: Theory, research and practice* (pp. 247-260). Boston, MA: Kluwer Academic Publishers.
- Sternberg, R. J. (2003). The development of creativity as a decision-making process. In R. K. Sawyer, V. John-Steiner, S. Moran, R. J. Sternberg, J. Nakamura & M. Csikszentmihalyi (Eds.), *Creativity and development* (pp. 91-138). New York: Oxford University Press.
- Sternberg, R. J., & Grigorenko, E. L. (2000). *Dynamic Testing: The nature and measurement of learning potential*. Cambridge, MA: Cambridge University Press.
- Sternberg, R. J., Grigorenko, E. L., Ferrari, M., & Clinkenbeard, P. (1999). A triarchic analysis of an aptitude-treatment interaction. *European Journal of Psychological Assessment*, 15(1), 1-11.
- Sternberg, R. J., Kaufman, J., & Grigorenko, E. L. (2008). *Applied Intelligence*. New York: Cambridge University Press.
- Sternberg, R. J., Torff, B., & Grigorenko, E. (1998). Teaching for Successful Intelligence Raises School Achievement. *The Phi Delta Kappan*, 79(9), 667-669.
- Swanson, H. L. (1990). Influence of metacognitive knowledge and aptitude on problem solving. *Journal of Educational Psychology*, 82, 306-314.
- Sweller, J., van Merriënboer, J. J. G., & Paas, F. G. W. C. (1998). Cognitive Architecture and Instructional Design. *Educational Psychology Review*, 10(3), 251-296.
- Sylvester, R. (1995). *A celebration of neurons.: An educator's guide to the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Takahashi, D. (2011, August 17). IBM produces first working chips modeled on the human brain Retrieved December 3, 2011, from <http://venturebeat.com/2011/08/17/ibm-cognitive-computing-chips/>
- Tierney, R. J., & Pearson, P. D. (1982). Toward a composing model of reading *Reading Education Report No. 43*. Champaign, IL: Center for the Study of Reading, University of Illinois at Urbana-Champaign.

- van Dijk, T. A., & Kintsch, W. (1983). *Strategies of discourse comprehension*. New York: Academic Press.
- Vygotsky, L. S. (1978). In M. Cole, V. John–Steiner, S. Scribner & E. Souberman (Eds.), *Mind in Society: The Development of Higher Psychological Processes*. Cambridge, MA: Harvard University Press.
- Wertsch, J. (1998). *Mind as action*. New York: Oxford University Press.
- Whimby, A., & Lochhead, J. (1982). *Problem solving and comprehension*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Whipple, G. M. (1921). The National Intelligence Tests. *The Journal of Educational Research*, 4(1), 16-31. doi: 10.2307/27524498
- White, B. Y., & Frederiksen, J. R. (1998). Inquiry, Modeling, and Metacognition: Making Science Accessible to All Students. *Cognition and Instruction*, 16(1), 3-118.
- Whorf, B. L. (1956). *Language and logic. language, thought, and reality: selected writings of Benjamin Lee Whorf* Cambridge, MA: Massachusetts Institute of Technology Press.
- Wood, D., Bruner, J. S., & Ross, G. (1976). The role of tutoring in problem solving. *Journal of Child Psychology and Psychiatry*, 17(2), 89-100. doi: 10.1111/j.1469-7610.1976.tb00381.x

Assessments and Technology

- Adelman, C. (2000). A Parallel Postsecondary Universe: The Certification System in Information Technology, from <http://www2.ed.gov/pubs/ParallelUniverse/index.html>
- Andrews, G. (2010). *'This is Elsewhere.org': Users and machines making literacy work on blogs*. Doctoral dissertation, Teachers College, Columbia University, New York City. (AAT no. 3436222)
- Andrews, G., & Varenne, H. (2011). Education into the online world: On the appropriation of online text and the production of everyday knowledge. *Global Media Journal*, 11(18).
- Baker, E. L., Chung, G. K. W. K., & Delacruz, G. C. (2012). *DARPA ENGAGE program review, CRESST – TA2*. Paper presented at the ENGAGE PI Meeting (Phase I Review): Defense Advanced Research Projects Agency, Arlington, VA.
- Baker, E. L., Chung, G. K. W. K., & Delacruz, G. C. (2008). Design and validation of technology-based performance assessments. In J. M. Spector, M. D. Merrill, J. J. G. v. Merriënboer & M. P. Driscoll (Eds.), *Handbook of research on educational*

communications and technology (3rd ed., pp. 595–604). Mahwah, NJ: Erlbaum.

- Barab, S. A., Gresalfi, M., Ingram-Goble, A., Jameson, E., Hickey, D., Akram, S., & Kizer, S. (2009). Transformational play and Virtual worlds: Worked examples from the Quest Atlantis project. *International Journal of Learning and Media*, 1(2).
- Bartle, R. (2005). Virtual Worlds: Why People Play. In T. Alexander (Ed.), *Massively Multiplayer Game Development 2*. Hingham, MA: Charles River Media.
- Bennett, R. E. (1999). Using New Technology to Improve Assessment. *Educational Measurement: Issues and Practice*, 18(3), 5-12. doi: 10.1111/j.1745-3992.1999.tb00266.x
- Bennett, R. E. (2001). How the Internet Will Help Large-Scale Assessment Reinvent Itself. [Computer Assisted Testing; Educational Change; Internet; State Programs; Technological Advancement; Test Construction; Test Use; Testing Programs]. *Education Policy Analysis Archives*, 9(5), 1-23.
- Bennett, R. E. (2002). Inexorable and inevitable: The continuing story of technology and assessment. *Journal of Technology, Learning, and Assessment*, 1(1), 3-23. doi: citeulike-article-id:5916175
- Bennett, R. E. (2010). Cognitively Based Assessment of, for, and as Learning (CBAL): A Preliminary Theory of Action for Summative and Formative Assessment. *Measurement: Interdisciplinary Research and Perspectives*, 8(2-3), 70-91. doi: 10.1080/15366367.2010.508686
- Bennett, R. E. (2011). *Automated Scoring of Constructed-Response Literacy and Mathematics Items*. Washington, DC: Arabella Advisors.
- Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25. doi: 10.1080/0969594x.2010.513678
- Bennett, R. E., & Bejar, I. I. (1998). Validity and Automad Scoring: It's Not Only the Scoring. *Educational Measurement: Issues and Practice*, 17(4), 9-17. doi: 10.1111/j.1745-3992.1998.tb00631.x
- Bennett, R. E., Morley, M., & Quardt, D. (2000). Three Response Types for Broadening the Conception of Mathematical Problem Solving in Computerized Tests. *Applied Psychological Measurement*, 24(4), 294-309. doi: 10.1177/01466210022031769
- Bennett, R. E., Persky, H., Weiss, A., & Jenkins, F. (2010). Measuring problem solving with technology: A demonstration study for NAEP. *Journal of Technology, Learning, and Assessment*, 8(8).
- Carr, N. (2010). *The Shallows: What the Internet Is Doing to Our Brains*. New York: W. W. Norton & Company.

- CEO Forum on Education and Technology. (2001). School technology and readiness—Key building blocks for student achievement in the 21st century: Assessment, alignment, accountability, access, analysis. Washington, DC: Author.
- Chung, G. K. W. K., & Baker, E. L. (2003). An exploratory study to examine the feasibility of measuring problem-solving processes using a click-through interface. *Journal of Technology, Learning, and Assessment*, 2(2).
- Chung, G. K. W. K., & Baker, E. L. (2003). Issues in the reliability and validity of automated scoring of constructed responses. In M. D. Shermis & J. Burstein (Eds.), *Automated essay scoring: A cross-disciplinary perspective* (pp. 23–40). Mahwah, NJ: Erlbaum.
- Chung, G. K. W. K., Baker, E. L., Brill, D. G., Sinha, R., Saadat, F., & Bewley, W. L. (2006). Automated assessment of domain knowledge with online knowledge mapping *CSE Tech. Rep. No. 692*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Chung, G. K. W. K., de Vries, L. F., Cheak, A. M., Stevens, R. H., & Bewley, W. L. (2002). Cognitive process validation of an online problem solving assessment. *Computers in Human Behavior*, 18(6), 669-684. doi: 10.1016/s0747-5632(02)00023-7
- Clarke-Medura, J., & Dede, C. (2010). Assessment, technology, and change. *Journal of Research in Technology and Education*, 42(3), 309-328.
- DiCerbo, K. E., & Behrens, J. T. (2012). Implications of the Digital Ocean on Current and Future Assessment. In R. W. Lissitz & H. Jiao (Eds.), *Computers and Their Impact on State Assessments*. Charlotte: Information Age Publishing, Inc.
- Dikli, S. (2006). An Overview of Automated Scoring of Essays. *Journal of Technology, Learning, and Assessment*, 5(1).
- Dillon, G. F., & Clauser, B. E. (2009). Computer-Delivered Patient Simulations in the United States Medical Licensing Examination (USMLE). *Simulation in Healthcare*, 4(1), 30-34 10.1097/SIH.1090b1013e3181880484.
- Dolan, R. P., Burling, K. S., Harms, M., Beck, R., Hanna, E., Jude, J., . . . Way, W. (2009). *Universal design for computer-based testing guidelines*. Iowa City, IA: Pearson.
- Dolan, R. P., Hall, T. E., Banerjee, M., Chun, E., & Strangman, N. (2005). Applying principles of universal design to test delivery: The effect of computer-based read-aloud on test performance of high school students with learning disabilities. *Journal of Technology, Learning, and Assessment*, 3(7), 1-31.
- Dönmez, P., Rosé, C., Stegmann, K., Weinberger, A., & Fischer, F. (2005). *Supporting CSCL with automatic corpus analysis technology*. Paper presented at the 2005 Conference on Computer Support for Collaborative Learning, Taipei, Taiwan.

- Erdogan, Y. (2008). Paper-based and computer-based concept mapping: The effects on computer achievement, computer anxiety and computer attitude. *British Journal of Educational Technology*, 40(5), 821-836.
- Frezzo, D., Behrens, J., & Mislavy, R. (2010). Design Patterns for Learning and Assessment: Facilitating the Introduction of a Complex Simulation-Based Learning Environment into a Community of Instructors. *Journal of Science Education and Technology*, 19(2), 105-114. doi: 10.1007/s10956-009-9192-0
- Frezzo, D. C. (2009). *Using activity theory to understand the role of a simulation-based interactive learning environment in a computer networking course*. Doctoral dissertation. Retrieved from <http://gradworks.umi.com/33/74/3374268.html>
- Gee, J. P. (2003). *What Video Games Have to Teach Us About Learning and Literacy*. New York: Palgrave/Macmillan.
- Gee, J. P. (2008). Game-like learning: An example of situated learning and implications for opportunity to learn. In P. A. Moss, D. C. Pullin, J. P. Gee, E. H. Haertel & L. J. Young (Eds.), *Assessment, Equity, and Opportunity to Learn*. New York NY: Cambridge University Press
- Gee, J. P., & Hayes, E. R. (2011). *Language and learning in the digital age*. Milton Park, Abingdon, England: Routledge.
- Glaser, R. (1963). Instructional technology and the measurement of learning outcomes. *American Psychologist*, 18(8), 519-522.
- Gordon, E. W. (2007). Intellectual competence: The universal currency in technologically advanced societies. In E. W. Gordon & B. R. Bridglall (Eds.), *Affirmative development: Cultivating academic ability* (pp. 3-16). Lanham, MD: Rowan & Littlefield.
- Gordon, E. W., & Bridglall, B. L. (2003). Toward a relational data management system for education *Pedagogical Inquiry and Praxis*, No. 4. New York: Institute for Urban and Minority Education, Teachers College, Columbia University & The College Board.
- Hewitt, J. (2005). Toward an Understanding of How Threads Die in Asynchronous Computer Conferences. *Journal of the Learning Sciences*, 14(4), 567-589. doi: 10.1207/s15327809jls1404_4
- Kerr, D., Chung, G. K. W. K., & Iseli, M. R. (2011). The feasibility of using cluster analysis to examine log data from educational video games *CRESST Report 790*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Ketelhut, D. J., Dede, C., Clarke, J., Nelson, B., & Bowman, C. (2007). Studying situated learning in a multi-user virtual environment. In E. Baker, J. Dickieson, W. Wulfek & H.

O'Neil (Eds.), *Assessment of problem solving using simulations*. Mahwah, NJ: Lawrence Erlbaum Associates.

- Kingston, N. M. (2008). Comparability of Computer- and Paper-Administered Multiple-Choice Tests for K-12 Populations: A Synthesis. *Applied Measurement in Education*, 22(1), 22-37. doi: 10.1080/08957340802558326
- Kretoski, A. (2010). The Virtual Revolution: Homo Internticus? *A BBC Documentary* Retrieved February 2, 2011, from <http://www.streaming-madness.net/watch-online/documentary/the-virtual-revolution-homo-interneticus-2010/>
- Macarthur Foundation. (2011, September 21). MacArthur Foundation Announces Digital Media and Learning Competition for Digital Achievement Badges, from http://foundationcenter.org/pnd/rfp/rfp_item.jhtml?id=354300034
- Millman, J., & Outlaw, W. S. (1978). Testing by computer. *AEDS Journal*, 11(3), 57–72.
- Moursund, D. (1999). Project-based learning using information technology. Eugene, OR: International Society for Technology in Education.
- Olsen, S. (2000). Web browser offers incognito surfing. *CNET News*, from <http://news.cnet.com/2100-1017-247263.html>
- Page, E. B. (1966). The Imminence of Grading Essays by Computer. *The Phi Delta Kappan*, 47(5), 238-243. doi: 10.2307/20371545
- Peacock, A., Ke, X., & Wilkerson, M. (2004). Typing Patterns: A Key to User Identification. *IEEE Security and Privacy*, 2(5), 40-47. doi: 10.1109/msp.2004.89
- Pearl, J. (1998). *Probabilistic Reasoning in Intelligent Systems: Networks of Plausible Inference*. San Francisco: Morgan Kaufmann.
- Prensky, M. (2001). Digital Natives, Digital Immigrants. *On the Horizon*, 9, 1-6.
- Russell, M. (1999). *Testing On Computers* (Vol. 7).
- Russell, M. (2011). *Digital test delivery: Empowering accessible test design to increase test validity for all students*. Washington, DC: Arabella Advisors.
- Russell, M., & Abrams, L. (2004). Instructional uses of computers for writing: The effect of state testing programs. *Teachers College Record*, 106, 1332–1357.
- Russell, M., & Haney, W. (2000). *Bridging the Gap between Testing and Technology in Schools* (Vol. 8).
- Russell, M., Hoffman, R., & Higgins, J. (2009). Nimble Tools: A universally designed test

- delivery system. *Teaching Exceptional Children*, 42(2), 6-12.
- Russell, M., Hoffman, R., & Higgins, J. (2009). Meeting the needs of all students: A universal design approach to computer-based testing. *Innovate: Journal of Online Education*, 5(4).
- Scacchi, W. (2012). The future of research in computer games and virtual worlds: Workshop report *Tech. Rep. UCI-ISR-12-8*. Irvine, CA: University of California, Irvine, Institute for Software Research.
- Schwartz, D., & Arena, D. (2009). *Choice-based assessments for the digital age*. Stanford, CA: Stanford University, School of Education.
- Stevens, R. H., & Casillas, A. (2006). Artificial neural networks. In D. M. Williamson, I. I. Behar & R. J. Mislevy (Eds.), *Automated scoring of complex tasks in computer-based testing* (pp. 259–312). Mahwah, NJ: Erlbaum.
- Stowell, J. R., & Bennett, D. (2010). Effects of online testing on student exam performance and test anxiety. *Journal of Educational Computing Research*, 42, 161-171.
- Tanes, Z., Arnold, K. E., King, A. S., & Remnet, M. A. (2011). Using Signals for appropriate feedback: Perceptions and practices. *Computers & Education*, 57(4), 2414-2422. doi: 10.1016/j.compedu.2011.05.016
- Turkle, S. (2004). MIT initiative on technology and self, from <http://web.mit.edu/sturkle/techself/>
- Turkle, S. (2011). *Alone together: Why we expect more from technology and less from each other*. New York: Basic Books.
- van Aalst, J., & Chan, C. K. K. (2007). Student-Directed Assessment of Knowledge Building Using Electronic Portfolios. *Journal of the Learning Sciences*, 16(2), 175-220. doi: 10.1080/10508400701193697
- Varenne, H., Andrews, G., Hung, A., Wessler, S. (2012). Politics and politics of ongoing assessments: Evidence from video-gaming and blogging. In D. Tannen & A. Trester (Eds.), *Language and New Media: Papers from GURT 2011*. Washington, DC: Georgetown University Press.
- Williamson, D. M., Mislevy, R. J., & Bejar, I. I. (Eds.). (2006). *Automated Scoring of complex performances in computer based testing*. Mahwah, NJ: Erlbaum Associates.
- Williamson, D. W. (2012). The conceptual and scientific basis for automated scoring of performance items. In R. W. Lissitz & H. Jiao (Eds.), *Computers and their impact on state assessments: Recent history and predictions for the future* (pp. 157-194). Charlotte, NC: Information Age Publishing.

- Williamson, D. W., Almond, R. G., Mislevy, R. J., & Levy, R. (2006). An application of Bayesian networks in automated scoring of computerized simulation tasks. In D. W. Williamson, I. I. Bejar & R. J. Mislevy (Eds.), *Automated scoring of complex tasks in computer-based testing* (pp. 123-168). Mahwah, NJ: Lawrence Erlbaum.
- Zhang, W. (2003). *Doing English digital*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.

Individualization

- Aroyo, L., Dolog, P., Houben, G-J., Kravcik, M., Naeve, A., Nilsson, M. & Wild, F. (2006). Interoperability in Personalized Adaptive Learning. *Educational Technology & Society*, 9 (2), 4-18.
- Chen, C.-M., H.-M. Lee, et al. (2005). "Personalized e-learning system using Item Response Theory." *Computers & Education* 44(3): 237-255.
- Chen, C.-M. (2008). "Intelligent web-based learning system with personalized learning path guidance." *Computers & Education* 51(2): 787-814.
- Corno, L., & Snow, R. E. (1986). Adapting teaching to individual differences among learners. In M. C. Wittrock (Ed.), *Handbook of research on teaching* (3rd ed., pp. 605–629). New York: Macmillan Publishing Co.
- Gallagher, P. A., M. Abbott-Shim, et al. (2011). "An Evaluation of the Individualized Learning Intervention: A Mentoring Program for Early Childhood Teachers." *NHSA Dialog* 14(2): 57-74.
- Glaser, R. (1977). *Adaptive education: Individual diversity and learning*. New York: Holt, Rinehart and Winston.
- Gogoulou, A., Gouli, E., Grigoriadou, M., Samarakou, M., & Chinou, D. (2007). A web-based educational setting supporting individualized learning, collaborative learning and assessment. *Educational Technology & Society*, 10 (4), 242-256.
- Gibson, E. J. (1940). A systematic application of the concepts of generalization and differentiation to verbal learning. *Psychological Review*, 47(3).
- Huang, M.-J., H.-S. Huang, et al. (2007). "Constructing a personalized e-learning system based on genetic algorithm and case-based reasoning approach." *Expert Systems with Applications* 33(3): 551-564.

- Hwang, G.-J., F.-R. Kuo, et al. (2010). "A Heuristic Algorithm for planning personalized learning paths for context-aware ubiquitous learning." *Computers & Education* 54(2): 404-415.
- Levin, I., Kojukhov, A. "Personalizing Education in Post-Industrial Society", *The Third International Conference on Digital Society, ICDS '09*, Cancun, Mexico, pp. 20-23.
- Maffesoli, M. (1996). *The Time of the Tribes: The decline of individualism in mass society*. Thousand Oaks, CA: Sage Publications.
- Park, O.-C., & Lee, J. (2003). Adaptive instructional systems. In D. H. Jonassen & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (2nd ed., pp. 651–684). Mahwah, NJ: Erlbaum.
- Renzulli, J. S. (2002). Emerging Conceptions of Giftedness: Building a Bridge to the New Century. *Exceptionality*, 10(2), 67-75. doi: 10.1207/s15327035ex1002_2
- Schiaffino, S., A. Amandi, et al. (2008). Personalization in e-learning: the adaptive system vs. the intelligent agent approaches. Proceedings of the VIII Brazilian Symposium on Human Factors in Computing Systems. Porto Alegre, RS, Brazil, Sociedade Brasileira de Computação: 186-195.
- Stanovich, K. E., & West, R. F. (2000). Individual differences in reasoning: implications for the rationality debate? *Behav Brain Sci*, 23(5), 645-665; discussion 665-726.
- Verdú, E., Regueras, L.M., Verdú, M. J., De Castro, J.P. and Pérez, M.A. "Is Adaptive Learning Effective? A Review of the Research," *7th WSEAS Int. Conf. on Applied Computer & Applied Computational Science (ACACOS '08)*, Hangzhou, China, April 6-8, 2008, pp. 710-715.

Computer Adaptive Testing

- Baker, R. S. J., Corbett, A. T., Roll, I., & Koedinger, K. R. (2008). Developing a generalizable detector of when students game the system. *User Modeling and User-Adapted Interaction*, 18(3), 287-314. doi: 10.1007/s11257-007-9045-6
- Bjorner, J., Chang, C.-H., Thissen, D., & Reeve, B. (2007). Developing tailored instruments: item banking and computerized adaptive assessment. *Quality of Life Research*, 16(1), 95-108. doi: 10.1007/s11136-007-9168-6
- Chen, S., Ankenmann, R. D., and Chang, H. (2000). A Comparison of item selection rules at the early stages of computerized adaptive testing. *Applied Psychological Measurement*, 24, 241-255.

- Cheng, P. E. and Liou, M. (2000). Estimation of trait level in computerized adaptive testing. *Applied Psychological Measurement, 24*, 257-265.
- Cheng, Y. (2009). When cognitive diagnosis meets computerized adaptive testing: CD-CAT. *Psychometrika, 74*(4), 619–632.
- Gibbons, R. D., Weiss, D. J., Kupfer, D. J., Frank, E., Fagiolini, A., Grochocinski, V. J., . . . Immekus, J. C. (2008). Using computerized adaptive testing to reduce the burden of mental health assessment. *Psychiatric Services, 59*(4), 361-368. doi: 10.1176/appi.ps.59.4.361
- Lewis, C., Sheehan, K. M., DeVore, R. N., & Swanson, L. C. (1991). *U.S. Patent No. 5,059,127*. Washington, DC: U.S. Patent and Trademark Office.
- Luecht, R. M. (2009). *Adaptive computer-based tasks under an assessment engineering paradigm*. Paper presented at the 2009 GMAC Conference on Computerized Adaptive Testing, Minneapolis, MN.
- Kamei-Hannan, C. (2008). Examining the accessibility of a computerized adapted test using assistive technology. *Journal of Visual Impairment and Blindness, 102*(5), 261-271.
- Meijer, R. R. and Nering, M. L. (1999). Computerized adaptive testing: Overview and Introduction. *Applied Psychological Measurement, 23*(3), 187-194
- Shah, N. (2012, April 3). Blind Oregon students now take online adaptive tests. *Education Week*.
- Stocking, M. L., & Lewis, C. (1998). Controlling item exposure conditional on ability in computerized adaptive testing. *Journal of Educational and Behavioral Statistics, 23*(1), 57-75.
- Wainer, H. (2000). *Computerized adaptive testing: A primer*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Wainer, H., Dorans, N., Eignor, D., Flaughner, R., Green, B., Mislevy, R., . . . Thissen, D. (Eds.). (2000). *Computerized adaptive testing: A primer* (2nd ed.). Hillsdale, NJ: Erlbaum.
- van der Linden, W. J., & Glas, C. A. (Eds.). (2000). *Computerized adaptive testing: Theory and practice*. Springer.

Assessment of English Language Learners

- Abedi, J.; Herman, J.L. (2010). Assessing English Language Learners' Opportunity to Learn Mathematics: Issues and Limitations. *Teachers College Record* Volume 112, Number 3, March 2010, pp. 723–746
- Abedi, J. (2010). English Language Learners with Disabilities: Classification, Assessment, and Accommodation Issues. *Journal of Applied Testing Technology*
- Abedi, J. (2008). Classification System for English Language Learners: Issues and Recommendations. *Educational Measurement: Issues and Practices*. Vol. 27, issue 3, 17-22.
- Abedi, J. (2008). Measuring Students' Level of English Proficiency: Educational Significance and Assessment Requirements. *Educational Assessment*. Vol. 13, ISS 2-3.
- Abedi, J. (2007). High-stakes Tests, English Language Learners, and Linguistic Modification. *Sunshine State TESOL Journal*, Vol. 6 No 1, 1-20, Spring 2007.
- Abedi, J. (2006). Psychometric issues in the ELL assessment and special education eligibility. *Teachers College Record*, 108(11), 2282-2303.
- Abedi, J. and Gandara, P. (2006). Performance of English Language Learners as a Subgroup in Large-Scale Assessment: Interaction of Research and Policy. *Educational Measurement: Issues and Practices*. December 2006, Vol. 26, Issue 5, pp. 36-46.
- Abedi, J. (2004). The No Child Left Behind Act and English language learners: Assessment and accountability issues. *Educational Researcher*. Vol. 33, No 1, 4-14.
- Abedi, J., Hofstetter, C. H., & Lord, C. (2004). Assessment accommodations for english language learners: Implications for policy-based empirical research. *Review of Educational Research*, 74(1), 1-28.
- Abedi, J., & Lord, C. (2001). The language factor in mathematics tests. *Applied Measurement in Education*, 14(3), 219-234.
- Abedi, J., Leon, S., & Kao, J. (2008). Examining differential distractor functioning in reading assessments for students with disabilities *CSE Report 743*. Los Angeles: University of California, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.
- Abedi, J., Leon, S., & Kao, J. (2008). Examining differential item functioning in reading assessments for students with disabilities *CSE Report 744*. Los Angeles: University of California, Center for the Study of Evaluation, National Center for Research on Evaluation, Standards, and Student Testing.

- Abedi, J., Lord, C., Hofstetter, C., & Baker, E. (2000). Impact of Accommodation Strategies on English Language Learners' Test Performance. *Educational Measurement: Issues and Practice*, 19(3), 16-26. doi: 10.1111/j.1745-3992.2000.tb00034.x
- Adames, J. (1987). *A study of the pre-reading process of selected English as a second language college students*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Albus, D. and M. L. Thurlow (2008). "Accommodating Students With Disabilities on State English Language Proficiency Assessments." *Assessment for Effective Intervention* 33(3): 156-166.
- Arreaga-Mayer, C., Utley, C. A., Perdomo-Rivera, C., & Greenwood, C. R. (2003). Ecobehavioral Assessment of Instructional Contexts in Bilingual Special Education Programs for English Language Learners at Risk for Developmental Disabilities. *Focus on Autism and Other Developmental Disabilities*, 18(1), 28-40. doi: 10.1177/108835760301800105
- Bailey, A. L., & Huang, B. H. (2011). Do current English language development/proficiency standards reflect the English needed for success in school? *Language Testing*, 28(3), 343-365. doi: 10.1177/0265532211404187
- Barrera, M. (2003). "Curriculum-Based Dynamic Assessment for New- or Second-Language Learners with Learning Disabilities in Secondary Education Settings." *Assessment for Effective Intervention* 29(1): 69-84.
- Fien, H., J. L. M. Smith, et al. (2011). "*Including English Learners in a Multitiered Approach to Early Reading Instruction and Intervention." *Assessment for Effective Intervention* 36(3): 143-157.
- Goldenberg, C. (2008, Summer). Teaching English Language Learners – What the research does – and does not say. *American Educator*, 8-44.
- Goto Butler, Y., & Lee, J. (2010). The effects of self-assessment among young learners of English. *Language Testing*, 27(1), 5-31. doi: 10.1177/0265532209346370
- Hakuta, K. (1998). Improving education for all children: Meeting the needs of language minority children. In D. Clark (Ed.), *Education and the Development of American Youth*. Washington, DC: The Aspen Institute.
- Hakuta, K. (2011). Educating Language Minority Students and Affirming Their Equal Rights: Research and Practical Perspectives. *Educational Researcher*, 40(4), 163-174. doi: 10.3102/0013189x11404943
- Huhta, A., Kalaja, P., & Pitkänen-Huhta, A. (2006). Discursive construction of a high-stakes test: the many faces of a test-taker. *Language Testing*, 23(3), 326-350. doi:

10.1191/0265532206lt331oa

- Leung, C., & Mohan, B. (2004). Teacher formative assessment and talk in classroom contexts: assessment as discourse and assessment of discourse. *Language Testing*, 21(3), 335-359. doi: 10.1191/0265532204lt287oa
- Pennock-Roman, M., & Rivera, C. (2007). The differential effects of time on accommodated vs. unaccommodated content assessments for English language learners. Houston, TX: Center on Instruction.
- Rivera, C., Collum, E., Willner, L. S., & Sia, J. K., Jr. (2006). An analysis of state assessment policies addressing the accommodation of English language learners. In C. Rivers & E. Collum (Eds.), *A national review of state assessment policy and practice for English language learners* (pp. 1-173). Mahwah, NJ: Erlbaum.
- Solano-Flores, G. & Li, M. (2008). "Examining the Dependability of Academic Achievement Measures for English Language Learners." *Assessment for Effective Intervention* 33(3): 135-144.
- Solano-Flores, G., & Trumbull, E. (2003). Examining Language in Context: The Need for New Research and Practice Paradigms in the Testing of English-Language Learners. *Educational Researcher*, 32(2), 3-13. doi: 10.3102/0013189x032002003
- Valdes, G. (2001). *Learning and not learning English: Latino students in American schools*. New York: Teachers College Press.
- Toohy, K. (2007). Are the lights coming on? How can we tell? English language learners and literacy assessment. *Canadian Modern Language Review-Revue Canadienne Des Langues Vivantes*, 64(2), 253-272.
- Yzquierdo, Z. A., G. Blalock, et al. (2004). "Language-Appropriate Assessments for Determining Eligibility of English Language Learners for Special Education Services." *Assessment for Effective Intervention* 29(2): 17-30.
- Zhang, W. (2006). Assessing English digital literacy: The project approach. *Foreign Language Teaching and Research*, 2, 115-121.
- Zhang, W., & Hill, C. (2007). Assessing digital literacy skills for a new College English curriculum. In W. Hu & Q. Wen (Eds.), *Selected papers from the Fourth International Conference on ELT in China* (pp. 599-608). Beijing, China: Foreign Language Teaching and Research Press.

Accommodations and Assessment of Students with Disabilities

- Abt Associates. (2006). Improving results for students with disabilities: Key findings from the 1997 National Assessment Studies. Bethesda, MD: Abt Associates.
- Ahearn, E. (2009). Growth models and students with disabilities: Report of state interviews. Alexandria, VA: National Association of State Directors of Special Education. Retrieved from <http://www.projectforum.org>
- Albus, D., Lazarus, S. S., Thurlow, M. L., & Cormier, D. (2009). Characteristics of states' alternate assessments based on modified academic achievement standards in 2008 (Synthesis Report 72). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Alisa Lowrey, K., E. Drasgow, et al. (2007). "Impact of Alternate Assessment on Curricula for Students With Severe Disabilities." *Assessment for Effective Intervention* 32(4): 244-253.
- American Psychological Association, National Council on Measurement in Education, & American Educational Research Association (1999). *Standards for educational and psychological testing*. Washington, DC: American Educational Research Association.
- American Speech-Language-Hearing Association. (2009). 2009 Public policy agenda. Retrieved from <http://www.asha.org/advocacy/briefs-agenda/09PPA.htm>
- Anderson, N. E., Jenkins, F. F., & Miller, K. E. (1996). NAEP inclusion criteria and testing accommodations: Findings from the NAEP 1995 field test in mathematics. Washington, DC: National Center for Education Statistics.
- Baglieri, S., Valle, J. W., Connor, D. J., & Gallagher, D. J. (2011). Disability Studies in Education. *Remedial and Special Education*, 32(4), 267-278. doi: 10.1177/0741932510362200
- Bielinski, J., Sheinker, A., & Ysseldyke, J. (2003). Varied opinions on how to report accommodated test scores: Findings based on CTB/McGraw-Hill's framework for classifying accommodations *Synthesis Report 49*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Bowen, S., & Ferrell, K. (2003). Assessment in low-incidence disabilities: The day-to-day realities. *Rural Special Education Quarterly*, 22(4), 10-19.
- Burns, E. (1998). Testing accommodations for students with disabilities. Springfield, IL: Charles C. Thomas.
- Cahalan-Laitusis, C., Morgan, D., Bridgeman, B., Zanna, J., & Stone, E. (2007). Examination of fatigue effects from extended time accommodations on the SAT Reasoning Test. New York: College Board.

- Cameto, R., & Nagle, K. (2010). *Where are we going and what have we learned? Research related to alternate assessments based on alternate achievement standards*. Paper presented at the Annual Meeting of the American Educational Research Association, Denver, CO.
- Campione, J. C. (1989). Assisted assessment: A taxonomy of approaches and an outline of strengths and weaknesses. *Journal of Learning Disabilities, 22*(3), 151-165.
- Campione, J. C., & Brown, A. L. (1987). Linking dynamic assessment with school achievement. In C. S. Lidz (Ed.), *Dynamic assessment: An interactional approach to evaluating learning potential* (pp. 82 –115). New York: Guilford Press.
- Center on Education Policy. (2009, November). Has progress been made in raising achievement for students with disabilities? Author: Washington, DC.
- Christensen, L. L., Albus, D., & Thurlow, M. L. (in press). *Accommodation policies for ELLs with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes, IVARED.
- Christensen, L. L., Lazarus, S. S., Crone, M., & Thurlow, M. L. (2008). 2007 State policies on assessment participation and accommodations for students with disabilities (Synthesis Report 69). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L. L., Carver, W., VanDeZande, J., & Lazarus, S. (2011). *Accommodations manual: How to select, administer, and evaluate the use of accommodations for instruction and assessment of students with disabilities* (3rd ed.). Washington, DC: Council of Chief State School Officers, Assessing Special Education Students State Collaborative on Assessment and Student Standards.
- Christensen, L. L., Lazarus, S. S., Lail, K., Crone, M., & Thurlow, M. L. (2008). 2007 state policies on assessment participation and accommodations for students with disabilities *Synthesis Report 69*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Christensen, L. L., Liu, K. K., & Thurlow, M. L. (2010). Professional development for teaching ELLs with disabilities. In C. J. Casteel & K. G. Ballantyne (Eds.), *Professional development in action: Improving teaching for English learners*. Washington, DC: National Clearinghouse for English language Acquisition and Language Instruction Educational Programs.
- Christensen, L. L., Thurlow, M. L., & Wang, T. (2009). *Improving accommodations outcomes: Monitoring instructional and assessment accommodations for students with disabilities*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Clapper, A. T., Morse, A. B., Lazarus, S. S., Thompson, S. J., & Thurlow, M. L. (2005). 2003

state policies on assessment participation and accommodations for students with disabilities *Synthesis Report 56*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Clapper, A. T., Morse, A. B., Thompson, S. J., & Thurlow, M. L. (2005). Access assistants for state assessments: A study of state guidelines for scribes, readers, and sign language interpreters *Synthesis Report 58*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Corris, A. (2006). *Developing and Implementing Action Plans for Learners in Need of Strategic Intervention*. Paper presented at the 32nd Annual COSA Seaside Conference. Blurring the Lines of Accountability: A Collaborative Approach to Educating All Children, Salem, OR.

Cook, L., Eignor, D., Sawaki, Y., Steinberg, J., & Cline, F. (2010). Using Factor Analysis to Investigate Accommodations Used by Students with Disabilities on an English-Language Arts Assessment. *Applied Measurement in Education, 23*(2), 187-208. doi: 10.1080/08957341003673831

Consortium for Citizens with Disabilities. (2010). CCD Education Task Force response to Race to the Top notice inviting applications for Comprehensive Assessment Systems Grants. Retrieved from http://www.c-c-d.org/task_forces/education/CCD%20Race%20to%20the%20Top%20NIA%20letter%20final.pdf

Cormier, D. C., Altman, J. R., Shyyan, V., & Thurlow, M. L. (2010). A summary of the research on the effects of test accommodations: 2007-2008 *Technical Report 56*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Cortiella, C. (2009). *A parent's guide to universal design for learning: Understanding the Standards-based IEP*. New York: National Center for Learning Disabilities.

Cortiella, C., & Kaloi, L. (2009). Understanding the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act: The impact on students with LD and AD/HD *Parent Advocacy Brief*. New York: National Center for Learning Disabilities.

Council for Exceptional Children. (2009). Race to the Top comments of Council for Exceptional Children. Retrieved from <http://www.cec.sped.org/AM/Template.cfm?Section=Home&TEMPLATE=/CM/ContentDisplay.cfm&CONTENTID=12938>

Cox, M. L., Herner, J. G., Demczyk, M. J., & Nieberding, J. J. (2006). Provision of Testing Accommodations for Students With Disabilities on Statewide Assessments: Statistical Links With Participation and Discipline Rates. *Remedial and Special Education, 27*(6), 346-353. doi: 10.1177/07419325060270060401

- DeStefano, L., Shriner, J. G., & Lloyd, C. A. (2001). Teacher decision making in participation of students with disabilities in large-scale assessment. *Exceptional Children, 68*(1), 7-22.
- Eckes, S., & Swando, J. (2009). Special education subgroups under NCLB: Issues to consider. *Teachers College Record, 111*(11). Retrieved from <http://www.tcrecord.org/library>
- Elliott, S. N., Braden, J. B., & White, J. L. (2001). *Assessing one and all: Educational accountability for students with disabilities*. Arlington, VA: Council for Exceptional Children.
- Elliott, J., Bielinski, J., Thurlow, M., DeVito, P., & Hedlund, E. (1999). Accommodations and the performance of all students on Rhode Island's performance assessment *Rhode Island Report 1*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Elliott, J. L., & Thurlow, M. L. (2006). *Improving test performance of students with disabilities on district and state assessments* (2nd ed.). Thousand Oaks, CA: Corwin.
- Elliott, S. N., & Roach, A. T. (2007). Alternate Assessments of Students with Significant Disabilities: Alternative Approaches, Common Technical Challenges. *Applied Measurement in Education, 20*(3), 301-333. doi: 10.1080/08957340701431385
- Eyal, G. (2010). How Parents of Autistic Children Became Experts on their Own Children: Notes towards a Sociology of Expertise. *Berkeley Journal of Sociology*.
- Eyal, G., Hart, B., Onculer, E., Oren, N., & Rossi, N. (2010). *The autism matrix*. Malden, MA: Polity Press.
- Feldman, E., Kim, J.-S., & Elliott, S. N. (2011). The Effects of Accommodations on Adolescents' Self-Efficacy and Test Performance. *The Journal of Special Education, 45*(2), 77-88. doi: 10.1177/0022466909353791
- Feuerstein, R. (1980). *The dynamic assessment of retarded performers: The learning potential assessment device, theory, instruments, and techniques*. Baltimore, MD: University Park Press.
- Fletcher, J., Francis, D., Boudousquie, A., Copeland, K., Young, V., Kalinowski, S., & Vaughn, S. (2006). Effects of Accommodations on High-Stakes Testing for Students With Reading Disabilities. *Exceptional Children, 72*(2), 136-150.
- Fletcher, J., Francis, D., O'Malley, K., Copeland, K., Mehta, P., Caldwell, C., . . . Vaughn, S. (2009). Effects of a Bundled Accommodations Package on High-Stakes Testing for Middle School Students With Reading Disabilities. *Exceptional Children, 75*(4), 447-463.
- Fletcher, J. D. (2004). Cognitive readiness: Preparing for the unexpected. In J. Toiskallio (Ed.), *Identity, ethics, and soldiership* (pp. 131-142). Helsinki: Finnish National Defence

College.

- Fuchs, L., & Fuchs, D. (2001). Helping teachers formulate sound test accommodation decisions for students with learning disabilities. *Learning Disabilities Research and Practice*, 16(3), 174–181.
- Goldstein, J., & Behuniak, P. (2011). Assumptions in Alternate Assessment. *Assessment for Effective Intervention*, 36(3), 179-191. doi: 10.1177/1534508410392208
- Gregg, N. (2009). *Adolescents and adults with learning disabilities and ADHD: Assessment and accommodation*. New York: Guilford.
- Gregg, N. (2012). Increasing Access to Learning for the Adult Basic Education Learner With Learning Disabilities: Evidence-Based Accommodation Research. *Journal of Learning Disabilities*, 45(1), 47-63. doi: 10.1177/0022219411426855
- Hayes, A. (1990). The Context and Future of Judgment-Based Assessment. *Topics in Early Childhood Special Education*, 10(3), 1-12. doi: 10.1177/027112149001000302
- Hodgson, J. R., Lazarus, S. S., Price, L., Altman, J. R., & Thurlow, M. L. (2012). Test administrators' perspectives on the use of the read aloud accommodation on state tests for accountability *Technical Report*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Hodgson, J. R., Lazarus, S. S., & Thurlow, M. L. (2011). Professional development to improve accommodations decisions—A review of the literature *Synthesis Report 84*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Hollenbeck, K. (2002). Determining when test alterations are valid accommodations or modifications for large-scale assessment. In G. Tindal & T. Haladyna (Eds.), *Large-scale assessment programs for all students* (pp. 109-148). Mahwah, NJ: Lawrence Erlbaum.
- Hollenbeck, K., Tindal, G., & Almond, P. (1998). Teachers' Knowledge of Accommodations As a Validity Issue in High-Stakes Testing. *The Journal of Special Education*, 32(3), 175-183. doi: 10.1177/002246699803200304
- Johnstone, C., Thompson, S., Bottsford-Miller, N., & Thurlow, M. (2008). Universal Design and Multimethod Approaches to Item Review. *Educational Measurement: Issues and Practice*, 27(1), 25-36. doi: citeulike-article-id:7242599
- Johnstone, C. J., Altman, J., & Thurlow, M. L. (2006). *A state guide to the development of universally designed assessments*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Johnstone, C. J., Altman, J., Thurlow, M. L., & Thompson, S. J. (2006). A summary of research on the effects of test accommodations: 2002 through 2004 *Technical Report 45*.

Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

- Karvonen, M., S. Y. Wakeman, et al. (2007). "Measuring the Enacted Curriculum for Students With Significant Cognitive Disabilities." *Assessment for Effective Intervention* 33(1): 29-38.
- Ketterlin-Geller, L. R. (2005). Knowing what all students know: Procedures for developing universal design for assessment. *The Journal of Technology, Learning, and Assessment*, 4(2), 1-21.
- Ketterlin-Geller, L. R. (2008). Testing Students with Special Needs: A Model for Understanding the Interaction Between Assessment and Student Characteristics in a Universally Designed Environment. *Educational Measurement: Issues and Practice*, 27(3), 3-16. doi: 10.1111/j.1745-3992.2008.00124.x
- Ketterlin-Geller, L. R., Alonzo, J., Braun-Monegan, J., & Tindal, G. (2007). Recommendations for accommodations: Implications of (in)consistency. *Remedial and Special Education*, 28(4), 194-206.
- Kettler, R. J. (2012). Testing accommodations: Theory and research to inform practice. *International Journal of Disability, Development and Education*, 59(1), 53-66.
- Klein, J. A., Wiley, H. I., & Thurlow, M. L. (2006). Uneven transparency: NCLB tests take precedence in public assessment reporting for students with disabilities (Tech. Rep. No. 43). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Kopriva, R. J., Emick, J. E., Hipolito-Delgado, C. P., & Cameron, C. A. (2007). Do Proper Accommodation Assignments Make a Difference? Examining the Impact of Improved Decision Making on Scores for English Language Learners. *Educational Measurement: Issues and Practice*, 26(3), 11-20. doi: 10.1111/j.1745-3992.2007.00097.x
- Koretz, D., & Hamilton, L. (2000). Assessment of Students with Disabilities in Kentucky: Inclusion, Student Performance, and Validity. *Educational Evaluation and Policy Analysis*, 22(3), 255-272. doi: 10.2307/1164243
- Laing, J., & Farmer, M. (1984). Use of the ACT assessment by examinees with disabilities *Research Report No. 84*. Iowa City, IA: American College Testing Program.
- Laitusis, C. C. (2007). Research designs and analysis for studying accommodations on assessments. In C. C. Laitusis & L. L. Cook (Eds.), *Large-scale assessment and accommodations: What works?* (pp. 67-79). Arlington, VA: Council for Exceptional Children.
- Laitusis, C. C. (2010). Examining the Impact of Audio Presentation on Tests of Reading

Comprehension. *Applied Measurement in Education*, 23(2), 153-167. doi: 10.1080/08957341003673815

- Laitusis, C. C., & Cook, L. L. (2007). *Large-scale assessment and accommodations: What works?* Arlington, VA: Council for Exceptional Children.
- Langley, J., & Olsen, K. (2003). Training district and state personnel on accommodations: A study of state practices, challenges, and resources. Washington, DC: Council of Chief State School Officers.
- Lazarus, S. S., Thurlow, M. L., Lail, K. E., Eisenbraun, K. D., & Kato, K. (2006). 2005 state policies on assessment participation and accommodations for students with disabilities *Synthesis Report 64*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Leonard, J. (1986). *Families and autism: An ethnographic approach*. Doctoral dissertation, Teachers College, Columbia University, New York.
- Liu, K., Albus, D., & Thurlow, M. (2006). Examining participation and performance as a basis for improving performance. *Journal of Special Education Administration*, 19(1), 34-42.
- Mattson, D., & Russell, M. (2010). *Meeting interoperability and accessibility requirements by adopting the accessible portable item profile (APIP) standards*. Roseville, MN: Minnesota Department of Education.
- Mazzeo, J., Carlson, J. E., Voekl, K. E., & Lutkus, A. D. (2000). Increasing the participation of special needs students in NAEP *NCES 2000-473*. Washington, DC: U.S. Department of Education, Office of Educational Research and Improvement.
- McDermott, R. P. (1993). The acquisition of a child by a learning disability. In S. C. a. J. Lave (Ed.), *Understanding practice* (pp. 269-305). New York: Cambridge University Press.
- McDermott, R. P., & Varenne, H. (1995). Culture as disability. *Anthropology and Education Quarterly*, 26, 324-348.
- McDonnell, L. M., McLaughlin, M. J., & Morison, P. (Eds.). (1997). *Educating one & all: Students with disabilities and standards-based reform*. Washington, DC: National Academy Press.
- McKevitt, B., Marquart, A., Mroch, A., Schulte, A. G., Elliott, S. N., & Kratochwill, T. R. (2000). *Understanding the effects of testing accommodations: A single case approach*. Paper presented at the Annual Meeting of the Council of Chief State School Officers, Snowbird, UT.
- Mehan, H., Hertwerk, A., & Meihls, J. (1986). *Handicapping the handicapped*. Stanford, CA: Stanford University Press.

- Meyen, E., Poggio, J., Seok, S., & Smith, S. (2006). Equity for students with high-incidence disabilities in statewide assessments: A technology-based solution. *Focus on Exceptional Children*, 38(7), 1-8.
- National Center on Educational Outcomes. (2011). Don't forget accommodations! Five questions to ask when moving to technology-based assessments *NCEO Brief Number 1*. Minneapolis, MN: University of Minnesota.
- National Center for Learning Disabilities. (2009). Growth models for accountability: Considerations and recommendations for including students with disabilities (Policy Briefing). Washington, DC: Author.
- Nolet, V., & McLaughlin, M. J. (2005). *Accessing the general curriculum: Including students with disabilities in standards-based reform* (2nd ed.). Thousand Oaks, CA: Corwin Press.
- Pennock-Roman, M., & Rivera, C. (2011). Mean Effects of Test Accommodations for ELLs and Non-ELLs: A Meta-Analysis of Experimental Studies. *Educational Measurement: Issues and Practice*, 30(3), 10-28. doi: 10.1111/j.1745-3992.2011.00207.x
- Phillips, S. E. (1994). High-Stakes Testing Accommodations: Validity Versus Disabled Rights. *Applied Measurement in Education*, 7(2), 93-120. doi: 10.1207/s15324818ame0702_1
- Randall, J., Cheong, Y. F., & Engelhard, G. (2011). Using Explanatory Item Response Theory Modeling to Investigate Context Effects of Differential Item Functioning for Students With Disabilities. *Educational and Psychological Measurement*, 71(1), 129-147. doi: 10.1177/0013164410391577
- Roach, A. T. (2005). Alternate assessment as the "ultimate accommodation": Four challenges for policy and practice. *Assessment for Effective Intervention*, 31, 73-78.
- Roach, A. T. and S. N. Elliott (2006). "The Influence of Access to General Education Curriculum on Alternate Assessment Performance of Students With Significant Cognitive Disabilities." *Educational Evaluation and Policy Analysis* 28(2): 181-194.
- Rhode Island Department of Education. (2003). Rhode Island assessment accommodation study: Research summary. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Rogers, C. M., Christian, B., & Thurlow, M. L. (2012). A summary of the research on the effects of test accommodations: 2009-2010. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Sherman, S. W., & Robinson, N. M. (Eds.). (1982). *Ability testing of handicapped people: Dilemma for government, science, and the public*. Washington, DC: National Academy Press.

- Shriner, J., & Destefano, L. (2003). Participation and Accommodation in State Assessment: The Role of Individualized Education Programs. *Exceptional Children*, 69(2), 147-161.
- Shriner, J. G., Spande, G. E., & Thurlow, M. L. (2004). State special education outcomes 2003: A report on state activities in the assessment of educational outcomes for students with disabilities. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Shriner, J., & DeStefano, L. (2007). Assessment accommodation considerations for middle school students with disabilities. In C. C. Laitusis & C. Cook (Eds.), *Large-scale assessment and accommodations: What works?* Washington, DC: Council for Exceptional Children.
- Sireci, S. G., Scarpeti, S. E., & Li, S. (2005). Test accommodations for students with disabilities: An analysis of the interaction hypothesis. *Review of Educational Research*, 75, 457–490.
- Thompson, S., Blount, A., & Thurlow, M. (2002). A summary of research on the effects of test accommodations: 1999 through 2001 *Technical Report 34*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thompson, S. J., Quenemoen, R., & Thurlow, M. L. (2006). Factors to consider in the design of inclusive online assessments. In M. Hricko (Ed.), *Online assessment and measurement: Foundations and challenges* (pp. 102-117). Hershey, PA: Information Science Publishing.
- Thompson, S. J., Thurlow, M. L., & Malouf, D. (2004). Creating better tests for everyone through universally designed assessments. *Journal of Applied Testing Technology*, 10(2).
- Thurlow, M. L., Albus, D., & Christensen, L. L. (2009). Minnesota manual of accommodations for students with disabilities in instruction and assessment: A guide to selecting, administering, and evaluating the use of accommodations. Roseville, MN: Minnesota Department of Education.
- Thurlow, M. L., Elliott, J. E., & Ysseldyke, J. E. (2003). *Testing students with disabilities: Practical strategies for complying with district and state requirements* (2nd ed.). Thousand Oaks, CA: Corwin.
- Thurlow, M. L., Elliott, J. L., & Ysseldyke, J. E. (1998). *Testing students with disabilities: Practical strategies for complying with district and state requirements*. Thousand Oaks, CA: Corwin Press.
- Thurlow, M. L., House, A., Boys, C., Scott, D., & Ysseldyke, J. (2000). State participation and accommodations policies for students with disabilities: 1999 update *Synthesis Report 33*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Laitusis, C. C., Dillon, D. R., Cook, L. L., Moen, R. E., Abedi, J., & O'Brien, D. G. (2009). *Accessibility principles for reading assessments*. Minneapolis, MN: National Accessible Reading Assessment Projects.

- Thurlow, M., Lazarus, S., Quenemoen, R., & Moen, R. (2010). Using growth for accountability: Considerations for students with disabilities (Policy Directions 21). Minneapolis: University of Minnesota, National Center on Educational Outcomes. Retrieved from [http:// education.umn.edu/NCEO/OnlinePubs/Policy21](http://education.umn.edu/NCEO/OnlinePubs/Policy21)
- Thurlow, M. L., Lazarus, S., Thompson, S., & Robey, J. (2002). 2001 state policies on assessment participation and accommodations *Synthesis Report 46*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Lazarus, S. S., & Christensen, L. L. (2013). Accommodations for assessment. In B. Cook & M. Tankersley (Eds.), *Effective practices in special education* (pp. 311-327). Iowa City, IA: Pearson.
- Thurlow, M. L., & Liu, K. K. (2001). Can “all” really mean students with disabilities who have limited English proficiency? *Journal of Special Education Leadership*, 14(2), 63-71.
- Thurlow, M. L., McGrew, K. S., Tindal, G., Thompson, S. L., Ysseldyke, J. E., & Elliott, J. L. (2000). Assessment accommodations research: Considerations for design and analysis *Technical Report 26*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Moen, R. E., Lekwa, A. J., & Scullin, S. B. (2010). Examination of a reading pen as a partial auditory accommodation for reading assessment. Minneapolis, MN: University of Minnesota, Partnership for Accessible Reading Assessment.
- Thurlow, M. L., Quenemoen, R., Altman, J. R., & Cuthbert, M. (2008). Trends in the participation and performance of students with disabilities (Tech. Rep. 50). Minneapolis: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Quenemoen, R. F., & Lazarus, S. S. (2011). Meeting the needs of special education students: Recommendations for the Race to the Top consortia and states. Washington, DC: Arabella Advisors.
- Thurlow, M. L., Scott, D., & Ysseldyke, J. E. (1995). A compilation of states’ guidelines for accommodations in assessment for students with disabilities *Synthesis Report 18*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Seyfarth, A. L., Scott, D. L., & Ysseldyke, J. E. (1997). State assessment policies on participation and accommodations for students with disabilities: 1997 update *Synthesis Report 29*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Shriner, J. G., & Ysseldyke, J. E. (1994). *Students with disabilities in the context of educational reform based on statewide educational assessments*. Paper presented at the Annual meeting of the American Educational Research Association, New Orleans, LA.

- Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1993). Testing accommodations for students with disabilities: A review of the literature *Synthesis Report 4*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Thurlow, M. L., Ysseldyke, J. E., & Silverstein, B. (1995). Testing Accommodations for Students with Disabilities. *Remedial and Special Education, 16*(5), 260-270. doi: 10.1177/074193259501600502
- Tindal, G., & Fuchs, L. (1999). A summary of research on test accommodations: An empirical basis for defining test accommodations *ERIC Document Reproduction Service No. ED 442 245*. Lexington, KY: Mid-South Regional Resource Center.
- Willingham, W. W., Ragosta, M., Bennett, R. E., Braun, H., Rock, D. A., & Powers, D. E. (Eds.). (1988). *Testing handicapped people*. Boston: Allyn & Bacon.
- Willingham, W. W., Ragosta, M., Bennett, R. E., Braun, H., Rock, D. A., & Powers, D. E. (1988). *Testing handicapped people*. Boston, MA: Allyn & Bacon.
- Wodrich, D. L., & Schmitt, A. J. (2006). *Patterns of Learning Disorders: Working Systematically from Assessment to Intervention*. New York: Guilford.
- Wu, Y. C., Liu, K. K., Thurlow, M. L., Lazarus, S. S., Altman, J., & Christian, E. (2012). Characteristics of low performing special education and non-special education students on large-scale assessments *Technical Report 60*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Ysseldyke, J. E., Algozzine, B., Shinn, M. R., & McGue, M. (1982). Similarities and Differences Between Low Achievers and Students Classified Learning Disabled. *The Journal of Special Education, 16*(1), 73-85. doi: 10.1177/002246698201600108
- Ysseldyke, J. E., Algozzine, B., & Thurlow, M. L. (1992). *Critical issues in special education*. Boston: Houghton-Mifflin.
- Ysseldyke, J. E., & Bielinski, J. (2002). Effect of different methods of reporting and reclassification on trends in test scores for students with disabilities. *Exceptional Children, 68*(2), 189–200.
- Ysseldyke, J. E., & Olsen, K. R. (1997). Putting alternate assessments into practice: What to measure and possible sources of data *Synthesis Report No. 28*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.
- Ysseldyke, J. E., Thurlow, M. L., & Linn, D. (1999). NGA Brief: Including students with disabilities in statewide assessments and accountability systems. Washington, DC: National Governors' Association.

Yzquierdo, Z. A., G. Blalock, et al. (2004). "Language-Appropriate Assessments for Determining Eligibility of English Language Learners for Special Education Services." *Assessment for Effective Intervention* 29(2): 17-30.

Zenisky, A. L., & Sireci, S. G. (2007). A summary of the research on the effects of test accommodations: 2005-2006 *Technical Report 47*. Minneapolis, MN: University of Minnesota, National Center on Educational Outcomes.

Psychometrics and Psychometric Theory & Principles

Anastasi, A., & Urbina, S. (1997). *Psychological testing* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Antonenko, P., Toy, S., & Niederhauser, D. (2012). Using cluster analysis for data mining in educational technology research. *Educational Technology Research and Development*, 60(3), 383-398. doi: 10.1007/s11423-012-9235-8

Allen, M. J., & Yen, W. M. (1979). *Introduction to measurement theory*. Brooks/Cole: Monterey, CA.

Almond, R. G., DiBello, L. V., Moulder, B., & Zapata-Rivera, J.-D. (2007). Modeling Diagnostic Assessments with Bayesian Networks. *Journal of Educational Measurement*, 44(4), 341-359. doi: 10.1111/j.1745-3984.2007.00043.x

Bennett, R. E., Rock, D. A., & Jirle, T. (1986). The psychometric characteristics of the GRE General Test for three handicapped groups *ETS Research Report RR-86-6*. Princeton, NJ: Educational Testing Service.

Bennett, R. E., Rock, D. A., & Kaplan, B. A. (1985). The psychometric characteristics of the SAT for nine handicapped groups *ETS Research Report RR-85-49*. Princeton, NJ: Educational Testing Service.

Borsboom, D. (2006). The attack of the psychometricians. *Psychometrika*, 71(3), 425-440.

Cai, L. (in press). Potential applications of latent variable modeling for the psychometrics of medical simulation. *Military Medicine*.

Cai, L., Chung, G. K. W. K., Delacruz, G. C., Baker, E. L., & Iseli, M. R. (in press). Computational model for integrating learning, instruction, and assessment *Position Paper*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.

Conati, C., Gertner, A., & Vanlehn, K. (2002). Using Bayesian Networks to Manage Uncertainty in Student Modeling. *User Modeling and User-Adapted Interaction*, 12(4),

371-417. doi: 10.1023/a:1021258506583

- Crocker, L., & Algina, J. (1986). Introduction to classical and modern test theory. Orlando, FL: Holt, Rinehart and Winston.
- Embretson, S. E. (Ed.). (1985). *Test design: Developments in psychology and psychometrics*. Orlando: Academic Press.
- Huck, S. W. (2009). *Statistical misconceptions*. New York: Psychology Press, Taylor & Francis.
- Kaplan, D., & Elliott, P. R. (1997). A model-based approach to validating education indicators using multilevel structural equation modeling. *Journal of Educational and Behavioral Statistics*, 22(3), 323-347. Jensen, F. V. (1996). *An Introduction to Bayesian Networks*. New York: Springer-Verlag.
- Kim, D.-H., Schneider, C., & Siskind, T. (2009). Examining the Underlying Factor Structure of a Statewide Science Test Under Oral and Standard Administrations. *Journal of Psychoeducational Assessment*, 27(4), 323-333. doi: 10.1177/0734282908328632
- Kline, P. (1998). *The new psychometrics: Science, psychology and measurement*. London: Routledge.
- Kolen, M. J., & Brennan, R. L. (2004). *Test equating, scaling, and linking: Methods and practices* Springer.
- Levy, R. (2009). Evidentiary Reasoning in Diagnostic Classification Models. *Measurement: Interdisciplinary Research and Perspectives*, 7(1), 36-41. doi: 10.1080/15366360802504773
- Levy, R. (2011). Posterior Predictive Model Checking for Conjunctive Multidimensionality in Item Response Theory. *Journal of Educational and Behavioral Statistics*, 36(5), 672-694. doi: 10.3102/1076998611410213
- Lord, F. M. & Novick, M. R. (1968). *Statistical theories of mental test scores*. Reading MA: Addison-Wesley Publishing Company.
- Luce, R., & Tukey, J. (1964). Simultaneous conjoint measurement: A new type of fundamental measurement. *Journal of Mathematical Psychology*, 1(1), 1-27. doi: citeulike-article-id:5664493 doi: 10.1016/0022-2496(64)90015-X
- Margolis, M. J., & Clauser, B. E. (2006). A regression-based procedure for automated scoring of a complex medical performance assessment. In D. W. Williamson, I. I. Bejar & R. J. Mislevy (Eds.), *Automated scoring of complex tasks in computer-based testing* (pp. 123-168). Mahwah, NJ: Lawrence Erlbaum.

- Mislevy, R. J. (1992). Linking educational assessments: Concepts, issues, methods, and prospects.
- Mislevy, R. J., & Levy, R. (2007). Bayesian psychometric modeling from an evidence-centered design perspective. In C. R. Rao & S. Sinharay (Eds.), *Handbook of statistics* (Vol. 26, pp. 839-865). North-Holland: Elsevier.
- Mislevy, R. J., Riconscente, M. M., & Rutstein, D. W. (2009). Design patterns for assessing model-based reasoning *PADI-Large Systems Technical Report 6*. Menlo Park, CA: SRI International.
- Reeve, B. B., Hays, R. D., Bjorner, J. B., Cook, K. F., Crane, P. K., Teresi, J. A., . . . Cella, D. (2007). Psychometric evaluation and calibration of health-related quality of life item banks: plans for the Patient-Reported Outcomes Measurement Information System (PROMIS). *Medical Care*, 45(5 Suppl 1), S22-31. doi: 10.1097/01.mlr.0000250483.85507.04
- Russell, D. W. (2002). In search of underlying dimensions: The use (and abuse) of factor analysis in personality and social psychology bulletin. *Personality and Social Psychology Bulletin*, 28(12), 1629-1646.
- Rodriguez, M. C. (2009). Psychometric Considerations for Alternate Assessments Based on Modified Academic Achievement Standards. *Peabody Journal of Education*, 84(4), 595-602. doi: 10.1080/01619560903241143
- Stout, W. (2002). Psychometrics: From practice to theory and back. *Psychometrika*, 67(4), 485-518.

Item response theory

- de Boeck, P., & Wilson, M. (Eds.). (2004). *Explanatory item response models: A generalized linear and nonlinear approach*. New York: Springer.
- Gorin, J. S. (2006). *Using alternative data sources to inform item difficulty modeling*. Paper presented at the 2006 Annual Meeting of the National Council on Educational Measurement, San Francisco.
- Hambleton, R. K. & Swaminathan, H. (1985). *Item response theory: Principles and applications*. Boston: Kluwer Nijhoff Publishing.
- Hambleton, R. K., Swaminathan, H., & Rogers, H. J. (1991). *Fundamentals of Item Response Theory*. Newbury Park, CA: Sage Press.

- Lord, F. M. (1980). *Applications of item response theory to practical testing problems*. Hillsdale, NJ: Lawrence Erlbaum Associates.
- Lord, F. M. & Novick, M. R. (1968). *Statistical theories of mental test scores*. Reading MA: Addison-Wesley Publishing Company.
- Rasch, G. (1980). *Probabilistic models for some intelligence and attainment tests* (Expanded ed.). Chicago, IL: The University of Chicago Press.
- Thissen, D. & Orlando, M. (2001). Chapter 3-Item response theory for items scored in two categories. In D. Thissen & H. Wainer (Eds.), *Test Scoring*. Hillsdale, NJ: Erlbaum.
- Thissen, D. & Steinberg, L. (1988). Data analysis using item response theory. *Psychological Bulletin*, 104, 385-395.
- Wainer, H. and Mislevy, R. J. (2000). Item response theory, item calibration, and proficiency estimation. In H. Wainer (Ed.), *Computerized adaptive testing: A primer* (p. 61-100). Mahwah, NJ: Lawrence Earlbaum Associates.
- van der Linden, W. J. & Hambleton, R. K. (Eds.) (1997). *Handbook of modern item response theory*. New York: Springer.
- Wise, S., & DeMars, C. (2006). An application of item response time: The effort-moderated IRT model. *Journal of Educational Measurement*, 43(1), 19-38.

Differential item functioning

- Angoff, W. H. (1993). Perspectives on differential item functioning methodology.
- Cohen, A. S., & Bolt, D. M. (2005). A mixture model analysis of differential item functioning. *Journal of Educational Measurement*, 42(2), 133-148.
- Dorans, N. J., & Schmitt, A. P. (1991). Constructed Response and Differential Item Functioning: A Pragmatic Approach.
- Dorans, N. J. (1989). Two New Approaches to Assessing Differential Item Functioning: Standardization and the Mantel--Haenszel Method. *Applied Measurement in Education*, 2(3), 217-233.
- Everson, H. T., & Osterlind, S. J. (2009). *Differential item functioning* (Vol. 161). Sage Publications, Incorporated.
- Finch, H., Barton, K., & Meyer, P. (2009). Differential Item Functioning Analysis for

Accommodated Versus Nonaccommodated Students. *Educational Assessment*, 14(1), 38-56. doi: 10.1080/10627190902816264

- Holland, P. W., & Wainer, H. (2012). *Differential item functioning*. New York, NY: Routledge.
- Kato, K., Moen, R. E., & Thurlow, M. L. (2009). Differentials of a State Reading Assessment: Item Functioning, Distractor Functioning, and Omission Frequency for Disability Categories. *Educational Measurement: Issues and Practice*, 28(2), 28-40. doi: 10.1111/j.1745-3992.2009.00145.x
- Linn, R. L. (1993). The use of differential item functioning statistics: A discussion of current practice and future implications. *Differential item functioning*, 349-364.
- Narayanan, P., & Swaminathan, H. (1994). Performance of the Mantel-Haenszel and simultaneous item bias procedures for detecting differential item functioning. *Applied Psychological Measurement*, 18(4), 315-328.
- Penfield, R. D. (2005). DIFAS: Differential Item Functioning Analysis System. Computer Program Exchange. *Applied Psychological Measurement*, 29(2), 150-151.
- Rogers, H. J. (2005). Differential item functioning. *Encyclopedia of Statistics in Behavioral Science*,
- Rogers, H. J., & Swaminathan, H. (1993). A comparison of logistic regression and Mantel-Haenszel procedures for detecting differential item functioning. *Applied Psychological Measurement*, 17(2), 105-116.
- Swaminathan, H., & Rogers, H. J. (2005). Detecting differential item functioning using logistic regression procedures. *Journal of Educational measurement*, 27(4), 361-370.
- Tatsuoka, K. K., Linn, R. L., Tatsuoka, M. M., & Yamamoto, K. (1988). Differential Item Functioning Resulting From The Use of Different Solution Strategies. *Journal of Educational Measurement*, 25(4), 301-319. doi: 10.1111/j.1745-3984.1988.tb00310.x
- Teresi, J. A., Kleinman, M., & Ocepek-Welikson, K. (2000). Modern psychometric methods for detection of differential item functioning: application to cognitive assessment measures. *Statistics in Medicine*, 19(11-12), 1651-1683.
- Thissen, D., Steinberg, L., & Wainer, H. (1993). Detection of differential item functioning using the parameters of item response models.
- Wainer, H. (1995). Precision and differential item functioning on a testlet-based test: The 1991 Law School Admissions Test as an example. *Applied Measurement in Education*, 8(2).
- Zumbo, B. D. (1999). A handbook on the theory and methods of differential item functioning (DIF). *Ottawa: National Defense Headquarters*.

Zwick, R., Donoghue, J. R., & Grima, A. (1993). Assessment of differential item functioning for performance tasks. *Journal of Educational Measurement*, 30(3), 233-251.

Zwick, R., & Ercikan, K. (2005). Analysis of differential item functioning in the NAEP history assessment. *Journal of Educational Measurement*, 26(1), 55-66.

Evaluation and Policy Implementation

Aber, J. L., Bennett, N. G., Conley, D. C., & Li, J. (1997). The effects of poverty on child health and development. *Annu Rev Public Health*, 18, 463-483. doi: 10.1146/annurev.publhealth.18.1.463

Aber, L., Morris, P., & Raver, C. (2012). *Children, Families and Poverty: Definitions, Trends, Emerging Science and Implications for Policy*. Ann Arbor, MI: Society for Research in Child Development.

Apple, M. W. (2006). *Educating the "Right" Way: Markets, Standards, God, and Inequality*. New York: Routledge.

Barnes, G., Crowe, E., & Schaefer, B. (2007). *The Cost of Teacher Turnover in Five School Districts: A Pilot Study*. Washington, DC: National Commission on Teaching and America's Future.

Baum, S., & McPherson, M. (2011, January 18). Is Education a Public Good or a Private Good? - The Chronicle of Higher Education, from <http://chronicle.com/blogs/innovations/is-education-a-public-good-or-a-private-good/28329>

Berliner, D. (2010). *High-Stakes Assessments and the Narrowing of the Outcomes of Schooling and Students' Minds*. Paper presented at the "The Blind Assessor: Are We Constraining or Enriching Student Learning?" Symposium, Sydney, Australia. http://sydney.edu.au/education_social_work/professional_learning/resources/papers/BerlinerD_10_ppt_AssessmentSymp.pdf

Bobbitt, F. (1913). Some General Principles of Management Applied to the Problems of City-school Systems. In F. Bobbitt (Ed.), *The Supervision of City Schools* (pp. 7-96). Bloomington, IL: Twelfth Yearbook of the National Society for the Study of Education, Part I, Public School Publishing Company.

Boe, E., Cook, L., & Sunderland, R. (2007). *Trends in the Turnover of Teachers From 1991 to 2004: Attrition, Teaching Area Transfer, and School Migration*. Philadelphia: Center for Research and Evaluation in Social Policy, University of Pennsylvania.

Bowles, S., & Gintis, H. (2002). Schooling in Capitalist America Revisited. *Sociology of Education*, 75(1), 1-18.

- Burke, J. B., Hansen, J. H., Houston, W. R., & Johnson, C. (1975). *Criteria for describing and assessing competency programs*. Syracuse: National Consortium of Competency-based Education Centers.
- Cannell, J. J. (1987). *Nationally normed elementary achievement testing in America's public schools: How all 50 states are above the national average* (2nd ed.). Danniels, WV: Friends of Education.
- Center for K-12 Assessment and Performance Management at ETS. (2012). *Coming together to raise achievement: New assessments for the Common Core State Standards*. Princeton, NJ: Educational Testing Service.
- Center on Education Policy. (2005). *From the capital to the classroom: Year 3 of the No Child Left Behind Act*. Washington, DC: Center for Education Policy Report.
- Center on Education Policy. (2010). *State test score trends through 2005-09, Part 2: Slow and uneven progress in narrowing gaps*. Washington, DC: Author.
- Chadowsky, N., & Chadowsky, V. (2009). *State test score trends through 2005-09, Part 1: Rising scores on state tests and NAEP*. Washington, DC: Center on Education Policy.
- Comer, J., Haynes, N. M., Joyner, E. T., & Ben-Avie, M. (Eds.). (1996). *Rallying the whole village: The Comer process for reforming education*. New York: Teachers College Press.
- Cook, T. D. (2002). Randomized experiments in educational policy research: A critical examination of the reasons the educational evaluation community has offered for not doing them. *Educational Evaluation and Policy Analysis*, 24(3), 175-199.
- Council of Chief State Schools Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: Author.
- Coyle, M. (1992). *The New Jersey high school proficiency test in writing: A pragmatic face on an autonomous model*. Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Crawford, L. (2007). *State testing accommodations: A look at their value and validity*. New York: National Center for Learning Disabilities.
- Cremin, L. (1970). *American Education: The Colonial Experience, 1607-1783*. New York: Harper & Row.
- Cremin, L. (1975). Public Education and the Education of the Public. *Teachers College Record*, 77, 1-12.
- Cremin, L. (1980). *American Education: The National Experience, 1783-1876*. New York:

Harper Collins.

Cremin, L. (1988). *American education: The metropolitan experience, 1876-1980*. New York: Harper & Row.

Cremin, L. (1990). *American Education: The Metropolitan Experience, 1876-1980*. New York: Harper Collins.

Crocco, M. S., & Costigan, A. T. (2007). The Narrowing of Curriculum and Pedagogy in the Age of Accountability Urban Educators Speak Out. *Urban Education, 42*(6), 512-535. doi: 10.1177/0042085907304964

Currivan, G. (1966). Keppel Recommends Overhaul of State Education Organizations and Policies, *New York Times* p. February 15.

Dahler-Larsen, P. (2011). *The evaluation society*. Palo Alto, CA: Stanford Business School Press.

Dinesen, M. S. (2009). Systemic appreciative evaluation: Developing quality instead of just measuring it. *AI Practitioner, 11*, 49-56.

Doyle, D. P., & Cooper, B. S. (Eds.). (1988). *Federal Aid to the Disadvantaged: What Future for Chapter 1?* Philadelphia: Falmer Press.

Dutro, S., & Kinsella, K. (2009). *English Language Development: Issues and Implementation at Grades 6-12*. Sacramento, CA: California Department of Education.

Egan, K. (2008). *The Future of Education: Reimagining Our Schools from the Ground Up*. New Haven, CT: Yale University Press.

Ehren, M. C. M., & Hatch, T. (forthcoming). *Responses of schools to accountability systems using multiple measures: The case of New York City elementary schools*.

Elmore, R. F., & McLaughlin, M. W. (1988). *Steady Work: Policy, Practice, and the Reform of American Education*. Santa Monica, CA: The RAND Corporation.

Ferguson, R. (1991). Paying for public education: New evidence on how and why money matters. *Harvard Journal on Legislation, 28*, 465–498.

Fetterman, D. M. (2000). *Foundations of empowerment evaluation*. Thousand Oaks, CA: Sage.

Fetterman, D. M., & Wandersman, A. (Eds.). (2004). *Empowerment evaluation, principles in practice*. New York: Guilford.

Glennan, T. K. (1967). Issues in the choice of development policies. In T. Marschak, T. K. Glennan & R. Summers (Eds.), *Strategies for research and development* (pp. 13–48). New

York: Springer-Verlag.

- Glover, J. A. (1989). The “testing” phenomenon: Not gone but nearly forgotten. *Journal of Educational Psychology* 81(1), 392-399.
- Grant, G. (1973). Shaping Social Policy: The Politics of the Coleman Report. *Teachers College Record*, 75(1), 17-54.
- Greene, J. C. (2001). Dialogue in Evaluation. *Evaluation*, 7(2), 181-187. doi: 10.1177/135638900100700203
- Greene, K., Thomsen, D., & Michelucci, P. (2011). *Explorations in massively collaborative problem solving*. Paper presented at the Third IEEE Conference on Social Computing, Boston, MA.
- Gunzenhauser, M. G., Montgomery, D., Barry, N. H., Dell, C., & Raiber, M. A. (2004). Oklahoma A+ schools. *Research Report: Year Two 2003-2004*, from <http://www.aplusok.org/uploads/pdfs/Year%20Two%20Report.pdf>
- Haertel, E. (1999). Performance Assessment and Education Reform. *Phi Delta Kappan*, 80, 662-666.
- Haertel, E. H. (2012). *How is testing supposed to improve schooling?* Paper presented at the Annual Meeting of the National Council on Measurement in Education, Vancouver, Canada.
- Hall, J. N., & Ryan, K. E. (2011). Educational Accountability: A Qualitatively Driven Mixed-Methods Approach. *Qualitative Inquiry*, 17(1), 105-115. doi: 10.1177/1077800410389761
- Hamilton, L. S., Stecher, B. M., Marsh, J. R., McCombs, J. S., Robyn, A., Russell, J. L., . . . Barney, M. E. (2005). *Standards-based accountability under No Child Left Behind: Experiences of teachers and administrators in three states*. Santa Monica, CA: Rand.
- Hand, H. C. (1965, September). National Assessment Viewed as The Camel’s Nose. *Phi Delta Kappan*, 47, 8-13.
- Hedges, L. V., & Waddington, T. (1993). From evidence to knowledge to policy: Research synthesis for policy formation. *Review of educational research*, 63(3), 345-352.
- Heubert, J., & Hauser, R. (Eds.). (1999). *High stakes: Testing for tracking, promotion, and graduation*. Washington, DC: National Academy Press.
- Hill, C. (2001, December 27). Pitfalls of annual testing, *The Christian Science Monitor*, p. 9.
- Hursh, D. (2003). Discourse, Power and Resistance in New York: The Rise of Testing and Accountability and the Decline of Teacher Professionalism and Local Control. In J.

Satterwaite, E. Atkinson & K. Gale (Eds.), *Discourse, Power, Resistance: Challenging the Rhetoric of Contemporary Education*. Stoke on Trent, UK: Trentham Books.

- Hursh, D. (2004). Undermining Democratic Education in the USA: the consequences of global capitalism and neo-liberal policies for education policies at the local, state and federal levels. *Policy Futures in Education*, 2(3& 4), 607-620.
- Hursh, D., & Martina, C. A. (2003). Neoliberalism and Schooling in the US: how state and federal government education policies perpetuate inequality. *Journal for Critical Education Policy Studies*, 1(2).
- Kaestle, C. (2009). Clio at the Table: Historical Perspectives and Policymaking in the Field of Education. In K. Wong & R. Rothman (Eds.), *Clio at the Table: Using History to Inform and Improve Education Policy* (pp. 283-294). New York: Peter Lang.
- Karier, C. J. (1972). Testing for Order and Control in the Corporate Liberal State*. *Educational Theory*, 22(2), 154-180. doi: 10.1111/j.1741-5446.1972.tb01274.x
- Kennedy, E. (2007). No Child a national promise to our children Retrieved December 10, 2011, from <http://the.honoluluadvertiser.com/article/2007/Mar/27/op/FP703270324.html>
- Labaree, D. F. (1997). Public Goods, Private Goods: The American Struggle over Educational Goals. *American Educational Research Journal*, 34(1), 39-81.
- Lynn, L. E., Jr. (2008). *Reform of the Federal Government: Lessons for Change Agents*. Paper presented at the LBJ Centennial Symposium, LBJ School of Public Affairs,, Austin, TX.
- Mann, H. (1957). *The republic and the school: On the education of free men*. New York: Teachers College Press.
- Martens, K. (2007). How to become an influential actor – the ‘comparative turn’ in OECD education policy. In K. Martens, A. Rusconi & K. Leuze (Eds.), *New arenas of education governance – The impact of international organizations and markets on education policy making* (pp. 40-56). Houndmills, Basingstoke, Hampshire, UK: Palgrave Macmillan.
- Martin, P., & Midgley, E. (2003). Immigration: Shaping and Re-Shaping America *Population Bulletin* (Vol. 58). Washington, DC: Population Reference Bureau.
- Martinez, A. G., & Mendoza-Denton, R. (2011). The Prospect of Plasticity: Malleability Views of Group Differences and their Implications for Intellectual Achievement, Mental/Behavioral Health, and Public Policy. *Social Issues and Policy Review*, 5(1), 137-159. doi: 10.1111/j.1751-2409.2011.01028.x
- McClintock, R. (2009). On (not) defining education. In H. V. E. W. Gordon (Ed.), *Anthropological perspectives on education* (pp. 27-60). Lewiston, NY: The Edwin Mellen Press.

- McDermott, K. A. (2011). *High-Stakes Reform: The Politics of Educational Accountability*. Washington, DC: Georgetown University Press.
- McNeil, L. M. (2000). *Contradictions of school reform: Educational costs of standardized testing*. New York: Routledge/Falmer.
- Mosteller, F., & Moynihan, D. P. (Eds.). (1972). *On equality of educational opportunity*. New York: Random House.
- National Commission on Excellence in Education. (1983). *A Nation At Risk: The Imperative Educational Reform Report No. 065-000-00177-2*. Washington, DC: Government Printing.
- National Commission on Teaching and America's Future. (1996). *What Matters Most: Teaching for America's Future*. Washington, DC: Author.
- National Council of Teachers of Mathematics. (2000). *Principles and Standards for school mathematics*. Reston, VA: Author.
- National Governors Association Center for Best Practices & Council for Chief State School Officers. (2010). *Common core state standards*. Washington, DC: Author.
- National Research Council. (2012). *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education*. Washington, DC: The National Academies Press.
- Public Law 107-110 - An act to close the achievement gap with accountability, flexibility, and choice, so that no child is left behind, Pub. L. No. H.R. 1 C.F.R. (2002).
- New America Foundation Federal Education Budget Project. (2012). *Per Pupil Expenditure*, from <http://febfp.newamerica.net/k12/rankings/ppexpend/print>
- New York State Testing Program. (2002). *Scoring guide and scorer practice set (English Language Arts, Grade 4)*. Albany, NY: New York State Education Department.
- Noddings, N. (2001). Care and Coercion in School Reform. *Journal of Educational Change*, 2(1), 35-43. doi: 10.1023/a:1011514928048
- Nolen, S. B., Haladyna, T. M., & Haas, N. S. (1992). Uses and Abuses of Achievement Test Scores. *Educational Measurement: Issues and Practice*, 11(2), 9-15. doi: 10.1111/j.1745-3992.1992.tb00234.x
- O'Day, J., & Smith, M. (1993). Systemic reform and educational opportunity. In S. H. Fuhrman (Ed.), *Designing coherent educational policy: Improving the system*. New York: Jossey-Bass.

- Partnership for 21st Century Skills. (2011). Global awareness, from <http://www.p21.org/overview/skills-framework/256>
- Partnership for Assessment of Readiness for College and Careers. (2010). The Partnership for Assessment of Readiness for College and Careers (PARCC) application for the Race to the Top Comprehensive Assessment Systems Competition Retrieved August 9, 2012, from <http://www.fldoe.org/parcc/pdf/apprtcasc.pdf>
- Payne, C. (2008). *So Much Reform, So Little Change: The Persistence of Failure in Urban Schools*. Cambridge, MA: Harvard Educational Press.
- Peterson, P. L., McCartney, S. J., & Elmore, R. F. (1996). Learning From School Restructuring. *American Educational Research Journal*, 33(1), 119-153.
- Preskill, H., & Catsambas, T. T. (2006). *Reframing evaluation through appreciative inquiry*. Thousand Oaks, CA: Sage.
- Raudenbush, S. W. (2008). Advancing educational policy by advancing research on instruction. *American Educational Research Journal*, 45(1), 206-230.
- Ravitch, D. (1978). *The schools we deserve: reflections on the educational crises of our times*. New York: Basic Books.
- Ravitch, D. (2010). *The death and life of the great American school system: How testing and choice are undermining education*. New York: Basic Books.
- Reese, W. J. (in press). *Testing Wars: The Untold Story*. Cambridge, MA: Harvard University Press.
- Resnick, L. B. (2001). Making America smarter: The real goal of school reform. In A. L. Costa (Ed.), *Developing minds*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Resnick, L. B., & Berger, L. (2010). An American Examination System *Special Education Supplement to Education Week*. Princeton, NJ: The Center for K-12 Assessment & Performance Management.
- Resnick, L. B., & Resnick, D. P. (1992). Assessing the thinking curriculum: New tools for educational reform. In B. R. Gifford & M. C. O'Conner (Eds.), *Future assessments: Changing views of aptitude, achievement, and instruction* (pp. 37-75). Boston: Kluwer.
- Resnick, M., Maloney, J., Monroy-Hernández, A., Rusk, N., Eastmond, E., Brennan, K., . . . Kafai, Y. (2009). Scratch: programming for all. *Communications of the ACM*, 52(11), 60-67. doi: 10.1145/1592761.1592779
- Ryan, K. E., & DeStefano, L. (Eds.). (2000). *Evaluation as a Democratic process: Promoting*

inclusion, dialogue, and deliberation. San Francisco: Jossey-Bass.

Schafer, W. D., & Lissitz, R. W. (2009). *Alternate Assessments Based on Alternate Achievement Standards: Policy, Practice, and Potential*. Baltimore, MD: Brookes Publishing Company.

Shanker, A. (1988, November). Reforming the reform movement. *Educational Administration Quarterly*, 24, 366–373.

Shepard, L. (1991). Will national tests improve student learning? *Phi Delta Kappan*, 72, 232-238.

SMARTER Balanced Assessment Consortium. (2010). Race to the Top Assessment Program application for new grants: Comprehensive assessment systems CFDA Number: 84.395B Retrieved August 9, 2012, from <http://www.k12.wa.us/SMARTER/RTTTApplication.aspx>

Smith, M., & O'Day, J. (1991). Putting the pieces together: Systemic school reform *CPRE Policy Brief*. New Brunswick, NJ: Eagleton Institute Politics.

Smith, S. M., & O'Day, J. (1990). Systemic School Reform. In S. H. Fuhrman & B. Malen (Eds.), *The Politics of Curriculum and Testing*. London: Taylor & Francis.

Spaulding, E. (1995). New Standards Project and the English Language Arts Portfolio: Report on Process and Progress. *The Clearing House*, 68, 219-223.

State of New Jersey Department of Education. (n. d.). Guide to the New Jersey school report card 2011. Trenton, NJ: Author.

State of New Jersey Department of Education. (n. d.). NCLB school, district, and state reports. Trenton, NJ: Author.

Stuart Wells, A. (2011, January 28). A plea for partisanship in education: why partisanship isn't working for education reform, from <http://www.tc.columbia.edu/news/article.htm?id=7842>

Terzi, L. (2004). *On education as a basic capability*. Paper presented at the 4th International Conference on the Capability Approach: Enhancing Human Security, Univeristy of Pavia, Italy.

The National Center for Public Policy and Higher Education. (2002). *Losing Ground: A National Status Report on the Affordability of American Higher Education*. San Jose, CA: Author.

Tough, P. (2008). *Whatever it takes: Geoffrey Canada's quest to change Harlem and America*. New York: Houghton Mifflin.

- Tyack, D. (1974). *The one best system: A history of American urban education*. Cambridge, Mass.: Harvard University Press.
- Tyler, R. W. (1965, September). Assessing the Progress of Education. *Phi Delta Kappan*, 47, 13-16.
- U.S. Department of Education. (2005). 10 Facts About K-12 Education Funding. Washington, DC: Author.
- U.S. Department of Education. (2010). *Transforming American education: Learning powered by technology*. Washington, DC: Author.
- Urban, W. J. (2010). *More Than Science and Sputnik: The National Defense Education Act of 1958*. Tuscaloosa: University of Alabama Press.
- US Department of Education. (2010). Race to the Top Assessment Program: Application for new grants. Washington, DC: Author.
- US Department of Health Education and Welfare. (1966). First Annual Report: Title I, Elementary and Secondary Education Act of 1965. Washington, DC: Author.
- US Department of Health Education and Welfare. (1970). Education of the Disadvantaged: An Evaluative Report on Title I, Elementary and Secondary Education Act of 1965. Washington, DC.
- US Department of Justice. (n. d.). Introduction to federal voting rights laws. Washington, DC: Author.
- Van Lier, L., & Walqui, A. (2012). Language and the Common Core State Standards. *Commissioned paper for Understanding Language*, from <http://ell.stanford.edu/publication/4-language-and-common-core-state-standards>
- Webb, R., Vulliamy, G., Häkkinen, K., & Hämäläinen, S. (1998). External Inspection or School Self-evaluation? A Comparative Analysis of Policy and Practice in Primary Schools in England and Finland. *British Educational Research Journal*, 24(5), 539-556. doi: 10.1080/0141192980240504
- Weiss, C. H. (1998). *Evaluation: methods for studying programs and policies* (2nd ed.). Upper Saddle River, NJ: Prentice Hall.
- Weiss, C. H. (1999). The Interface between Evaluation and Public Policy. *Evaluation*, 5(4), 468-486. doi: 10.1177/135638909900500408
- Whitmore, E. (Ed.). (1998). *Understanding and practicing participatory evaluation*. San Francisco: Jossey-Bass.

- Whitmore, E., et al. (2006). Embedding improvements, lived experience, and social justice in evaluation practice. In I. F. Shaw, J. C. Greene & M. M. Mark (Eds.), *The Sage handbook of evaluation*. London: Sage.
- Yen, W. M. (2009). Growth models for the NCLB growth model pilot. Princeton, NJ: Educational Testing Service.
- Zhou, L. (2008). Revenues and Expenditures for Public Elementary and Secondary Education: School Year 2005–06 (Fiscal Year 2006) *NCES 2008-328*. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.

Accountability

- Baker, E. (2008). Learning and assessment in an accountability context. In K. E. Ryan & L. A. Shepard (Eds.), *The future of test-based educational accountability* (pp. 277–291). New York: Routledge.
- Baker, E. L. (2010). Summative and formative evaluation in educational accountability *Working paper prepared for the work of the Advisory Council on the Evaluation and Incentive Policies, OECD*. Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Baker, E. L., & Linn, R. L. (2004). Validity issues for accountability systems. In S. Fuhrman & R. Elmore (Eds.), *Redesigning accountability* (pp. 47-72). New York: Teachers College Press.
- Baker, E. L., Linn, R. L., Herman, J. L., & Koretz, D. (2003). Standards for educational accountability systems *CRESST Policy Brief 5* (pp. 1-6). Los Angeles, CA: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Bennett, R. E., & Gitomer, D. H. (2009). Transforming K-12 assessment: Integrating accountability testing, formative assessment, and professional support. In C. Wyatt-Smith & J. Cumming (Eds.), *Educational assessment in the 21st century* (pp. 43-61). New York: Springer.
- Betebenner, D. W., & Linn, R. L. (2010). Growth in student achievement: Issues of measurement, longitudinal data analysis and accountability. Princeton, NJ: K-12 assessment and Performance Management Center, Educational Testing Services.
- Bolt, S., & Roach, A. T. (2009). Inclusive assessment and accountability: A guide to accommodations for students with diverse needs. New York: Guilford Press.

- Braun, H. (2004). Reconsidering the impact of high-stakes testing. *Education Policy Analysis Archives*, 12, 1.
- Braun, H. I. (2005). Intuitive Test Theory. *Phi Delta Kappan*, 86(7), 488-497.
- Buzick, H. M. and C. C. Laitusis (2010). "Using Growth for Accountability." *Educational Researcher* 39(7): 537-544.
- Carnoy, M., Elmore, R., & Siskin, L. S. (Eds.). (2003). *The new accountability: High schools and high-stakes testing* New York: Routledge Falmer.
- Darling-Hammond, L. (2004). Standards, accountability, and school reform. *Teachers College Record*, 106, 1047-1085.
- Darling-Hammond, L. (2010). New-generation assessment of common core standards: Moving toward implementation, from <http://www.acarseries.org/papers>
- Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York: Teachers College Press.
- Darling-Hammond, L., & Ball, D. L. (1997). Teaching for high standards: What policymakers need to know and be able to do. Philadelphia, PA: Consortium for Policy Research in Education, University of Pennsylvania.
- Darling-Hammond, L., & Rustique-Forrester, E. (2005). The consequences of student testing for teaching and teacher quality. In J. Herman & E. Haertel (Eds.), *The uses and misuses of data in accountability testing. The 104th yearbook of the national society for the study of Education: Part II* (pp. 289–319). Malden, MA: Blackwell Publishing.
- Domaleski, Chris and Hill, C. (2010) Considerations for Using Assessment Data to Inform Determinations of Teacher Effectiveness. Washington, D.C.: National Center for the Improvement of Educational Assessment.
- Elmore, R. F. (2006). *The problem of capacity in the (re)design of educational accountability systems*. Paper presented at the Examining America's Commitment to Closing Achievement Gaps, New York.
- Elmore, R. F. (2004). The problem of stakes in performance-based accountability systems. In F. S. H & R. F. Elmore (Eds.), *Redesigning accountability systems for education*. New York: Teachers College Press.
- Haertel, E., & Herman, J. L. (2005). *A historical perspective on validity arguments for accountability testing*. Los Angeles, CA: National Center for Research on Evaluation, Standards, and Student Testing, Center for the Study of Evaluation, Graduate School of Education & Information.

- Hanushek, E. A., & Raymond, M. E. (2004). Does School Accountability Lead to Improved Student Performance? *National Bureau of Economic Research Working Paper Series, No. 10591*.
- Haut, M., & Elliott, S. W. (2011). Incentives and test-based accountability in education *Committee on Incentives and Test-based Accountability in Public Education, National Research Council*. Washington, DC: National Academies Press.
- Heilig, J. V. and L. Darling-Hammond (2008). "Accountability Texas-Style: The Progress and Learning of Urban Minority Students in a High-Stakes Testing Context." *Educational Evaluation and Policy Analysis* 30(2): 75-110.
- Jacob, B. A., & Lefgren, L. (2008). Can principals identify effective teachers? Evidence on subjective performance evaluation in education. *Journal of Labor Economics*, 26(1), 101-136.
- Jacob, B. A. (2005). {Accountability, incentives and behavior: The impact of high-stakes testing in the Chicago Public Schools}. *Journal of Public Economics*, 89(5-6), 761-796. doi: citeulike-article-id:9172458
- Jacob, B. A. (2007). Test-based accountability and student achievement: An investigation of differential performance on NAEP and state assessments *Working Paper No. 12817*. Cambridge, MA: National Bureau of Economic Research.
- Johnson, A. (2009). *Objectifying measures: The dominance of high-stakes testing and the politics of schooling*. Philadelphia, PA: Temple University Press.
- Johnson, H. (2006). *The American Dream and the Power of Wealth*. New York: Routledge.
- Kantrowitz, B., & Springen, K. (1997, Oct 6). Why Johnny stayed home: On test days, some schools encourage absences. *Newsweek*, 130, 60.
- Koretz, D., & Hamilton, L. (2006). Testing for accountability in K-12. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 531–578). Westport, CT: American Council on Education/Praeger.
- Koretz, D. (2008). Further steps toward the development of an accountability-oriented science of measurement. In K. E. Ryan & L. A. Shepard (Eds.), *The Future of test-based educational accountability* (pp. 72-91). Mahwah, NJ: Lawrence Erlbaum Associates.
- Koretz, D. (2009). *Measuring Up: What Educational Testing Really Tells Us*. Cambridge, MA: Harvard University Press.
- Koretz, D., & B[√]©guin, A. (2010). Self-Monitoring Assessments for Educational

Accountability Systems. *Measurement: Interdisciplinary Research and Perspectives*, 8(2-3), 92-109. doi: 10.1080/15366367.2010.508685

- Koretz, D., & Hamilton, L. (2006). Testing for accountability in K-12. In R. L. Brennan (Ed.), *Educational measurement* (4th ed., pp. 531–578). Westport, CT: American Council on Education/Praeger.
- Koretz, D., Linn, R. L., Dunbar, S. B., & Shepard, L. A. (1991). *The effects of high-stakes testing: Preliminary evidence about generalization across tests*. Paper presented at the Annual meeting of the American Educational Research Association and the National Council on Measurement in Education, Chicago, IL.
- Koretz, D., Mitchell, K., Barron, S., & Keith, S. (1996). The perceived effects of the Maryland School Performance Assessment Program *CSE Technical Report No. 409*. Los Angeles: UCLA Center for the Study of Evaluation.
- Koretz, D. M. (2002). Limitations in the Use of Achievement Tests as Measures of Educators' Productivity. *The Journal of Human Resources*, 37(4), 752-777. doi: 10.2307/3069616
- Koyama, J. (2010). *Making failure pay: For-profit tutoring, high-stake testing, and public schools*. Chicago: The University of Chicago Press.
- Kozol, J. (2005). *The Shame of the Nation: The Restoration of Apartheid Schooling in America*. New York: Broadway Books.
- Linn, R. L. (2000). Assessments and accountability. *Educational Researcher*, 29(2), 4-16.
- Linn, R. L. (2002). Validation of the uses and interpretations of results of state assessment and accountability systems. *Large-scale assessment programs for all students: Validity, technical adequacy, and implementation*, 27-48.
- Linn, R. L. (2003). Accountability: Responsibility and Reasonable Expectations. *Educational Researcher*, 32(7), 3-13. doi: 10.3102/0013189x032007003
- Linn, R. L. (2005). Issues in the design of accountability systems. In J. L. Herman & E. H. Haertel (Eds.), *Uses and misuses of data in accountability testing* (Vol. 104, Part I, pp. 78-98): Yearbook of the National Society for the Study of Education.
- Linn, R. L. (2008). Educational accountability systems. In I. E. Ryan & L. A. Shepard (Eds.), *The future of test-based accountability*. New York: Routledge.
- Linn, R. L., Graue, M. E., & Sanders, N. M. (1990). Comparing State and District Test Results to National Norms: The Validity of Claims That “Everyone Is Above Average”. *Educational Measurement: Issues and Practice*, 9(3), 5-14. doi: 10.1111/j.1745-3992.1990.tb00372.x

- Miller, L. J. and S. C. Smith (2011). "Did the No Child Left Behind Act Miss the Mark? Assessing the Potential Benefits From an Accountability System for Early Childhood Education." *Educational Policy* 25(1): 193-214.
- Palmer, D. and V. Snodgrass Rangel (2011). "High Stakes Accountability and Policy Implementation: Teacher Decision Making in Bilingual Classrooms in Texas." *Educational Policy* 25(4): 614-647.
- Porter, A. C., Chester, M. D., & Schlesinger, M. D. (2004). Framework for an effective assessment and accountability program. *Teachers College Record*, 106(6), 1358-1400.
- Rayn, K. E., & Shepard L. A. (Eds). (2008). *The future of test-based educational accountability*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Resnick, L. (1999). Reflections on the future of NAEP: Instrument for Monitoring or for Accountability? *Center for the Study of Evaluation, Technical Report #499*. Los Angeles: National Center for Research on Evaluation.
- Resnick, L. B., Stein, M. K., & Coon, S. (2008). Standards-based reform: A powerful idea unmoored. In R. D. Kahlenberg (Ed.), *Improving on No Child Left Behind: Getting education reform back on track*. New York, NY: The Century Foundation Press.
- Resnick, L., & Zurawsky, C. (2005, Spring). Standards-based reform and accountability: Getting back on course. *American Educator*, 1-13.
- Rhoten, D., Carnoy, M., Chabren, M., & Elmore, R. (2003). The Conditions and Characteristics of Assessment and Accountability. In M. Carnoy, R. Elmore & L. S. Siskin (Eds.), *The New Accountability: High School and High-Stakes Testing* (pp. 38-40). New York: Routledge-Falmer.
- Rothstein, J. (2010). Teacher Quality in Educational Production: Tracking, Decay, and Student Achievement. *The Quarterly Journal of Economics*, 125(1), 175-214. doi: 10.1162/qjec.2010.125.1.175
- Rothstein, R., Jacobson, R., & Wilder, T. (2008). *Grading Education: Getting Accountability Right*. Washington, DC: Economic Policy Institute.
- Shepard, L., Hannaway, J., & Baker, E. (2009). *Standards, assessments, and accountability*. Washington, DC: National Academy of Education.
- Stecher, B. M., & Hamilton, L. S. (2002). Putting theory to the test: Systems of educational accountability should be held accountable. *Rand Review*, 26, 16-23.
- Torre, C. A., & Voyce, C. (2008). Shared Accountability: An Organic Approach. In B. Després (Ed.), *Systems Thinkers in Action: A Field Guide for Effective Change Leadership in Education*. New York: Rowman & Littlefield Publishers.

- U.S. Department of Education. (2010). *State and local implementation of the No Child Left Behind (NCLB) Act: Volume IX—Accountability under NCLB. Final report.* (2010). Washington, DC: Author.
- United States Government Accountability Office. (2011). Higher education and disability: Improved federal enforcement needed to better protect students' rights to testing accommodations *GAO-12-40*. Washington, DC: Author.
- Valli, L. and D. Buese (2007). "The Changing Roles of Teachers in an Era of High-Stakes Accountability." *American Educational Research Journal* 44(3): 519-558.
- Wilson, M. (Ed.). (2004). *Towards coherence between classroom assessment and accountability*. 103rd Yearbook of the National Society for the Study of Education, Part II. Chicago: University of Chicago Press.
- Zlatos, B. (1994). Don't test, don't tell: Is "academic red-shirting" skewing the way we rank our schools? *American School Board Journal*, 181(11), 24-28.

Value-Added

- Amrein-Beardsley, A. (2008). "Methodological Concerns About the Education Value-Added Assessment System." *Educational Researcher* 37(2): 65-75.
- Baker, E. L., Barton, P. E., Darling-Hammond, L., Haertel, E., Ladd, H. F., Linn, R. L., . . . Shepard, L. A. (2010). Problems with the use of student test scores to evaluate teachers *EPI Briefing Paper #278*. Washington, DC: Economic Policy Institute.
- Baker, A. P., & Xu, D. (1995). *The measure of education: A review of the Tennessee Value-Added Assessment System*. Nashville, TN: Office of Education Accountability.
- Bock, R. D., & Wolfe, R. (1996). *A review and analysis of the Tennessee Value-Added Assessment System: Part 1*. Nashville, TN: Office of Education Accountability.
- Braun, H. (2005). Using student progress to evaluate teachers: A primer on value-added models. Retrieved from www.ets.org/Media/Research/pdf/PICVAM.pdf
- Braun, H., Chudowsky, N., & Koenig, J. (Eds.). (2010). *Getting value out of value-added: Report of a workshop*. Washington, DC: National Academies Press.
- Chetty, R., Friedman, J. N., & Rockoff, J. E. (2011). The Long-term Impacts of Teachers: Teacher Value-added and Student Outcomes in Adulthood *Working Paper #17699*. Cambridge, MA: National Bureau of Economic Research.

- Hill, H. C., L. Kapitula, et al. (2011). "A Validity Argument Approach to Evaluating Teacher Value-Added Scores." *American Educational Research Journal* 48(3): 794-831.
- Ladd, H. F., & Walsh, R. P. (2002). Implementing value-added measures of school effectiveness: Getting the incentives right. *Economics of Education Review*, 21(1), 1-17.
- Reardon, S. F., & Raudenbush, S. W. (2009). Assumptions of Value-Added Models for Estimating School Effects. *Education Finance and Policy*, 4(4), 492-519. doi: 10.1162/edfp.2009.4.4.492
- Sanders, W. L., & Horn, S. P. (1994). The Tennessee Value-Added Assessment System (TVAAS): Mixed-model methodology in educational assessment. *Journal of Personnel Evaluation in Education*, 8(3), 299-311.
- Sanders, W. L., & Horn, S. P. (1998). Research findings from the Tennessee Value-Added Assessment System (TVAAS) database: Implications for educational evaluation and research. *Journal of Personnel Evaluation in Education*, 12(3), 247-256.

Gaps between Research and Policy

- Jonson, J. L., & Plake, B. S. (1998). A historical comparison of validity standards and validity practices. *Educational and Psychological Measurement*, 58(5), 736.
- Plank, D., & Harris, D. (2006). Minding the gap between research and policymaking. In C. Conrad and R. Serlin (Eds.), *The Sage Handbook for Research in Education: Engaging Ideas and Enriching Inquiry* (pp.37-52). London, UK: Sage.
- Linn, R. L. (2000). Assessments and accountability. *Educational Researcher*, 29(2), 4.
- Smith, M. L., & Fey, P. (2000). Validity and accountability in high-stakes testing. *Journal of Teacher Education*, 51(5), 334.

Assessment and Context

Impact of Home-, School-, and District-level Variables on Student Achievement

- Addy, S., & Wight, V. (2012). *Basic Facts About Low-income Children, 2010*. New York, NY: National Center for Children in Poverty, Mailman School of Public Health: Columbia University.

- Cattell, J. M. (1909, January). The School and the Family. *Popular Science Monthly*, 74.
- Coleman, J., et al. (1966). Equality of educational opportunity. Washington: U.S. Government Printing Office.
- Conant, J. (1940). Education for a Classless Society: The Jeffersonian Tradition. *Atlantic*, 165, 593-602.
- Conway, P. F., & Artiles, A. J. (2005). Foundations of Sociocultural perspective on Teacher Performance Assessment. In F. P. Peterman (Ed.), *Designing Performance Assessment Systems For Urban Teacher Preparation*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Corcoran, S. P., Schwartz, A. E., & Weinstein, M. (2012). Training Your Own. *Educational Evaluation and Policy Analysis*, 34(2), 232-253. doi: 10.3102/0162373712437206
- Dornbusch, S. M., Ritter, P. L., Mont-Reynaud, R., & Chen, Z.-y. (1990). Family Decision Making and Academic Performance in a Diverse High School Population. *Journal of Adolescent Research*, 5(2), 143-160. doi: 10.1177/074355489052003
- Duncan, G. J., Brooks-Gunn, J., & Klebanov, P. K. (1994). Economic Deprivation and Early Childhood Development. *Child Development*, 65(2), 296-318.
- Furstenberg, F., Cook, T. D., Eccles, J., Elder, G. H., & Sameroff, A. (1999). *Managing to make it: Urban families and adolescent success*. Chicago, IL: The University of Chicago Press
- Gipps, C. (1999). Socio-Cultural Aspects of Assessment. *Review of Research in Education*, 24(ArticleType: research-article / Full publication date: 1999 / Copyright © 1999 American Educational Research Association), 355-392.
- Glick, J. (2004, August). *Country of Origin and Ethnicity as Predictors of Educational Outcomes for Children in Immigrant Families*. Paper presented at the Annual Meeting of the American Sociological Association, San Francisco, CA.
- Gordon, E. (2010). *Toward the Development of Human Agency in Boys who Identify Themselves as Black*. Paper presented at the Climbing the Academic Achievement Ladder: Promoting the Success of Black Males, Princeton, NJ.
- Gordon, E. W. (1991). Human diversity and pluralism. *Educational Psychologist*, 26(2), 99-108.
- Gordon, E. W. (1995). Toward an Equitable System of Educational Assessment. *The Journal of Negro Education*, 64(3), 360-372.
- Gordon, E. W. (1999). *Education & justice: A view from the back of the bus*. New York: Teachers College Press.
- Gordon, E. W. (2001). Affirmative development of academic abilities. *Pedagogical Inquiry and*

Praxis, 2.

- Gordon, E. W., Bridglall, B. L., & Meroe, A. S. (Ed.). (2005). *Supplementary education: The hidden curriculum of high academic achievement*. Lanham, MD: Rowman & Littlefield
- Gordon, E. W. (2007). Intellectual Competence. *Voices in Urban Education: Towards Proficiency, 14.*
- Gordon, E. W. (2008). Intellectual competence. *The Oracle, 85(17), 21-22, 28.*
- Gordon, E. W., & Armour-Thomas, E. (2006). The effects of dynamic pedagogy on the mathematics achievement of ethnic minority students Storrs, CT: The National Research Center on the Gifted and Talented, University of Connecticut.
- Homer-Dixon, T. (2000). *The ingenuity gap: Facing the economic, environmental, and other challenges of an increasingly complex and unpredictable world*. New York: Knopf.
- Lareau, A. (1989). *Home advantage: Social class and parental intervention in elementary education*. New York: The Falmer Press.
- Lee, J., & Reeves, T. (2012). Revisiting the Impact of NCLB High-Stakes School Accountability, Capacity, and Resources. *Educational Evaluation and Policy Analysis, 34(2), 209-231.* doi: 10.3102/0162373711431604
- Narayan, D., & Petesch, P. (2007). *Moving out of Poverty: Cross-disciplinary Perspectives on Mobility*. Washington D.C.: Palgrave MacMillan & The World Bank.
- Polikoff, M. S. (2012). Instructional Alignment under No Child Left Behind. *American Journal of Education, 118(3), 341-368.*
- Pollitt, E. (1994). Poverty and Child Development: Relevance of Research in Developing Countries to the United States. *Child Development, 65(2), 283-295.* doi: 10.1111/j.1467-8624.1994.tb00751.x
- Putnam, R. D., Frederick, C. B., & Snellman, K. (2012). *Growing Class Gaps in Social Connectedness among American Youth, 1975-2009*. Paper presented at the Income, Inequality, and Educational Success: New Evidence about Socioeconomic Status and Educational Outcomes Conference, Stanford University.
- Reardon, S. F. (2011). The widening academic achievement gap between the rich and the poor: New evidence and possible explanations. In G. J. Duncan & R. Murnane (Eds.), *Whither Opportunity? Rising Inequality and the Uncertain Life Chances of Low-Income Children*. New York: Russell Sage Foundation Press.
- Scheele, A. F., Leseman, P. P. M., Mayo, A. Y., & Elbers, E. (2012). The Relation of Home Language and Literacy to Three-Year-Old Children's Emergent Academic Language in

Narrative and Instruction Genres. *The Elementary School Journal*, 112(3), 419-444.

Stipek, D. Context Matters. *The Elementary School Journal*, 0(0), 000.

Townsend, D., Filippini, A., Collins, P., & Biancarosa, G. (2012). Evidence for the Importance of Academic Word Knowledge for the Academic Achievement of Diverse Middle School Students. *The Elementary School Journal*, 112(3), 497-518.

Valdes, G. (1996). *Con respeto: Bridging the distances between culturally diverse families and schools*. New York: Teachers College Press.

Willis, P. (1981). *Learning to Labor: How Working Class Kids get Working Class Jobs*. New York: Teachers College Press.

Adaptive Human Behavior

Bishop, J. P. (2012). "She's Always Been the Smart One. I've Always Been the Dumb One": Identities in the Mathematics Classroom. *Journal for Research in Mathematics Education*, 43(1), 34-74.

Cox, B. D. (1997). The rediscovery of the active learner in adaptive contexts: A developmental-historical analysis. *Educational Psychologist*, 32(1), 41-55. doi: 10.1207/s15326985ep3201_4

Criss, M. M., Pettit, G. S., Bates, J. E., Dodge, K. A., & Lapp, A. L. (2002). Family Adversity, Positive Peer Relationships, and Children's Externalizing Behavior: A Longitudinal Perspective on Risk and Resilience. *Child Development*, 73(4), 1220-1237.

Garcia, J., & Cohen, G. L. (2011). A Social Psychological Perspective on Educational Intervention. In E. Shafir (Ed.), *The Behavioral Foundations of Policy*.

Bennett, A., Bridglall, B., Cauce, A. M., Everson, H., Gordon, E. W., Lee, C. D., . . . Stewart, J. (2007). All students reaching the top: strategies for closing academic achievement gaps. In E. W. Gordon & B. Bridglall (Eds.), *Affirmative development: Cultivating academic ability* (pp. 239–275). Lanham, MD: Rowman & Littlefield.

Gedo, P. M. (2010). Meanings of Repetitive Self-Defeating Behaviors in a School Setting. *Schools: Studies in Education*, 7(2), 276-286.

Murphy, R. (2010). *Front Matter Dynamic Assessment, Intelligence and Measurement* (pp. i-xvi): John Wiley & Sons, Ltd.

Contextualism

- Fox, E. J. (2006). Constructing a Pragmatic Science of Learning and Instruction with Functional Contextualism. *Educational Technology Research and Development*, 54(1), 5-36.
- Jonassen, D. H. (2006). A Constructivist's Perspective on Functional Contextualism. *Educational Technology Research and Development*, 54(1), 43-47.
- McGuire, W. J. (1986). A perspectivist looks at contextualism and the future of behavioral science. *Contextualism and understanding in behavioral science: Implications for research and theory*, 271-301.
- Reigeluth, C. M., & An, Y.-J. (2006). Functional Contextualism: An Ideal Framework for Theory in Instructional Design and Technology. *Educational Technology Research and Development*, 54(1), 49-53.
- Sink, C. A. (2008). Elementary School Counselors and Teachers: Collaborators for Higher Student Achievement. *The Elementary School Journal*, 108(5), 445-458.
- Young, M. (2008). From Constructivism to Realism in the Sociology of the Curriculum. *Review of Research in Education*, 32(ArticleType: research-article / Issue Title: What Counts as Knowledge in Educational Settings: Disciplinary Knowledge, Assessment, and Curriculum / Full publication date: 2008 / Copyright © 2008 American Educational Research Association), 1-28.

Situated Learning

- Anderson, J. R., Greeno, J. G., Reder, L. M., & Simon, H. A. (2000). Perspectives on Learning, Thinking, and Activity. *Educational Researcher*, 29(4), 11-13. doi: 10.3102/0013189x029004011
- Bottge, B. A., Heinrichs, M., Chan, S.-Y., & Serlin, R. C. (2001). Anchoring Adolescents' Understanding of Math Concepts in Rich Problem-Solving Environments. *Remedial and Special Education*, 22(5), 299-314. doi: 10.1177/074193250102200505
- Daro, P., Mosher, F. A., & Corcoran, T. (2011). *Learning trajectories in mathematics: A foundation for standards, curriculum, assessment, and instruction*. Philadelphia, PA: Center for Policy Research in Education.
- Dede, C., Nelson, B., Ketelhut, D. J., Clarke, J., & Bowman, C. (2004). *Design-based research strategies for studying situated learning in a multi-user virtual environment*. Paper presented at the Proceedings of the 6th international conference on Learning sciences,

Santa Monica, California.

- Donovan, M. S., Bransford, J. D., & Pellegrino, J. W. (1999). How people learn: Bridging research and practice *Commission on behavioral and social sciences and education*. Washington, DC: National Research Council.
- Engeström, Y., & Cole, M. (1997). Situated cognition in search of an agenda. *Situated cognition. Social, semiotic and psychological perspectives*, 301-309.
- Greeno, J. G. (1991). Number sense as situated knowing in a conceptual domain. *Journal for research in mathematics education*, 170-218.
- Greeno, J. G. (1998). The situativity of knowing, learning, and research. *American psychologist*, 53(1), 5.
- Gresalfi, M., Martin, T., Hand, V., & Greeno, J. (2009). Constructing Competence: An Analysis of Student Participation in the Activity Systems of Mathematics Classrooms. *Educational Studies in Mathematics*, 70(1), 49-70.
- Haraway, D. (1988). Situated Knowledges: The Science Question in Feminism and the Privilege of Partial Perspective. *Feminist Studies*, 14(3), 575-599.
- Heath, S. B. (1983). *Ways with words: Language, life, and work in communities and classrooms*. New York: Cambridge University Press.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge university press.
- Jordan, W. J. (2010). Defining Equity: Multiple Perspectives to Analyzing the Performance of Diverse Learners. *Review of Research in Education*, 34(1), 142-178. doi: 10.3102/0091732x09352898
- Paavola, S., Lipponen, L., & Hakkarainen, K. (2004). Models of Innovative Knowledge Communities and Three Metaphors of Learning. *Review of Educational Research*, 74(4), 557-576. doi: 10.3102/00346543074004557
- Ross, L., & Nisbett, R. E. (1991). *The person and the situation: Perspectives of social psychology*. New York: McGraw-Hill Book Company.

Effervescence, Identity, Attribution, and Stereotype Threat

- American Psychological Association. (2012). *Dual Pathways to a Better America: Preventing Discrimination and Promoting Diversity*. Washington, DC: Author.

- Arbuthnot, K. (2009). The effects of stereotype threat on standardized mathematics test performance and cognitive processing. *Harvard Educational Review, 79*(3), 448-473.
- Armour-Thomas, E., Bruno, K., & Allen, B. A. (1992). Toward an understanding of higher-order thinking among minority students. *Psychology in the Schools, 29*(3), 273-280.
- Aronson, J., Fried, C. B., & Good, C. (2002). Reducing the Effects of Stereotype Threat on African American College Students by Shaping Theories of Intelligence. *Journal of Experimental Social Psychology, 38*(2), 113-125. doi: 10.1006/jesp.2001.1491
- Aronson, J., & Inzlicht, M. (2004). The ups and downs of attributional ambiguity: stereotype vulnerability and the academic self-knowledge of African American college students. *Psychol Sci, 15*(12), 829-836. doi: 10.1111/j.0956-7976.2004.00763.x
- Aronson, J., & McGlone, M. (2009). Stereotype and social identity threat. In T. Nelson (Ed.), *The handbook of prejudice, stereotyping, and discrimination*. New York: Guilford.
- Aronson, J., Lustina, M. J., Good, C., Keough, K., Steele, C. M., & Brown, J. (1999). When white men can't do math: Necessary and sufficient factors in stereotype threat. *Journal of experimental social psychology, 35*(1), 29-46.
- Banks, W. C. (1988). Achievement in Blacks: A case study in cultural diversity in motivation. In E. W. G. Associates (Ed.), *Human diversity & pedagogy* (pp. 8.1-8.38). New Haven, CT: Yale University, Center in Research on Education, Culture and Ethnicity, Institution for Social and Policy Studies.
- Blascovich, J., Spencer, S. J., Quinn, D., & Steele, C. (2001). African Americans and high blood pressure: the role of stereotype threat. *Psychol Sci, 12*(3), 225-229.
- Branscombe, N., Schmitt, M., & Harvey, R. (1999). Perceiving Pervasive Discrimination Among African Americans: Implications for Group Identification and Well-Being. *Journal of personality and social psychology, 77*(1), 135-149. doi: citeulike-article-id:940030
- Bowen, D., & Bok, G. (1998). *The shape of the river: Long term consequences of considering race in college and university admissions*. Princeton: Princeton University Press.
- Chan, W., & Mendoza-Denton, R. (2008). Status-Based Rejection Sensitivity Among Asian Americans: Implications for Psychological Distress. *Journal of Personality, 76*(5), 1317-1346. doi: 10.1111/j.1467-6494.2008.00522.x
- Cheryan, S., Plaut, V. C., Davies, P. G., & Steele, C. M. (2009). Ambient belonging: how

stereotypical cues impact gender participation in computer science. *J Pers Soc Psychol*, 97(6), 1045-1060. doi: 10.1037/a0016239

- Chow, D. S.-K., Au, E. W. M., & Chiu, C.-Y. (2008). Predicting the psychological health of older adults: Interaction of age-based rejection sensitivity and discriminative facility. *Journal of Research in Personality*, 42(1), 169-182. doi: 10.1016/j.jrp.2007.05.001
- Clark, K. B., & Clark, M. (1947). Racial identification and preference in Negro children. In T. M. Newcomb & E. L. Hartley (Eds.), *Readings in Social Psychology* (pp. 169-178). New York: Holt.
- Cole, M., Gay, J., Glick, G., & Sharp, D. . (1971). *The cultural context of learning and thinking*. New York: Basic Books.
- Croizet, J. C., & Claire, T. (1998). Extending the concept of stereotype threat to social class: The intellectual underperformance of students from low socioeconomic backgrounds. *Personality and Social Psychology Bulletin*, 24(6), 588-594.
- Dar-Nimrod, I., & Heine, S. J. (2006). Exposure to Scientific Theories Affects Women's Math Performance. *Science*, 314(5798), 435. doi: 10.1126/science.1131100
- Dovidio, J. F., & Gaertner, S. L. (2000). Aversive Racism and Selection Decisions: 1989 and 1999. *Psychological Science*, 11(4), 315-319. doi: 10.1111/1467-9280.00262
- Downey, G., & Feldman, S. I. (1996). Implications of rejection sensitivity for intimate relationships. *J Pers Soc Psychol*, 70(6), 1327-1343.
- Erikson, E. (1959). *Childhood and Society*. New York: W. W. Norton & Company, Inc.
- Erikson, E. (1968). *Identity: Youth and Crisis*. New York: W. W. Norton & Company, Inc.
- Erikson, E. H. (1956). The Problem of Ego Identity. *Journal of the American Psychoanalytic Association*, 4(1), 56-121. doi: 10.1177/000306515600400104
- Gee, J. P. (2007). Reflections on assessment from a sociocultural-situated perspective. In P. A. Moss (Ed.), *Evidence and decision making* (pp. 362-375). Malden, MA: Blackwell Publishing.
- Gee, J. P. (2008). A sociocultural perspective on opportunity to learn. In P. A. Moss, D. C. Pullin, J. P. Gee, E. H. Haertel & L. J. Young (Eds.), *Assessment, Equity, and Opportunity to Learn*. New York: Cambridge University Press.
- Gee, J. P. (2010). Human action and social groups as the natural home of assessment: Thoughts on 21st century learning and assessment. In V. J. Shute & B. J. Becker (Eds.), *Innovative*

- assessment for the 21st century* (pp. 13–40). New York: Springer.
- Gee, J. P. (2011). Human Action and social groups as the natural home of assessment: Thoughts on 21st century learning and assessment. In V. J. Shute & B. J. Becker (Eds.), *Innovative assessment for the 21st century: Supporting educational needs* (pp. 13-39). New York: Springer.
- Gergen, K. J. (1973). Social psychology as history. *Journal of personality and social psychology*, 26, 309-320.
- Gergen, K. J. (1990). Social understanding and the inscription of self. In J. W. Stigler, R. A. Shweder & G. Herdt (Eds.), *Cultural Psychology: Essays on Comparative Human Development* (pp. 569-607). Cambridge: Cambridge University Press.
- Gergen, K. J. (1994). *Realities and relationships: Soundings in social construction*. Cambridge: Harvard University Press.
- Gergen, K. J. (2009). *Relational being: Beyond self and community*. New York: Oxford University Press.
- Gundaker, G. (2008). Hidden Education Among African Americans During Slavery. In H. Varenne & E. W. Gordon (Eds.), *Anthropological perspectives on education* (pp. 53-74). Lewiston, NY: The Edwin Mellen Press.
- Harbison, R. W., & Hanushek, E. A. (1992). *Educational performance for the poor: Lessons from rural northeast Brazil*. Oxford: Oxford University Press.
- Hardison, O. B. (1995). *Disappearing through the skylight: Culture and technology in the twentieth century*. New York: Penguin.
- Harsanyi, J. C. (1955). Cardinal Welfare, Individualistic Ethics, and Interpersonal Comparisons of Utility. *Journal of Political Economy*, 63(4), 309-321.
- Hartley, D. (2003). The Instrumentalisation of the Expressive in Education. *British Journal of Educational Studies*, 51(1), 6-19.
- Hartley, D. (2007). Personalisation: The Emerging 'Revised' Code of Education? *Oxford Review of Education*, 33(5), 629-642.
- Hoff, K., & Pandey, P. (2004). Belief systems and durable inequalities: an experimental investigation of Indian caste *Policy Research Working Paper; no. 3351*. Washington, DC: The World Bank.
- Inzlicht, M., & Ben-Zeev, T. (2000). A Threatening Intellectual Environment: Why Females Are Susceptible to Experiencing Problem-Solving Deficits in the Presence of Males. *Psychological Science*, 11(5), 365-371. doi: 10.1111/1467-9280.00272

- Jefferson, T. (1785). *Equality. The Papers of Thomas Jefferson*. Princeton: Princeton University Press.
- Jeffrey, J. R. (1978). *Education for Children of the Poor: A Study of the Origins and Implementation of the Elementary and Secondary Education Act of 1965*. Columbus, OH: Ohio State University Press.
- Jencks, C., et al. (1972). *Inequality: A reassessment of the effect of family and schooling in America*. New York: Basic Books.
- Jencks, C., & Phillips, M. (Eds.). (1998). *The Black-White Test Score Gap*. Washington, DC: Brookings Institution Press.
- Katz, I. (1967). The Socialization of Academic Motivation in Minority Group Children. *Nebraska Symposium on Motivation, 15*, 133–191.
- KewalRamani, A., Gilbertson, L., Fox, M., & Provasnik, S. (2007). Status and Trends in the Education of Racial and Ethnic Minorities. Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education.
- Lee, C. A. (2007). *Culture, literacy and learning: Taking bloom in the midst of the whirlwind*. New York: Teachers College Press.
- Levy, S. R., Freitas, A. L., Mendoza-Denton, R., Kugelmass, H., & Rosenthal, L. (2010). When Sociopolitical Events Strike Cultural Beliefs: Divergent Impact of Hurricane Katrina on African Americans' and European Americans' Endorsement of the Protestant Work Ethic. *Basic and Applied Social Psychology, 32*(3), 207-216. doi: 10.1080/01973533.2010.495673
- London, B., Downey, G., Romero-Canyas, R., Rattan, A., & Tyson, D. (2012). Gender-based rejection sensitivity and academic self-silencing in women. *J Pers Soc Psychol, 102*(5), 961-979. doi: 10.1037/a0026615
- Major, B., Kaiser, C. R., & McCoy, S. K. (2003). It's not my fault: When and why attributions to discrimination protect self-esteem. *Personality and Social Psychology Bulletin, 29*, 772-781.
- Major, B., Spencer, S., Schmader, T., Wolfe, C., & Crocker, J. (1998). Coping with Negative Stereotypes about Intellectual Performance: The Role of Psychological Disengagement. *Personality and Social Psychology Bulletin, 24*(1), 34-50. doi: 10.1177/0146167298241003
- Malhotra, A., Schuler, S. R., & Boender, C. (2002). *Measuring women's empowerment as a variable in international development*. Paper presented at the World Bank Workshop on Poverty and Gender: New Perspectives.

- Mangels, J. A., Good, C., Whiteman, R. C., Maniscalco, B., & Dweck, C. S. (2012). Emotion blocks the path to learning under stereotype threat. *Social Cognitive and Affective Neuroscience*, 7(2), 230-241.
- Mendes, W. B., Major, B., McCoy, S., & Blascovich, J. (2008). How Attributional Ambiguity Shapes Physiological and Emotional Responses to Social Rejection and Acceptance. *Journal of Personality and Social Psychology*, 94(2), 278-291. doi: 10.1037/0022-3514.94.2.278
- Mendoza-Denton, R. (2011, September 26). Making the Invisible Visible: The Berkeley Campus Republicans' Bake Sale, from <http://www.psychologytoday.com/blog/are-we-born-racist/201109/making-the-invisible-visible-the-berkeley-campus-republicans-bake-sal>
- Mendoza-Denton, R., & Ayduk, O. (2012). Personality and social interaction: Interpenetrating processes. In K. Deaux & M. Snyder (Eds.), *Oxford Handbook of Personality and Social Psychology*. New York: Oxford University Press.
- Mendoza-Denton, R., Downey, G., Purdie, V. J., Davis, A., & Pietrzak, J. (2002). Sensitivity to status-based rejection: implications for African American students' college experience. *J Pers Soc Psychol*, 83(4), 896-918.
- Mendoza-Denton, R., Goldman-Flythe, M., Pietrzak, J., Downey, Geraldine, & Aceves, M. J. (2010). Group-Value Ambiguity: Understanding the Effects of Academic Feedback on Minority Students' Self-Esteem. *Social Psychological and Personality Science*, 1(2), 127-135. doi: 10.1177/1948550609357796
- Mendoza-Denton, R., Kahn, K., & Chan, W. (2008). Can fixed views of ability boost performance in the context of favorable stereotypes? *Journal of Experimental Social Psychology*, 44(4), 1187-1193. doi: 10.1016/j.jesp.2008.03.005
- Mendoza-Denton, R., & Mischel, W. (2007). Integrating system approaches to culture and personality: The cultural cognitive-affective processing system (C-CAPS). In S. Kitayama & D. Cohen (Eds.), *Handbook of Cultural Psychology* (pp. 175-195). New York: Guilford.
- Mendoza-Denton, R., & Page-Gould, E. (2008). Can cross-group friendships influence minority students' well-being at historically white universities? *Psychol Sci*, 19(9), 933-939. doi: 10.1111/j.1467-9280.2008.02179.x
- Mendoza-Denton, R., Pietrzak, J., & Downey, G. (2008). Distinguishing institutional identification from academic goal pursuit: interactive effects of ethnic identification and race-based rejection sensitivity. *J Pers Soc Psychol*, 95(2), 338-351. doi: 10.1037/0022-3514.95.2.338
- Mendoza-Denton, R., Shaw-Taylor, L., Chen, S., & Chang, E. (2009). Ironic effects of explicit gender prejudice on women's test performance. *Journal of Experimental Social*

Psychology, 45(1), 275-278. doi: 10.1016/j.jesp.2008.08.017

- National Task Force on Minority High Achievement. (1999). *Reaching the top*. New York: Author.
- National Science Foundation. (2009). *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2009 NSF 09-305*. Arlington, VA: Author.
- National Study Group for the Affirmative Development of Academic Ability. (2004). *All students reaching the top: strategies for closing academic achievement gaps*. New York: The College Board.
- Newkirk, P. (2009). *Letters from Black America*. New York: Farrar, Straus, & Girous.
- Nugent, H. (2007, October 17). Black people 'less intelligent' scientist claims. *The Times Online*, from <http://www.timesonline.co.uk/tol/news/uk/article2677098.ece>
- Nussbaum, M. (2000). *Women and Human Development: The Capabilities Approach*. Cambridge: Cambridge University Press.
- Ogbu, J. (1978). *Minority education and caste: The American system in cross-cultural perspective*. New York: Academic Press.
- Ogbu, J. (1986). The consequences of the American caste system. In U. Nessler (Ed.), *The school achievement of minority children: New perspectives*. Hillsdale, NJ: Erlbaum.
- Ogbu, J. (1991). Minority coping responses and school experience. *The Journal of Psychohistory*, 18, 433-456.
- Ogbu, J. (2008). *Minority status, oppositional culture, and schooling*. New York: Taylor and Francis.
- Ogbu, J. U., & Simons, H. D. (1998). Voluntary and Involuntary Minorities: A Cultural-Ecological Theory of School Performance with Some Implications for Education. *Anthropology & Education Quarterly*, 29(2), 155-188.
- Ogbu, M. A. (2008). A note from Marcellina Ada Ogbu. In J. Ogbu (Ed.), *Minority status, oppositional culture, and schooling* (pp. xxvii-xxx). New York: Taylor and Francis.
- Orfield, G., & Eaton, S. (1997). *Dismantling desegregation: the quiet reversal of Brown v. Board of Education*. New York: The New Press.
- Pachankis, J. E., Goldfried, M. R., & Ramrattan, M. E. (2008). Extension of the rejection sensitivity construct to the interpersonal functioning of gay men. *J Consult Clin Psychol*,

76(2), 306-317. doi: 10.1037/0022-006x.76.2.306

- Page-Gould, E., Mendoza-Denton, R., & Tropp, L. R. (2008). With a little help from my cross-group friend: reducing anxiety in intergroup contexts through cross-group friendship. *J Pers Soc Psychol*, 95(5), 1080-1094. doi: 10.1037/0022-3514.95.5.1080
- Pajares, F. (1996). Self-Efficacy Beliefs in Academic Settings. *Review of Educational Research*, 66(4), 543-578. doi: 10.3102/00346543066004543
- Pajares, R., & Schunk, D. H. (2001). Self-beliefs and school success: Self-efficacy, self-concept, and school achievement. In R. Riding & S. Rayner (Eds.), *Perception* (pp. 239-266). London: Ablex Publishing.
- Plaut, V. C. (2010). Diversity Science: Why and How Difference Makes a Difference. *Psychological Inquiry*, 21(2), 77-99. doi: 10.1080/10478401003676501
- Quayle, M. (2011). Situated identity performance : understanding stereotype threat as a social identity phenomenon., University of KwaZulu-Natal, Pietermaritzburg. Retrieved from <http://146.230.128.141/jspui/handle/10413/5011>
- Quinn, D. M., Kahng, S. K., & Crocker, J. (2004). Discreditable: Stigma Effects of Revealing a Mental Illness History on Test Performance. *Personality and Social Psychology Bulletin*, 30(7), 803-815. doi: 10.1177/0146167204264088
- Rury, J. (1991). *Education and Women's Work: Female Schooling and the Division of Labor in Urban America, 1870—1930*. Albany, NY: State University of New York Press.
- Sackett, P. R., Hardison, C. M., & Cullen, M. J. (2004). On interpreting stereotype threat as accounting for African American-White differences on cognitive tests. *American Psychologist*, 59(1), 7-13. doi: 10.1037/0003-066x.59.1.7
- Schmader, T. (2002). Gender identification moderates stereotype threat effects on women's math performance. *Journal of Experimental Social Psychology*, 38(2), 194-201.
- Schmader, T., Johns, M., & Forbes, C. (2008). An Integrated Process Model of Stereotype Threat Effects on Performance. *Psychological Review*, 115(2), 336-356. doi: 10.1037/0033-295x.115.2.336
- Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype threat and women's math performance. *Journal of Experimental Social Psychology*, 35(1), 4-28.
- Shelton, J. N., Richeson, J. A., Salvatore, J., & Trawalter, S. (2005). Ironic effects of racial bias during interracial interactions. *Psychological Science*, 16(5), 397-402. doi: 10.1111/j.0956-7976.2005.01547.x
- Sims-West, N. (1996). *An investigation of gender difference on the Scholastic Aptitude Test of*

Verbal Ability. Unpublished doctoral dissertation, Teachers College, Columbia University.

- Spencer, S. J., Steele, C. M., & Quinn, D. M. (1999). Stereotype Threat and Women's Math Performance. *Journal of Experimental Social Psychology*, 35(1), 4-28. doi: 10.1006/jesp.1998.1373
- Steele, C. M. (1992, April). Race and the schooling of black Americans. *Atlantic Monthly*, 68-78.
- Steele, C. M. (1997). A threat in the air. How stereotypes shape intellectual identity and performance. *Am Psychol*, 52(6), 613-629.
- Steele, C. M., & Aronson, J. (1995). Stereotype threat and the intellectual test performance of African Americans. *Journal of Personality and Social Psychology*, 69(5), 797.
- Steele, C. M., Spencer, S. J., & Aronson, J. (2002). Contending with group image: The psychology of stereotype and social identity threat. In M. P. Zanna (Ed.), *Advances in experimental social psychology* (Vol. 34, pp. 379-440). San Diego, CA: Academic.
- Sue, D. (2010). *Microragresssions in everyday life: race gender, and sexual orientation*. Hoboken, NJ: Wiley and Sons.
- Tajfel, H., & Turner, J. C. (1986). The social identity theory of intergroup behavior. In S. Worchel & G. Austin (Eds.), *Psychology of intergroup relations* (pp. 7-24). Chicago: Nelson-Hall.
- Taylor, P., Fry, R., Velasco, G., & Dockterman, D. (2010). Minorities and the Recession-Era College Enrollment Boom. Washington, DC: Pew Research Center.
- Twenge, J. M., & Crocker, J. (2002). Race and self-esteem: meta-analyses comparing whites, blacks, Hispanics, Asians, and American Indians and comment on Gray-Little and Hafdahl (2000). *Psychology Bulletin*, 128(3), 371-408; discussion 409-320.
- Walton, G. M., & Cohen, G. L. (2007). A question of belonging: race, social fit, and achievement. *J Pers Soc Psychol*, 92(1), 82-96. doi: 10.1037/0022-3514.92.1.82
- Walton, G. M., & Cohen, G. L. (2011). A Brief Social-Belonging Intervention Improves Academic and Health Outcomes of Minority Students. *Science*, 331(6023), 1447-1451. doi: 10.1126/science.1198364
- Walton, G. M., & Spencer, S. J. (2009). Latent ability: grades and test scores systematically underestimate the intellectual ability of negatively stereotyped students. *Psychol Sci*, 20(9), 1132-1139. doi: 10.1111/j.1467-9280.2009.02417.x
- Weiner, B. (2010). Attribution Theory. In I. Weiner & W. E. Craighead (Eds.), *The Corsini*

Encyclopedia of Psychology (Vol. 1): John Wiley & Sons, Inc.

Whitt, E. J., Edison, M. I., Pascarella, E. T., Terenzini, P. T., & Nora, A. (2001). Influences on Student's Openness to Diversity and Challenge in the Second and Third Years of College. *The Journal of Higher Education*, 72(2), 172-204.

Wilson, W. J. (2009). *More than just race: Being black and poor in the inner city*. New York: W. W. Norton.

Woodward, K. (Ed.). (1997). *Identity and Difference*. London: Sage.

Measuring Capacity and Disposition (Content and Agency)

Alkire, S. (2002). *Valuing Freedoms: Sen's Capability Approach and Poverty Reduction*. Oxford: Oxford University Press.

Alkire, S. (2005). Subjective Quantitative studies of Human Agency. *Social Indicators Research*, 74(1), 217-260. doi: 10.2307/27522243

Alkire, S. (2008). Concepts and measures of agency. In K. Basu & R. Kanbur (Eds.), *Arguments for a Better World: Amartya Sen* (Vol. 1: Ethics, Welfare, and Measurement, pp. 355-474). Oxford: Oxford University Press.

Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ, Prentice-Hall

Bandura, A. (1986). *Social foundations of thought and action: A social cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.

Bandura, A. (1986). "The explanatory and predictive scope of self-efficacy theory." *Journal of Clinical and Social Psychology* 4: 359-373.

Bandura, A. (1991). *Self-regulation of motivation and action through anticipatory self reactive mechanisms*: Nebraska Symposium on Motivation.

Bandura, A. (1994). Self-efficacy. In V. S. Ramachaudran (Ed.), *Encyclopedia of human behavior* (Vol. 4, pp. 71-81). New York: Academic Press.

Bandura, A. (1997). *Self-efficacy: The exercise of control*. New York: Freeman.

Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.

Bandura, A. (2002). Self-efficacy assessment. *Encyclopedia of psychological assessment*. R. Fernandez-Ballesteros. London, Sage Publications.

- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An International Review*, 51(2), 269-290.
- Bandura, A. (2006). Guide for constructing self-efficacy scales. In F. Pajares & T. Urdan (Eds.), *Adolescence and education, Vol. 5: Self-efficacy beliefs of adolescents* (pp. 307-337). Greenwich, CT: Information Age.
- Bandura, A. (2006). Toward a psychology of human agency. *Perspectives on Psychological Science*, 1, 164-180.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (1996). Multifaceted impact of self-efficacy beliefs on academic functioning. *Child Development*, 67, 1206-1222.
- Bandura, A., Barbaranelli, C., Caprara, G. V., & Pastorelli, C. (2001). Self-efficacy beliefs as shapers of children's aspirations and career trajectories. *Child Development*, 72, 187-206.
- Bandura, A., Caprara, G. V., Barbaranelli, C., Gerbino, M., & Pastorelli, C. (2003). Role of affective self-regulatory efficacy in diverse spheres of psychosocial functioning. *Child Development*, 74, 769-782.
- Beck, J. (2007). "Education and the Middle Classes: Against Reductionism in Educational Theory and Research." *British Journal of Educational Studies* 55(1): 37-55.
- Caprara, G. V., C. Barbaranelli, et al. (2000). "Prosocial Foundations of Children's Academic Achievement." *Psychological Science* 11(4): 302-306.
- Clark, R. E. (2003). Fostering the work motivation of individuals and teams. *Performance Improvement*, 42(3), 21-29. doi: 10.1002/pfi.4930420305
- Collins, J. L. (1982). *Self-efficacy and ability in achievement behavior*. Paper presented at the Annual Meeting of the American Educational Research Association, New York.
- Coryn, C. L. S., J. K. Spybrook, et al. (2009). "Development and Evaluation of the Social-Emotional Learning Scale." *Journal of Psychoeducational Assessment* 27(4): 283-295.
- Csikszentmihalyi, M., & Nakamura, J. (1989). The dynamics of intrinsic motivation: A study of adolescents. In C. Ames & R. Ames (Eds.), *Research on motivation in education* (Vol. 3: Goals and cognitions). San Diego, CA: Academic Press
- de Cássia Martinelli, S., D. Bartholomeu, et al. (2009). "Children's Self-Efficacy Scale: Initial Psychometric Studies." *Journal of Psychoeducational Assessment* 27(2): 145-156.
- Dang, M. (2008). "Linking Social-Emotional Health and Academic Success." *NASN School Nurse* 23(3): 18-19.
- deCharms, R. (1977). Pawn or Origin? Enhancing Motivation in Disaffected Youth. *Educational*

Leadership, 444–450.

- Diamond, J. B., A. Randolph, et al. (2004). "Teachers' Expectations and Sense of Responsibility for Student Learning: The Importance of Race, Class, and Organizational Habitus." *Anthropology & Education Quarterly* 35(1): 75-98.
- Elder, G. H. (1994). Time, human agency, and social change: Perspectives on the life course. *Social Psychology Quarterly*, 57, 4-15.
- Elder, G. H. (1998). The life course as developmental theory. *Child Development*, 69, 1-12.
- Elder, G. H. (1998). The life course and human development. In R. M. Lerner & W. Damon (Eds.), *Handbook of child psychology* (5th ed., Vol. 1. Theoretical models of human development, pp. 931-991). New York: Wiley.
- Elliot, A. J. and K. Murayama (2008). "On the measurement of achievement goals: Critique, illustration, and application." *Journal of Educational Psychology* 100(3): 613-628.
- Elliott, E. S., & Dweck, C. S. (1988). Goals: an approach to motivation and achievement. *J Pers Soc Psychol*, 54(1), 5-12.
- Gaskill, P. J., & Woolfolk Hoy, A. (2002). Self-efficacy and self-regulated learning: The dynamic duo in school performance. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 185-208). San Diego, CA: Academic Press.
- Grant, H., & Dweck, C. S. (2003). Clarifying achievement goals and their impact. *J Pers Soc Psychol*, 85(3), 541-553. doi: 10.1037/0022-3514.85.3.541
- Grant, A. M., Franklin, J., & Langford, P. (2002). The self-reflection and insight scale: A new measure of private self-consciousness. *Social Behavior and Personality: an international journal*, 30(8), 821-835. doi: 10.2224/sbp.2002.30.8.821
- Habermas, J. (1971). *Knowledge and human interest*. Boston: Beacon Press.
- Hayek, F. (1945). The Use of Knowledge in Society. *American Economic Review*, 35(4), 519-530.
- Hitlin, S., & Elder, G. H. (2007). Time, Self, and the Curiously Abstract Concept of Agency*. *Sociological Theory*, 25(2), 170-191. doi: 10.1111/j.1467-9558.2007.00303.x
- Hitlin, S., & Elder Jr., G. H. (2007). Agency: An empirical model of an abstract concept. In R. Macmilliam (Ed.), *Constructing Adulthood: Agency and Subjectivity in Adolescence and Adulthood. Advances in Life Course Research* (Vol. 11, pp. 33-67): JAI Press.

- Jones, S. (2007). "Working-Poor Mothers and Middle-Class Others: Psychosocial Considerations in Home-School Relations and Research." *Anthropology & Education Quarterly* 38(2): 159-177.
- Joo, Y.-J., Bong, M., & Choi, H.-J. (2000). Self-efficacy for self-regulated learning, academic self-efficacy, and Internet self-efficacy in Web-based instruction. *Educational Technology Research and Development*, 48(2), 5-17.
- Kabeer, N. (1999). Resources, Agency, Achievements: Reflections on the Measurement of Women's Empowerment. *Development and Change*, 30(3), 435-464. doi: 10.1111/1467-7660.00125
- Kauffman, S. (1995). *At home in the universe: The search for laws of self-organization and complexity*. New York: Oxford University Press.
- Luszczynska, A., Gutiérrez-Doña, B., & Schwarzer, R. (2005). General self-efficacy in various domains of human functioning: Evidence from five countries. *International Journal of Psychology*, 40(2), 80-89. doi: 10.1080/00207590444000041
- Mann, L., Harmoni, R., & Power, C. (1989). Adolescent decision-making: the development of competence. *Journal of Adolescence*, 12(3), 265-278. doi: 10.1016/0140-1971(89)90077-8
- Manyika, J., Chui, J., Brown, B., Bughin, J., Dobbs, R., Roxburgh, C., & H., B. A. (2011). *Big data: The next frontier for innovation, competition, and productivity*. Washington, DC: McKinsey Global Institute.
- Marat, D. (2005). Assessing self efficacy and agency of secondary school students in a multi-cultural context: Implications for academic achievement. *Issues In Educational Research*, 15.
- Maslow, A. (1954). *Motivation and Personality*. New York: Harper.
- Miller, J. W., Coombs, W. T., & Fuqua, D. R. (1999). An examination of psychometric properties of Bandura's Multidimensional Scales of Perceived Self-Efficacy. *Measurement and Evaluation in Counseling and Development*, 31, 186-197.
- Moll, L. C. (2004). "Rethinking Resistance." *Anthropology & Education Quarterly* 35(1): 126-131.
- Mueller, C. M., & Dweck, C. S. (1998). Praise for intelligence can undermine children's motivation and performance. *J Pers Soc Psychol*, 75(1), 33-52.
- Pajares, F. (1996). Role of self-efficacy beliefs in the mathematical problem-solving of gifted students. *Contemporary Educational Psychology*, 21, 325-344.

- Pajares, F. (1997). Current directions in self-efficacy research. In M. Maehr & P. R. Pintrich (Eds.). *Advances in motivation and achievement*. (Vol. 10, pp. 1-49). Greenwich, CT: JAI.
- Pajares, F. (2007). Empirical properties of a scale to assess writing self-efficacy in school contexts. *Measurement and Evaluation in Counseling and Development*, 39, 239-249.
- Pajares, F. (2007). Motivational role of self-efficacy beliefs in self-regulated learning. In B. J. Zimmerman & D. H. Schunk (Eds.), *Motivation and self-regulated learning: Theory, research, and applications* (pp. 111 - 140). New York: Erlbaum.
- Paris, S. G., & Newman, R. S. (1990). Development Aspects of Self-Regulated Learning. *Educational Psychologist*, 25(1), 87-102. doi: 10.1207/s15326985ep2501_7
- Schunk, D. (1989). Self-efficacy and achievement behaviors. *Educational Psychology Review*, 1(3), 173-208. doi: 10.1007/bf01320134
- Schunk, D. H., & Hanson, A. R. (1985). Peer models: Influence on children's self-efficacy and achievement. *Journal of Educational Psychology*, 77, 313-322.
- Schunk, D. H., & Hanson, A. R. (1988). Influence of peer-model attributes on children's beliefs and learning. *Journal of Educational Psychology*, 81, 431-434.
- Schunk, D. H., & Zimmerman, B. J. (1997). Social origins of self-regulatory competence. *Educational Psychologist*, 32, 195-208.
- Schwarzer, R., & Jerusalem, M. (1995). Generalized self-efficacy scale. In J. Weinman, S. Wright & M. Johnson (Eds.), *Measures in health psychology: A user's portfolio. Causal and control beliefs* (pp. 35-37). Windsor, England: NFER-NELSON.
- Schwarzer, R., & Luszczynska, A. (2005). The role of self-efficacy in health self-regulation. In W. Greve, K. Rothermund & D. Wentura (Eds.), *The adaptive self: Personal continuity and intentional self-development* (pp. 137-152). Gottingen, Germany: Hogrefe/Huber.
- Sen, A. (1985). Well-Being, Agency and Freedom: The Dewey Lectures 1984. *The Journal of Philosophy*, 82(4), 169-221. doi: 10.2307/2026184
- Sen, A. (1987). The standard of living. In G. Hawthorn (Ed.), *The Standard of Living* (pp. 1-38). Cambridge: Cambridge University Press.
- Sen, A. (1992). *Inequality re-examined*. Oxford: Clarendon Press.
- Sen, A. (1999). *Development as Freedom*. Oxford: Oxford University Press.
- Sen, A. (1999). Democracy as a universal value. *Journal of Democracy*, 10, 3-17.
- Sen, A. (2000). Merit and Justice. In K. Arrow, S. Bowles & S. Durlauf (Eds.), *Meritocracy and*

economic inequality (pp. 5-16). Princeton, NJ: Princeton University Press.

- Sen, A. (2003, October 28). *The Importance of basic education*. Paper presented at the Commonwealth Education Conference, Edinburgh.
- Sukemune, S., Ed. (1985). *Advances in social learning theory. Bandura in Japan*. Tokyo, Kaneko-shoho.
- Strayhorn, T. L. (2011). "Bridging the Pipeline: Increasing Underrepresented Students' Preparation for College Through a Summer Bridge Program." *American Behavioral Scientist* 55(2): 142-159.
- Usher, E. L. and F. Pajares (2008). "Self-Efficacy for Self-Regulated Learning." *Educational and Psychological Measurement* 68(3): 443-463.
- Winne, P. H. (1995). Inherent details in self-regulated learning. *Educational Psychologist*, 30(4), 173-187. doi: 10.1207/s15326985ep3004_2
- Yamazumi, K. (2007). Human Agency and Educational Research: A New Problem in Activity Theory. *Actio: An International Journal of Human Activity Theory*, 1, 19-39. doi: citeulike-article-id:6850785
- Zembylas, M. (2007). "Emotional Capital and Education: Theoretical Insights from Bourdieu." *British Journal of Educational Studies* 55(4): 443-463.
- Zimmerman, B. J. (2002a). Achieving self-regulation: The trial and triumph of adolescence. In F. Pajares & T. C. Urdan (Eds.), *Adolescence and education, Vol. 2: Academic motivation of adolescents* (pp. 1-27). Greenwich, CT: Information Age.
- Zimmerman, B. J. (2002b). Becoming a self-regulated learner: An overview. *Theory Into Practice*, 41, 64-70.
- Zimmerman, B. J., A. Bandura, et al. (1992). "Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting." *American Educational Research Journal* 29(3): 663-676.
- Zimmerman, B. J., & Bandura, A. (1994). Impact of Self-Regulatory Influences on Writing Course Attainment. *American Educational Research Journal*, 31(4), 845-862. doi: 10.2307/1163397
- Zimmerman, B. J., Bandura, A., & Martinez-Pons, M. (1992). Self-Motivation for Academic Attainment: The Role of Self-Efficacy Beliefs and Personal Goal Setting. *American Educational Research Journal*, 29(3), 663-676. doi: 10.3102/00028312029003663

- Zimmerman, B. J., & Martinez-Pons, M. (1986). Development of a structured interview for assessing student use of self-regulated learning strategies. *American Educational Research Journal*, 23, 614-628.
- Zimmerman, B. J., & Martinez-Pons, M. (1988). Construct validation of a strategy model of student self-regulated learning. *Journal of Educational Psychology*, 80, 284-290.
- Zimmerman, B. J., & Risemberg, R. (1997). Self-regulatory dimensions of academic learning and motivation. In G. D. Phye (Ed.), *Handbook of academic learning: Construction knowledge*. San Diego: Academic Press.

Interaction of Affective, Cognitive and Situative Processes

- Anderson, J. R., L. M. Reder, et al. (1996). "Situated learning and education." *Educational Researcher* 25(4): 5-11.
- Ashby, F. G., A. M. Isen, et al. (1999). "A neuropsychological theory of positive affect and its influence on cognition." *Psychological Review* 106(3): 529-550.
- Birch, H. (1958). Introduction. In E. Hausserman (Ed.), *Developmental potential of preschool children: An evaluation of intellectual, sensory, and emotional functioning* (pp. ix-xvii). New York: Grune & Stratton.
- Blumenfeld, P., T. Kempler, et al. (2006). Motivation and cognitive engagement in learning environments. *The Cambridge handbook of the learning sciences*. R. K. Sawyer. Cambridge, UK, Cambridge University Press: 475-488.
- Boekaerts, M. (1993). "Anger in relation to school learning." *Learning and Instruction* 3(4): 269-280.
- Boekaerts, M. (2006). "Affective and Motivational Outcomes of Working in Collaborative Groups." *Educational psychology (Dorchester-on-Thames)* 26(2): 187-208.
- Borko, H. (2004). "Professional Development and Teacher Learning: Mapping the Terrain." *Educational Researcher* 33(8): 3.
- Carpendale, J. I. M., and Muller, U., Ed. (2004). *Social interaction and the development of knowledge*. Mahwah, NJ, Lawrence Erlbaum Associates.
- Collaborative for Academic, Social, and Emotional Learning (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. Chicago, Author.
- Crocker, J., Cornwell, B., & Major, B. (1993). *The stigma of overweight: Affective*

- consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 64, 60–70.
- Crocker, J., & Major, B. (1989). Social stigma and self-esteem: The self-protective properties of stigma. *Psychological Review*, 96, 608-630.
- Crocker, J., Voelkl, K., Testa, M., & Major, B. (1991). Social stigma: The affective consequences of attributional ambiguity. *Journal of Personality and Social Psychology*, 60, 218-228.
- Daniels, L. M., T. L. Haynes, et al. (2008). "Individual differences in achievement goals: A longitudinal study of cognitive, emotional, and achievement outcomes." *Contemporary Educational Psychology* 33(4): 584-608.
- DeCorte, E. (2003). Transfer as the Productive Use of Acquired Knowledge, Skills, and Motivations. *Current Directions in Psychological Science*, 12(4), 142-146.
- Durlak, J. A., R. P. Weissberg, et al. (2011). "The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions." *Child Development* 82(1): 405-432.
- Fiedler, K. (2001). Affective states trigger processes of assimilation and accommodation. *Theories of mood and cognition: A user's guidebook*. L. L. Martin and G. L. Clore. Mahwah, NJ, Erlbaum: 85-98.
- Frenzel, A. C., T. M. Thrash, et al. (2007). "Achievement emotions in Germany and China: A cross-cultural validation of the Academic Emotions Questionnaire-Mathematics." *Journal of Cross-Cultural Psychology* 38(3): 302-309.
- Greeno, J. G. (1991). "Number Sense as Situated Knowing in a Conceptual Domain." *Journal for Research in Mathematics Education* 22(3): 170-218.
- Greeno, J. G. (1994). "Some Further Observations of the Environment/Model Metaphor." *Journal for Research in Mathematics Education* 25(1): 94-99.
- Greeno, J. G., A. M. Collins, et al. (1996). *Cognition and learning*. Handbook of Educational Psychology. D. Berliner and R. Calfee. New York, MacMillan: 15–46.
- Greeno, J. G. (2006). *Learning in activity*. Handbook of the Learning Sciences. K. Sawyer. Cambridge, MA, Cambridge University Press: 79-96.
- Hausserman, E. (1958). *Developmental potential of preschool children: An evaluation of intellectual, sensory, and emotional functioning*. New York: Grune & Stratton.

- Jäärvelää, S., S. Volet, et al. (2010). "Research on Motivation in Collaborative Learning: Moving Beyond the Cognitive-Situative Divide and Combining Individual and Social Processes." *Educational Psychologist* 45(1): 15-27.
- Lang, P., Y. Katz, et al., Eds. (1998). *Affective Education*. London, Wellington House.
- Leary, M. (2000). *The nature and function of self-esteem: Sociometer theory*. Burlington: Elsevier.
- Lemke, J. (2000). Across the Scales of Time: Artifacts, Activities, and Meanings in Ecosocial Systems. *Mind, Culture, and Activity*, 7(4), 273-290. doi: citeulike-article-id:828153
- Meinhardt, J. and R. Pekrun (2003). "Attentional resource allocation to emotional events: An ERP study." *Cognition and Emotion* 17(3): 477-500.
- Mislevy, R. J. (2008). Issues of structure and issues of scale in assessment from a situative/sociocultural perspective. In P. A. Moss, D. Pullin, E. H. Haertel, J. P. Gee & L. J. Young (Eds.), *Assessment, equity, and opportunity to learn* (pp. 259-294). New York: Cambridge University Press.
- Nasir, N. S. and G. B. Saxe (2003). "Ethnic and Academic Identities: A Cultural Practice Perspective on Emerging Tensions and Their Management in the Lives of Minority Students." *Educational Researcher* 32(5): 14-18.
- Nolen, S. B. and C. J. Ward (2008). Sociocultural and situative research on motivation. Social psychological perspective on motivation and achievement: *Advances in motivation and achievement*. M. Maehr, S. Karabenick and T. Urdan. London, Emerald Group. 15: 428-460.
- Norman, D. A. (1993). *Things that make us smart*. Boston: Addison-Wesley.
- Olafson, K. M. and F. R. Ferraro (2001). "Effects of emotional state on lexical decision performance." *Brain and Cognition* 45(1): 15-20.
- Pekrun, R., Goetz, T., & Perry, R. P. (2005). *Academic Emotions Questionnaire (AEQ)*. User's manual. Department of Psychology, University of Munich.
- Pekrun, R., A. J. Elliot, et al. (2006). "Achievement goals and discrete achievement emotions: A theoretical model and prospective test." *Journal of Educational Psychology* 98(3): 583-597.
- Pekrun, R., A. J. Elliot, et al. (2009). "Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance." *Journal of Educational Psychology* 101(1): 115-135.
- Phelps, E. A. (2006). *Emotion and cognition: insights from studies of the human amygdala*.

Annual Review of Psychology, 57, 27-53. doi: 10.1146/annurev.psych.56.091103.070234

- Rebora, A. (2010, March 6). How are you really feeling? Retrieved October 12, 2010, from blogs.edweek.org/teachers/webwathc/2010/03/how_are_you_really_feeling.html
- Ruble, D. N., & Seidman, E. (1996). Social Transitions: Windows into social psychological processes. In E. T. Higgins & A. W. Kruglanski (Eds.), *Social Psychology: Handbook of Basic Principles* (pp. 830-856). New York: Guilford Press.
- Schutz, P. A., & Pekrun, R., Ed. (2007). *Emotion in education*. San Diego, CA, Academic Press.
- Thagard, P. (2006). *Hot thought: Mechanisms and applications of emotional cognition*. Cambridge, MA: MIT Press.
- Tyson, D. F., Linnenbrink-Garcia, L., & Hill, N. E. (2008). Achievement goal orientations and emotional responses during standardized testing. Annual Meeting of the American Educational Research Association. New York.
- Tyson, D. F., Linnenbrink-Garcia, L., & Hill, N. E. (2009). "Regulating debilitating emotions in the context of performance: Achievement goal orientations, achievement-elicited emotions, and socialization contexts." *Human Development* 52: 329-356.
- Waterhouse, L. (2006). Inadequate Evidence for Multiple Intelligences, Mozart Effect, and Emotional Intelligence Theories. *Educational Psychologist*, 41(4), 247-255. doi: 10.1207/s15326985ep4104_5
- Weissberg, R. P. and M. U. O'Brien (2004). "What Works in School-Based Social and Emotional Learning Programs for Positive Youth Development." *Annals of the American Academy of Political and Social Science* 591: 86-97.
- Zhang, J., Scardamalia, M., Lamon, M., Messina, R., & Reeve, R. (2007). Socio-cognitive dynamics of knowledge building in the work of 9- and 10-year-olds. *Educational Technology Research and Development*, 55(2), 117-145. doi: 10.1007/s11423-006-9019-0
- Zigler, E., & Bishop-Josef, S. J. (2006). The cognitive child vs. the whole child: Lessons from 40 years of Head Start. *Play = Learning: How play motivates and enhances children's cognitive and social- emotional growth* R. M. G. D. G. Singer, & K. A. Hirsh-Pasek New York, Oxford University Press: 15-35.
- Zins, J. E., Weissberg, R. P., Wang, M. C., Walbe, H. J., Ed. (2004). *Building academic success on social and emotional learning : what does the research say*. New York, Teachers College Press.

Social Emotional Learning

- Aronson, E. (2002). Building empathy, compassion, and achievement in the jigsaw classroom. In J. Aronson (Ed.), *Improving academic achievement: Impact of psychological factors on education* (pp. 209 – 225). San Diego, CA: Academic Press.
- Bandura, A. (1977). *Social Learning Theory*. Englewood Cliffs, NJ: Prentice-Hall
- Bandura, A. (1986). *Social foundations of thought and action: A social-cognitive theory*. Englewood Cliffs, NJ: Prentice Hall.
- Bandura, A. (1989). Human agency in social cognitive theory. *American Psychologist*, 44(9), 1175-1184.
- Bandura, A. (Ed.). (1995). *Self-efficacy in changing societies*. New York: Cambridge University Press.
- Bandura, A. (1999). Social cognitive theory of gender development and differentiation. *Psychological Review*, 106(4), 676-713.
- Bandura, A. (2001). Social cognitive theory: An agentic perspective. *Annual Review of Psychology*, 52, 1-26.
- Bandura, A. (2002). Social cognitive theory in cultural context. *Applied Psychology: An International Review*, 51(2), 269-290.
- Bellah, R. N., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). *Habits of the heart: Individuals and commitment in American life*. Berkeley: University of California Press.
- Bernstein, B. (1961). Social Class and Linguistic Development: A Theory of Social Learning. In A. H. Halsey, Floud, J, and Anderson, C.A. (Ed.), *Education, Economy and Society* (pp. 288-314). New York: Free Press of Glencoe, Inc, 1961.
- Blascovich, J., Loomis, J., Beall, A., Swinth, K., Hoyt, C., & Bailenson, J. N. (2002). Immersive virtual environment technology as a methodological tool for social psychology. *Psychological Inquiry*, 13, 103-124.
- Bloom, B. S. (1976). *Human characteristics and social learning*. New York: McGraw Hill.
- Burleson, W., Picard, R. W., Perlin, K., & Lippincott, J. (2004). A platform for affective agent research. Paper presented at the Workshop on Empathetic Agents, International Conference on Autonomous Agents and Multiagent Systems, Columbia University, New York, NY.

- Carpendale, J. I. M., and Muller, U. (Ed.). (2004). *Social interaction and the development of knowledge*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Cartwright, D. (1950). Emotional dimensions of group life. In M. L. Raymert (Ed.), *Feelings and Emotions* (pp. 439–447). New York: McGraw-Hill.
- Chan, T. W. (1996). Learning companion systems, social learning systems, and the global social learning club. *Journal of Artificial Intelligence in Education*, 7(2), 125-159.
- Cohen, J. (Ed.). (1999). *Educating Minds and Hearts: Social Emotional Learning and the Passage into Adolescence*. New York: Teachers College Press.
- Cohen, J. (2001). *Caring classrooms/intelligent schools: The Social Emotional Education of Young Children*. New York, NY: Teachers College Press.
- Collaborative for Academic, Social, and Emotional Learning. (2003). *Safe and sound: An educational leader's guide to evidence-based social and emotional learning programs*. Chicago: Author.
- Collaborative for Academic Social and Emotional Learning. (2000-2011). The CASEL Foundation, from <http://www.casel.org>
- Duckworth, A. L., & Quinn, P.D. (2009). Development and validation of the Short Grit Scale (Grit-S). *Journal of Personality Assessment*, 91, 166-174.
- Duckworth, A. L., Kirby, T. A., Tsukayama, E., Berstein, H., & Ericsson, K. A. (2010). Deliberate Practice Spells Success. *Social Psychological and Personality Science*, 2(2), 174-181. doi: 10.1177/1948550610385872
- Duckworth, A. L., & Seligman, M. E. P. (2005). Self-Discipline Outdoes IQ in Predicting Academic Performance of Adolescents. *Psychological Science*, 16(12), 939-944.
- Duckworth, A. L., Tsukayama, E., & May, H. (2010). Establishing Causality Using Longitudinal Hierarchical Linear Modeling: An Illustration Predicting Achievement From Self-Control. *Social Psychological and Personality Science*, 1(4), 311-317. doi: 10.1177/1948550609359707
- Duckworth, A. L., & Seligman, M. E. P. (2006). Self-discipline gives girls the edge: Gender in self-discipline, grades, and achievement test scores. *Journal of Educational Psychology*, 98(1), 198-208.
- Durlak, J. A., Weissberg, R. P., & Pachan, M. (2010). A meta-analysis of after-school programs that seek to promote personal and social skills in children and adolescents. *American Journal of Community Psychology*, 45, 294-309.

- Durlak, J. A., & Weissberg, R. P. (2007). The impact of after-school programs that promote personal and social skills. Chicago, IL: Collaborative for Academic, Social, and Emotional Learning.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*, 82(1), 405-432. doi: 10.1111/j.1467-8624.2010.01564.x
- Dweck, C., & Leggett, E. (1988). A social-cognitive approach to motivation and personality. *Psychological Review*, 95(2), 256-273. doi: citeulike-article-id:6444488
- doi: 10.1037/0033-295X.95.2.256
- Edutopia staff. (2008, March 17). Why champion social and emotional learning?: Because it helps students build character. *Edutopia* Retrieved October 15, 2010, from <http://www.edutopia.org/social-emotional-learning-introduction>
- Elias, M. (2001, February 22). A view on emotional intelligence and the family. *Edutopia* Retrieved October 13, 2010, from <http://www.edutopia.org/maurice-elias-emotional-intelligence-and-family>
- Elias, M. (2008, December 23). Creating Better People: SECD Can Make a Difference. *Edutopia* Retrieved October 15, 2010, from <http://www.edutopia.org/social-emotional-learning-evidence-research>
- Elias, M. J., Zins, J. E., Weissberg, R. P., Frey, K. S., Greenberg, M. T., Haynes, N. M., et al. (1997). Promoting social and emotional learning: Guidelines for educators. Alexandria, VA: Association for Supervision and Curriculum Development.
- Elliott, C., Rickel, J. W., & Lester, J.C. (1999). Lifelike pedagogical agents and affective computing: An exploratory synthesis. In M. W. M. Veloso (Ed.), *Lecture notes in artificial intelligence* (Vol. 1600, pp. 195-212). Berlin: Springer-Verlag.
- Forgas, J. P. (Ed.). (2001). *Handbook of affect and social cognition*. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Goleman, D. (2008, August 22). The secret to success Retrieved December 21, 2010, from <http://danielgoleman.info/topics/social-emotional-learning/>
- Goleman, D. (2010). *Social & Emotional Learning* Retrieved October 30, 2010, from <http://danielgoleman.info/topics/social-emotional-learning/>
- Gray, J. R., Braver, T. S., & Raichle, M. E. (2002). Integration of emotion and cognition in the lateral prefrontal cortex. *Proceedings of the National Academy of Sciences*, 99(6), 4115-4120. doi: 10.1073/pnas.062381899

- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58, 466-474.
- Haidt, J. (2001). The emotional dog and its rational tail: a social intuitionist approach to moral judgment. *Psychological Review*, 108(4), 814-834.
- Haynes, N., Ben-Avie, M. and Ensign, J. (2003). How social and emotional development add up. New York, NY: Teachers College Press.
- Hoffman, D. M. (2009). Reflecting on Social Emotional Learning: A Critical Perspective on Trends in the United States. *Review of Educational Research*, 79(2), 533-556. doi: 10.3102/0034654308325184
- Hollander, C. N. (2012, April 20). Teach the Books, Touch the Heart, *New York Times*.
- Hymel, S., Schonert-Reichl, K. A., & Miller, L. D. (2007). Reading, 'riting, 'rithmetic and relationships: Considering the social side of education. *Exceptionality Education Canada*, 16, 149-191.
- Kim, Y. (2004). Pedagogical agents as learning companions: The effects of agent affect and gender on learning, interest, self-efficacy, and agent persona. Tallahassee ,FL: Florida State University.
- Kim, Y., & Baylor, A. L. (2006). A Social-Cognitive Framework for Pedagogical Agents as Learning Companions. *Educational Technology Research and Development*, 54(6), 569-596.
- Kim, Y., Baylor, A. L., & Shen, E. (2007). Pedagogical agents as learning companions: the impact of agent emotion and gender. *Journal of Computer Assisted Learning*, 23, 220-234.
- Kleifgen, J. A. (2001). Assembling talk: Social alignments in the workplace. *Research on Language and Social Interaction*, 34, 279-308.
- Matusov, E., & Hayes, R. (2000). Sociocultural critique of Piaget and Vygotsky. *New Ideas in Psychology*, 18, 215-239.
- McLoyd, V. C. (1990). The impact of economic hardship on Black families and children: Psychological distress, parenting, and socioemotional development. *Child Development*, 61, 311-346.
- Molden, D. C., & Dweck, C. S. (2006). Finding "meaning" in psychology: a lay theories approach to self-regulation, social perception, and social development. *Am Psychol*, 61(3), 192-203. doi: 10.1037/0003-066x.61.3.192

- Park, N., & Peterson, C. (2006). Character strengths and happiness among young children: Content analysis of parental descriptions. *Journal of Happiness Studies*, 7, 323-341.
- Pasi, R. (2001). *Higher expectations: Promoting social emotional learning and academic achievement in your school*. New York: Teachers College Press.
- Payton, J., Weissberg, R. P., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., et al. (2008). *The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews*. Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Payton, J., Weissberg, R., Durlak, J. A., Dymnicki, A. B., Taylor, R. D., Schellinger, K. B., & Pachan, M. (2008). *The positive Impact of Social and Emotional Learning for Kindergarten to 8th Grade Students*. Chicago: Collaborative for Academic, Social, and Emotional Learning.
- Payton, J. W., Wardlaw, D. M., Graczyk, P. A., Bloodworth, M. R., Tompsett, C. J., & Weissberg, R. P. (2000). Social and Emotional Learning: A Framework for Promoting Mental Health and Reducing Risk Behavior in Children and Youth. *Journal of School Health*, 70(5), 179-185. doi: 10.1111/j.1746-1561.2000.tb06468.x
- Ross, M., Powell, S., & Elias, M. (2002). New Roles for School Psychologists: Addressing the Social and Emotional Learning Needs of Students. *School Psychology Review*, 31(1), 43.
- Ruler Group. (2010). Evidence: The RULER Approach. Retrieved October 15, 2010, from <http://therulerapproach.org/index.php/about/evidence/>
- Schonert-Reichl, K. A. & Hymel, S. (2007). Educating the heart as well as the mind: Social and emotional learning for school and life success. *Education Canada*, 47 (2), 130-137.
- Seligman, M. E. P. (1999). Positive Social Science. *Journal of Positive Behavior Interventions*, 1(3), 181-182. doi: 10.1177/109830079900100306
- Seligman, M. E. P., Parks, A. C., & Steen, T. (2004). A Balanced Psychology and a Full Life. *Philosophical Transactions: Biological Sciences*, 359(1449), 1379-1381.
- Tanyu, M. (2007). Implementation of Prevention Programs: Lessons for Future Research and Practice: A Commentary on Social and Emotional Learning: Promoting the Development of All Students, a chapter by Joseph E. Zins and Maurice J. Elias. *Journal of Educational and Psychological Consultation*, 17(2-3), 257-262. doi: 10.1080/10474410701346758
- Taylor, R. D., & Dymnicki, A. B. (2007). Empirical Evidence of Social and Emotional Learning's Influence on School Success: A Commentary on „Building Academic Success on Social and Emotional Learning: What Does the Research Say?“, a book edited by Joseph E. Zins, Roger P. Weissberg, Margaret C. Wang, and Herbert J. Walberg. *Journal of Educational and Psychological Consultation*, 17(2-3), 225-231. doi:

- Thomas, A., & Chess, S. (1977). *Temperament and development*. New York: Brunner/Mazel.
- Tudge, J. R. H., & Winterhoff, P. A. (1993). Vygotsky, Piaget, and Bandura: Perspectives on the relations between the social world and cognitive development. *Human Development*, 36, 61-81.
- Weissberg, R. P., Gesten, E. L., Carnrike, C. L., Toro, P. A., Rapkin, B. D., Davidson, B. D. E., & Cowen, E. L. (1981). Social problem-solving skills training: A competence building intervention with second- to fourth-grade children. *American Journal of Community Psychology*, 9, 411-423.
- Weissberg, R. P., & Greenberg, M. T. (1998). School and community competence-enhancement and prevention programs. In I. E. Siegel & K. A. Renninger (Eds.), *Handbook of child psychology: Child psychology in practice* (5th ed., Vol. 4, pp. 877-954). New York: John Wiley.
- Weissberg, R. P., Kumpfer, K. L., & Seligman, M. E. P. (2003). Prevention for children and youth that works: An introduction. *American Psychologist*, 58, 425-432.
- Weissberg, R. P., & O'Brien, M. U. (2004). What Works in School-Based Social and Emotional Learning Programs for Positive Youth Development. *Annals of the American Academy of Political and Social Science*, 591, 86-97.
- Weissberg, R. P., Walberg, H. J., O'Brien, M. U., & Kuster, C. B. (Eds.). (2003). *Long-term trends in the well-being of children and youth*. Washington, DC: Child Welfare League of America Press.
- Zeidner, M., Roberts, R. D., & Matthews, G. (2002). Can emotional intelligence be schooled? A critical review. *Educational Psychologist*, 37, 215-231.
- Zigler, E., & Bishop-Josef, S. J. (2006). The cognitive child vs. the whole child: Lessons from 40 years of Head Start. In R. M. G. D. G. Singer, & K. A. Hirsh-Pasek (Ed.), *Play = Learning: How play motivates and enhances children's cognitive and social- emotional growth* (pp. 15-35). New York: Oxford University Press.
- Zins, J. E., Weissberg, R. P., Wang, M. C., Walbe, H. J. (Ed.). (2004). *Building academic success on social and emotional learning : what does the research say*. New York: Teachers College Press.
- Zins, J. E., & Elias, M. J. (2006). Social and emotional learning. In G. G. B. K. M. Minke (Ed.), *Children's needs III: Development, prevention, and intervention* (pp. 1-13). Bethesda, MD: National Association of School Psychologists.

Other

- Adams, J. (1780, May 12). [Letter to Abigail Adams].
- Adams, J. T. (1931). *The Epic of America*. New York: Little Brown & Company.
- Advanced Distributed Learning. (2009). *Sharable Content Object Reference Model (SCORM) Version 2004* (4th ed.). Alexandria, VA: Author.
- Argyris, C., & Schon, D. A. (1978). *Organizational learning: A theory of action perspective*. Reading, MA: Addison-Wesley.
- Aristotle. (1981). *The Politics*. New York: Penguin.
- Arrow, K., Bowles, S., & Durlauf, S. (2000). *Meritocracy and economic inequality*. New Jersey: Princeton University Press.
- Bailyn, B. (1960). *Education in the Forming of American Society*. Chapel Hill, NC: University of North Carolina Press.
- Baldwin, J. (1998). Stranger in a village. In T. Morrison (Ed.), *Collected essays*. New York: Library of America.
- Barab, S., Dodge, T., Thomas, M. K., Jackson, C., & Tuzun, H. (2007). Our Designs and the Social Agendas They Carry. *Journal of the Learning Sciences, 16*(2), 263-305. doi: 10.1080/10508400701193713
- Becker, G. (1993). *Human Capital*. New York: Columbia University Press.
- Begley, S. (2011, March 7). Brain freeze: how the deluge of information paralyzes our ability to make good decisions. *Newsweek, 152*, 30-34.
- Bennett, R. E. (2005). What does it mean to be a nonprofit educational measurement organization in the 21st century? Princeton, NJ: Educational Testing Service.
- Berger, P., & Luckmann, T. (1966). *The social construction of reality*. New York: Doubleday/Anchor.
- Berman, M. (1988). *All that is solid melts into air: The experience of modernity*. New York: Penguin Books.
- Bibace, R., & Leeman, R. (1999). A cycle of activities that approximates a partnership idea between researcher and research participant. In R. Bibace, J. J. Dillon & B. Dowds (Eds.), *Partnerships in Research, Clinical and Educational Settings* (pp. 77-90). Norwood, NJ: Ablex Publishing Company.

- Blau, P., & Duncan, O. (1967). *The American Occupational Structure*. New York: Wiley.
- Bourdieu, P. (1973). Cultural Reproduction and Social Reproduction. In R. Brown (Ed.), *Knowledge, Education and Social Change: Papers in the Sociology of Education* (pp. 71–112). Tavistock, UK: Tavistock Publications.
- Bourdieu, P. (1977). *Outline of a theory of practice*. New York: Cambridge University Press.
- Bourdieu, P. (1986). The form of capital. In J. G. Richardson (Ed.), *Handbook of theory and research for sociology of education* (pp. 241–258). New York: Greenwood Press.
- Bourdieu, P. (1988). *Homo academicus*. Stanford, CA: Stanford University Press.
- Bourdieu, P. (1996). *The state of nobility: Elite schools in the field of power*. Stanford: Stanford University Press.
- Bourdieu, P., & Passeron, J.-C. (1977). *Reproduction in education, society and culture* (R. Nice, Trans.). Beverly Hills, CA: Sage.
- Bourdieu, P., & Wacquant, L. (1992). *An Invitation to Reflexive Sociology*. Chicago, IL: University of Chicago Press.
- Brooks, S., Gelman, A., Jones, G., & Meng, X. L. (Eds.). (2011). *Handbook of Markov Chain Monte Carlo Methods*. Boca Raton, FL: Chapman.
- Brown, J. S. (2012). How World of Warcraft could save your business and the economy. *YouTube lecture*, from http://www.youtube.com/watch?v=BhuOzBS_O-M
- Bruner, J. (1960). *The process of education*. Cambridge, MA: Harvard University Press.
- Bruni, F. (2012, April 29). The Imperiled Promise of College, *New York Times*, p. SR3. Retrieved from www.nytimes.com/2012/04/29/opinion/sunday/bruni-the-imperiled-promise-of-college.html
- Budoff, M. (1969). Learning potential: A supplementary procedure for assessing the ability to reason. *Psychiatry, 1*, 278-290.
- Butler, J. (2010). *Frames of War: When is Life Grievable?* New York: Verso.
- Buzan, T. (2011, March 15). How to Mind Map with Tony Buzan, from <http://www.videojug.com/film/how-to-mind-map-with-tony-buzan>
- Byrne, D. (1988). *Complexity theory and the social sciences: An introduction*. London: Routledge.
- Carnegie, A. (2005). *Triumphant Democracy*. New York: Cosimo Classics.

- Cassino, D., & Woolley, P. (2011, Nov 21). Some news leaves people knowing less, from <http://publicmind.fdu.edu/2011/knowless/>
- CAST. (2009). UDL guidelines, from www.cast.org/publications/UDLguidelines
- Coghlan, A. T., Preskill, H., & Tzavaras Catsambas, T. (2003). An overview of appreciative inquiry in evaluation. *New Directions for Evaluation*, 2003(100), 5-22. doi: 10.1002/ev.96
- College Board. (2010). 2010 college-bound seniors: Total group profile report. New York: Author.
- Collins, R. (1979). *The Credential Society*. New York: Academic
- Comer, J. P. (1980). *School power*. New York: Free Press.
- Comte, A. (1988). *Introduction to Positive Philosophy*. Indianapolis, IN: Hackett Publishing Company, Inc.
- Congressional Budget Office. (2011). *The Budget and Economic Outlook: Fiscal Years 2011 to 2021*. Washington, D.C.: Author.
- Connolly, W. (1993). *The Terms of Political Discourse*. Oxford: Blackwell.
- Conant, J. (1938). The Future of Our Higher Education. *Harper's Magazine*, 176, 593-602.
- Cope, B., Kalantzis, M., & Burbules, N. (2012). Action Area 4: Adapt to a Ubiquitous Learning Environment. *New Learning: A Charter for Change in Education* Retrieved August 2, 2012, from <http://education.illinois.edu/newlearning/ubiquitous-learning.html>
- Corporation for Public Broadcasting, & PBS KIDS. (2011). *Findings from Ready to Learn: 2005–2010*. Washington, DC: Author.
- Coxhead, A. (2000). An Academic Word List *ELI Occasional Publications #18*. Wellington, New Zealand: University of Wellington, English Language Institute.
- Crick, B. (2002). *Democracy*. Oxford: Oxford University Press.
- Csikszentmihalyi, M. (1990). *Flow: The Psychology of Optimal Experience*. New York: Harper and Row.
- Dahl, R. (1989). *Democracy and Its Critics*. New Haven: Yale University Press.
- Dallek, R. (1999). *Flawed Giant: Lyndon Johnson and His Times, 1961-1973: Lyndon Johnson and His Times, 1961-1973*. New York: Oxford University Press.
- Davis, K. (Writer). (2005). *A Girl Like Me: Reel Works Teen Filmmaking*.

- De Certeau, M. (1984). *The practice of everyday life*. Berkeley: University of California Press.
- DeNavas-Walt, C., Proctor, B. D., & Smith, J. C. (2012). Income, Poverty, and Health Insurance Coverage in the United States: 2011 *U.S. Census Bureau, Current Population Reports*. Washington, DC: U.S. Government Printing Office.
- Derrida, J. (1976). *Of grammatology*. Baltimore, MD: Johns Hopkins University Press.
- Derrida, J. (1982). Signature event context. In J. Derrida (Ed.), *Margins of Philosophy*. Chicago, IL: University of Chicago Press.
- Detterman, D. K. (1993). The case for prosecution: Transfer as an epiphenomenon. In D. K. Detterman & R. J. Sternberg (Eds.), *Transfer on trial: Intelligence, cognition, and instruction* (pp. 39–67). Stamford, CT: Ablex Publishing Corp.
- Dewey, J. (1938). *Experience and Education*. New York: Collier Books.
- Dewey, J. (1959). My pedagogic creed. In M. Dworkin (Ed.), *Dewey on education* (pp. 19- 32). New York: Teachers College Press.
- Dewey, J. (1966). *Democracy and education*. New York: The Free Press.
- Dewey, J. (1988). *The essential Dewey* (Vol. 1-2). Bloomington: Indiana University Press.
- Diamond, J. (2005). *Collapse: How societies choose to fail or succeed*. New York: Viking Books.
- Drost, W. H. (1967). *David Snedden and Education for Social Efficiency*. Madison, WI: University of Wisconsin Press
- Duhem, P. (1954). *The aim and structure of physical theory*. Princeton: Princeton University Press.
- Earnshaw, S. (2007). *Existentialism: A Guide for the Perplexed*. London: Continuum.
- Education. (n.d.). *Dictionary.com online* Retrieved March 2, 2011, from <http://www.dictionary.com>
- Eisenstein, C. (2007). *The Ascent of Humanity*. Harrisburg, PA: Panentheia Press.
- Eitzen, D. S., & Zinn, M. B. (2011). *Globalization: The Transformation of Social Worlds*. Beverly, MA: Wadsworth Publishing.
- Engstrom, Y. (2005). Knotworking to create collaborative intentionality capital in fluid organizational fields. In M. M. Beyerlein, S. T. Beyerlein & F. A. Kennedy (Eds.), *Collaborative capital: Creating intangible value*. Amsterdam: Elsevier.

- Engeström, Y. (1987). *Learning by expanding: An activity theoretical approach to developmental research*. Helsinki: OrientaKonsultit.
- Fillmore, C. J. (1976). Frame semantics and the nature of language. In H. D. S. S. R. Harnad, & J. Lancaster (Ed.), *Origins and Evolution of Language and Speech: Annals of the NY Academy of Sciences* (Vol. 280, pp. 20-32).
- Fine, M., Weis, L., & Powell, L. C. (1997). Communities of difference: a critical look at segregated spaces created for and by youth. *Harvard Educational Review*, 67, 247-284.
- Fleck, L. (1979). *Genesis and development of scientific fact*. Chicago: University of Chicago Press.
- Fleming, J. (2011, October 18). In a Future of 3D Printing and Graphene, Nothing and No-One Will Be Safe From Becoming Outdated Retrieved December 5, 2011, from http://www.huffingtonpost.co.uk/john-fleming/in-a-future-of-3d-printin_b_1017194.html
- Foucault, M. (1978). *Discipline and punish* (A. Sheridan, Trans.). New York: Penguin Books.
- Foucault, M. (1978). *The history of sexuality* (Vol. 1, an introduction). New York: Pantheon.
- Foucault, M. (1980). *Power/knowledge*. New York: Pantheon.
- Frankl, V. (1984). *Man's search for meaning: an introduction to logotherapy* (3rd ed.). New York: Schuster & Schuster.
- Fraser, N. (2008). *Adding Insult to Injury: Nancy Fraser Debates Her Critics*. London: Verso.
- Fraser, N., & Honneth, A. (2003). *Redistribution or Recognition: A Political-Philosophical Exchange*. London: Verso.
- Freire, P. (1993). *Pedagogy of the Oppressed*. New York: Bloomsbury.
- Garfinkel, H. (1967). *Studies in ethnomethodology*. Englewood Cliffs, NJ: Prentice-Hall.
- Garfinkel, H. (2002). *Ethnomethodology's program: Working out Durkheim's aphorism*. Lanham, MD: Rowman & Littlefield.
- Genette, G. (1980). *Narrative discourse*. Ithaca, NY: Cornell University Press.
- Glasser, W. (1992). *The quality school: Managing students without coercion*. New York: Harper Collins.
- Goodwin, C. (1994). Professional vision. *American Anthropologist*, 96, 606-633.
- Goodwin, C. (1995). Seeing in depth. *Social studies of science*, 25, 237-273.

- Gordon, E. (2002). [Personal communication].
- Griggs v. Duke Power Company, 401 US 424 C.F.R. (1971).
- Gross, A. (1996). *The rhetoric of science*. Cambridge: Harvard University Press.
- Gurvitch, G. (1966). *The social frameworks of knowledge*. New York: Harper and Row.
- Harvard Graduate School of Education. (2010). Project Zero, from <http://pzweb.harvard.edu/index.cfm>
- Hinshaw, S. (2007). *The mark of shame: Stigma of mental illness and an agenda for change*. New York: Oxford University Press.
- Hochschild, J. (1995). *Facing Up to the American Dream*. Princeton, NJ: Princeton University.
- Hofstadter, R. (1944). *Social Darwinism in American Thought*. Boston: Beacon Press.
- Homer-Dixon, T. (2006). *The upside of down: Catastrophe, creativity, and the renewal of civilization*. Washington, DC: Island Press.
- Honneth, A. (1996). *The Struggle for Recognition: The Grammar of Social Conflicts*. Cambridge: MIT Press.
- IEEE Learning Technology Standards Committee P1484. (2006). IEEE P1484.12.3., draft 8, extensible markup language (XML) schema definition language binding for learning object metadata Retrieved June 1, 2006, from <http://ieeeltsc.org>
- Illich, I. (1970). *Deschooling society*. New York: Harper & Row.
- Iseli, M. (2011). *Ontology development: Overview and example Draft CRESST Whitepaper*. Los Angeles: University of California, National Center for Research on Evaluation, Standards, and Student Testing.
- Johnson, L., Adams, S., & Cummins, M. (2012). *The NMC Horizon Report: 2012 Higher Education Edition*. Austin, TX: The New Media Consortium.
- Jonçich, G. (1968). *The sane pragmatist: A biography of Edward L. Thorndike*. Middletown, CT: Wesleyan Press.
- Kahneman, D. (2003). Maps of Bounded Rationality: Psychology for Behavioral Economics. *The American Economic Review*, 93(5), 1449-1475. doi: 10.2307/3132137
- Karabel, J. (2005). *The Chosen: The Hidden History of Admission and Exclusion at Harvard, Yale, and Princeton*. New York: Houghton Mifflin.

- Kay. (2012). *Celebration in Honor of Professor Judea Pearl, Winner of the 2011 Turing Award*. Paper presented at the UCLA Computer Science Department, Los Angeles.
- Kazin, M., Edwards, R., & Rothman, A. (Eds.). (2011). *The Concise Princeton Encyclopedia of American Political History*. Princeton, NJ: Princeton University Press.
- Kent, W. J., Sugnet, C. W., Furey, T. S., Roskin, K. M., Pringle, T. H., Zahler, A. M., & Haussler, D. (2002). The human genome browser at UCSC. *Genome Research*, 12(6), 996-1006. doi: 10.1101/gr.229102. Article published online before print in May 2002
- Keppel, F. (1963, October 7). [Francis Keppel to Rice Clemow].
- Keppel, F. (1963, August 10). [Francis Keppel to Joseph Califano].
- Keppel, F. (1965, September 29). [Keppel to Senator Roman Hruska].
- Khatib, F., Cooper, S., Tyka, M. D., Xu, K., Makedon, I., Popovifá, Z., . . . Players, F. (2011). Algorithm discovery by protein folding game players. *Proceedings of the National Academy of Sciences*. doi: 10.1073/pnas.1115898108
- Kirby, V. (2011). *Quantum Anthropologies: Life at large*. Durham, NC: Duke University Press.
- Kluckhohn, C. (1951). Values and value-orientations in the theory of action: An exploration in definition and classification. In T. Parsons & E. Shils (Eds.), *Toward a general theory of action*. Cambridge, MA: Harvard University Press.
- Kounin, J. (1970). *Discipline and group management in classrooms*. New York: Holt, Rinehart, & Winston.
- Krathwohl, D. (2009). *Methods of educational & social science research: An integrated approach* (3rd ed.). Long Grove, IL: Waveland Press.
- Kuhn, T. (1996). *The structure of scientific revolutions* (3rd ed.). Chicago, IL: University of Chicago Press.
- Kuhn, T. S. (1962). *The structure of scientific revolutions* (1st ed.). Chicago, IL: University of Chicago Press.
- Kurzweil, R. (2005). *The singularity is near: When humans transcend biology*. New York, NY: Viking Press.
- Landau, M. (1993). *Narratives of human evolution*. New Haven: Yale University Press.
- Latour, B. (2002). *La fabrique du droit: Une ethnographie du Conseil d'Etat*. Paris: La Decouverte.

- Latour, B., & Woolgar, S. (1979). *Laboratory life: The construction of scientific facts*. New York: Sage Publications.
- Li, Z. (2010, April). Shanghai coming to grip with its aging population problems. *EAI Background Brief No. 517*, from <http://www.eai.nus.edu.sg/BB517.pdf>
- Lippmann, W. (1914). *Drift and Mastery: An Attempt to Diagnose the Current Unrest*. New York: Mitchell Kennerley.
- Litzler, E., Lange, S., & Brainard, S. (2005). *Climate for Graduate Students in Science and Engineering Departments*. Paper presented at the 2005 American Society for Engineering Education Annual Conference and Exposition, Portland, Oregon.
- Lurie, S. (2011). Towards greater clarity in the role of ambiguity in clinical reasoning. *Medical Education*, 45(4), 326-328. doi: 10.1111/j.1365-2923.2011.03938.x
- Machiavelli, N. (1965). *The Chief Works and Others* (A. Gilbert, Trans.). Durham: Duke University Press.
- Malanga, S. (2010). *Shakedown: The continuing conspiracy against the American taxpayer*. Chicago: Rowan & Littlefield.
- Mandela, N. (1994). *Long Walk to Freedom: The Autobiography of Nelson Mandela*. Boston, MA: Little Brown & Co.
- Martin, E. (1987). *The woman in the body: A cultural analysis of reproduction*. Boston: Beacon Press.
- McNamee, S., & Miller, R. (2009). *The Meritocracy Myth*. New York: Rowman & Littlefield.
- Merton, R. K. (1957). *Social theory and social structure*. New York: The Free Press.
- Meyer, D. K., & Turner, J. C. (2002). Using Instructional Discourse Analysis to Study the Scaffolding of Student Self-Regulation. *Educational Psychologist*, 37(1), 17-25. doi: 10.1207/s15326985ep3701_3
- Mezirow, J. (1994). Understanding Transformation Theory. *Adult Education Quarterly*, 44(4), 222-232. doi: 10.1177/074171369404400403
- Mill, J. S. (1995). *On Liberty*. New York: Penguin.
- Moses, R. P., Kamii, M., Swap, S. M., & Howard, J. (1989). The Algebra Project: Organizing in the spirit of Ella. *Harvard Educational Review*, 59, 423-443.
- Mousavi, H., Kerr, D., & Iseli, M. R. (in process). Unsupervised ontology generation from unstructured text *CRESST Rep*. Los Angeles: University of California, National Center for

Research on Evaluation, Standards, and Student Testing.

- Murray, C. (2012). *Coming apart: the state of white America, 1960-2010*. New York: Crown Forum.
- Naish, J. (2011, March 28). The electric thinking cap that makes you cleverer... and happier! Retrieved April 2, 2012, from <http://www.dailymail.co.uk/health/article-1370897/The-electric-thinking-cap-makes-cleverer--happier.html>
- Nass, C. (2011). Clifford Nass faculty profile, Stanford University, from <http://www.stanford.edu/~nass/>
- National Academy of Engineering. (2008). *Grand challenges for engineering*. Washington, DC: Author.
- Newman, M. (1994). Response to Understanding Transformation Theory. *Adult Education Quarterly*, 44(4), 236-242. doi: 10.1177/074171369404400405
- Newton, B. E. (2010). Preaching What They Don't Practice: Why Law Faculties' Preoccupation with Impractical Scholarship and Devaluation of Practical Competencies Obstruct Reform in the Legal Academy Retrieved December 10, 2011, from http://papers.ssrn.com/sol3/papers.cfm?abstract_id=1646983
- Nicolopoulou, A., & Cole, M. (2009). Design experimentation as a theoretical and empirical tool for developmental pedagogical research. *Pedagogies: An International Journal*, 5(1), 61-71. doi: 10.1080/15544800903406316
- Noffke, S., & Somekh, B. (Eds.). (2009). *Sage handbook of educational action research*. Thousand Oaks, CA: Sage.
- Novig. (2012). *Celebration in Honor of Professor Judea Pearl, Winner of the 2011 Turing Award*. Paper presented at the UCLA Computer Science Department, Los Angeles.
- Nussbaum, M., & Sen, A. (1993). *The Quality of Life*. Oxford: Oxford University Press.
- Ohlsson, S. (1991). Young adults' understanding of evolutionary explanations: Preliminary observations *Technical Report to OERI*. Pittsburgh, PA: University of Pittsburgh, Learning Research and Development Center.
- Parry, K. (1986). *Readers in context: A study of northern Nigerian students and school certificate texts* Unpublished doctoral dissertation, Teachers College, Columbia University, New York.
- Pearl, J. (2012). *In quest for the grammars of science*. Paper presented at the Celebration in Honor of Professor Judea Pearl, Winner of the 2011 Turing Award, UCLA Computer Science Department, Los Angeles.

- Pentland, A., & Heibeck, T. (2008). *Honest signals: How they shape our world*. Cambridge, MA: The MIT Press.
- Piaget, J. (1970). Piaget's theory. In P. H. Mussen (Ed.), *Carmichael's manual of psychology*. New York: Wiley.
- Plato. (1992). *Republic*. Indiana: Hackett.
- Plessy v. Ferguson, 163 U.S. 537 C.F.R. (1896).
- Popovic, Z. (2008, December 17). CASP8 results. *Foldit blog*, from <http://fold.it/portal/node/729520>
- Popovic, Z. (2012, August 20). DARPA Telecom
- Popper, K. R. (1959). *The logic of scientific discovery*. London: Routledge.
- Porter, T. M. (1996). *Trust in numbers: The pursuit of objectivity in science and public life*. Princeton, NJ: Princeton University Press.
- Quine, W. V. O. (1960). *Word and object*. Cambridge: MIT Press.
- Quiñones, E. (2011). Honoring King, Jones stresses 'Hope is a renewable resource.', from <http://www.princeton.edu/main/news/archive/S29/53/02G08/index.xml?section=featured>
- Rancière, J. (1999). *The ignorant schoolmaster: Five lessons in intellectual emancipation* (K. Ross, Trans.). Stanford, CA: Stanford University Press.
- Rather, D., & Diehl, D. (2012). *Rather outspoken: My life in the news*. New York: Grand Central Publishing.
- Rawls, J. (1999). *A Theory of Justice*. Cambridge, MA: Harvard University Press.
- Ritzer, G. (2009). *Globalization: A Basic Text*. Walden, MA: Blackwell Publishing.
- Rodgers, D. T. (2011). *Age of Fracture*. Cambridge, MA: Belknap Press of Harvard University Press.
- Rodriguez, R. (1998). *The browning of America*. Retrieved from http://www.pbs.org/newshour/essays/february98/rodriguez_2-18.html
- Rousseau, J. (1985). Discourse on the Origin and Foundations of Inequality among Men (D. A. Cress, Trans.) *Jean-Jacques Rousseau: Basic Political Writings* (pp. 23-109). Indianapolis: Hackett Publishing Co.
- Rousseau, J. (1985). On the Social Contract (D. A. Cress, Trans.) *Jean-Jacques Rousseau: Basic*

- Political Writings* (pp. 139-752). Indianapolis: Hackett Publishing Co.
- Rowland, S. (2001, December 21). Use passion to counter culture of compliance. *Times Higher Education*, from <http://www.timeshighereducation.co.uk/story.asp?storyCode=166322§ioncode=26>
- Saez, E. (2009, August 5). Striking it Richer: The Evolution of Top Incomes in the United States (Update with 2007 estimates), from <http://elsa.berkeley.edu/~saez/saez-UStopincomes-2008.pdf>
- Salen, K. (2012). *Seminar*. Paper presented at the Educational Testing Services, Princeton, NJ.
- Sandel, M. (1998). *Democracy's Discontent: America in Search of a Public Philosophy*. Cambridge: Harvard University Press.
- Sarason, S. B., Carrol, C., Maton, K., Cohen, S., & Lorentz, E. (1977). *Human services and resource networks*. San Francisco: Jossey-Bass.
- Saul, S. (2005, June 24). F.D.A. Approves a Heart Drug for African-Americans. *New York Times* Retrieved August 8, 2012, from <http://www.nytimes.com/2005/06/24/health/24drugs.html>
- Schmitt, E. R. (2010). *President of the Other America: Robert Kennedy and the Politics of Poverty*. Amherst, MA: University of Massachusetts Press.
- Schultz, T. W. (1961). Investment in Human Capital. *American Economic Review*, 51(1), 1-17.
- Schum, D. A. (1987). *Evidence and inference for the intelligence analyst*. Lanham, MD: University Press of America.
- Schwandt, T. A. (2005). A diagnostic reading of scientifically based research for education. *Educational Theory*, 55, 285-305.
- Scott, I. A. (2009). Errors in clinical reasoning: causes and remedial strategies. *BMJ*, 338. doi: 10.1136/bmj.b1860
- Seymour, R. (2010). *The Meaning of David Cameron*. Winchester, UK: Zero Books.
- Shani, A. B., Mohrman, S. A., Pasmore, W. A., Stymne, B., & Adler, N. (Eds.). (2007). *Handbook of collaborative management research*. Thousand Oaks, CA: Sage.
- Shesol, J. (1997). *Mutual Contempt: Lyndon Johnson, Robert Kennedy, and the Feud That Defined a Decade*. New York: Norton.
- Sienkewicz, T. (Ed.). (2003). *Encyclopedia of the Ancient World*. Pasadena, CA: Salem Press.

- Simon, H. A. (1957). *Models of man: Social and rational: Mathematical essays*. New York: Wiley.
- Simon, H. A. (2001). *The sciences of the artificial* (4th ed.). Cambridge, MA: MIT Press.
- Stanovich, K. E. (2004). *The robot's rebellion: Finding meaning in the age of Darwin*. Chicago: University of Chicago Press.
- Starfield, B. (2000). IS us health really the best in the world? *JAMA: The Journal of the American Medical Association*, 284(4), 483-485. doi: 10-1001/pubs.JAMA-ISSN-0098-7484-284-4-jco00061
- Stein, G. (1922). Sacred Emily. In G. Stein (Ed.), *Geography and plays* (pp. 187). Boston: The Four Seas Company.
- Stephenson, N. (2011). *Reamde: A novel*. New York: HarperCollins.
- Stiehm, J. H., & Townsend, N. W. (2002). *The U.S. Army War College: Military Education in a Democracy*. Philadelphia: Temple University Press.
- Tiedeman, D. V., & O'Hara, R. P. (1963). *Career development: Choice and adjustment*. New York: College Entrance Examination Board.
- Tocqueville, A. (2000). *Democracy in America*. Chicago: University of Chicago Press.
- Torre, C. (2011). *The Ecology of Education*. Unpublished manuscript.
- Toulmin, S. E. (1958). *The uses of argument*. Cambridge: Cambridge University Press.
- Trow, M. (1961). The Second Transformation of American Secondary Education. *International Journal of Comparative Sociology*, 2(2), 144-166. doi: 10.1177/002071526100200202
- United States Census 2010. (2011, March 24). 2010 Census Shows America's Diversity, from <http://2010.census.gov/news/releases/operations/cb11-cn125.html>
- Why Waldorf works. Everything you need to know about Waldorf education, from www.whywaldorfworks.org/
- Wiebe, R. H. (1967). *The Search for Order, 1877—1920*. New York: Hill and Wang.
- Williams, B. (1987). The Standard of Living: Interests and Capabilities. In G. Hawthorn (Ed.), *The Standard of Living*. Cambridge: Cambridge University Press.
- Williams, R. (1977). *Marxism and Literature*. New York: Oxford University Press.
- Wilson, E. O. (1996). *In Search of Nature*. Washington, DC: Island Press.

- Wilson, E. O. (1998). *Consilience: The Unity of Knowledge*. New York: Vintage.
- Wimalasuriya, D. C., & Dou, D. (2010). Ontology-based information extraction: An introduction and a survey of current approaches. *Journal of Information Science*, 36(3), 306-323. doi: 10.1177/0165551509360123
- Winch, P. (1946). *The idea of a social science*. London: Routledge, Kegan, Paul.
- Wittgenstein, L. (1953). *Philosophical investigations*. New York: Macmillan.
- Woolley, H. T. (1903). *The Mental Traits of Sex*. Chicago: University of Chicago Press.
- Xu, D.-L., Yang, J.-B., & Wang, Y.-M. (2006). The evidential reasoning approach for multi-attribute decision analysis under interval uncertainty. *European Journal of Operational Research*, 174(3), 1914-1943. doi: 10.1016/j.ejor.2005.02.064
- Yang, J. B., & Xu, D. L. (2002). On the evidential reasoning algorithm for multiple attribute decision analysis under uncertainty. *IEEE Transactions on Systems, Man and Cybernetics Part A: Systems and Humans*, 32(3), 289-304.
- Young, J. (2012, January 8). 'Badges' earned online pose challenge to traditional college diplomas. *Chronicle of Higher Education*, from <http://chronicle.com/article/Badges-Earned-Online-Pose/130241/>
- Young, M. (1958). *The Rise of the Meritocracy, 1870-2033*. London: Thames & Hudson.
- Zizek, S. (2008). *Violence: Six Sideways Reflections*. New York: Picador.
- Zizek, S. (2012). The Revolt of the Salaried Bourgeoisie. *London Review of Books*, 34, 9-10.