



# **Educational Assessment of Students, Pearson eText with Loose-Leaf Version -- Access Card Package (7th Edition)**

*By Susan M. Brookhart, Anthony J. Nitko*

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Written for a first course in classroom assessment and educational testing, this text is particularly suited for courses that seek to teach students (1) how to use and construct formative and summative assessments for classroom teaching and (2) the basics of educational measurement. The book provides complete coverage of educational assessment, including developing plans that integrate teaching and assessment; using formative assessment strategies and providing effective feedback to students; crafting objective, performance, and portfolio assessments; evaluating students and discussing evaluations with parents; and interpreting state-mandated tests and standardized achievement tests.

#### ***From reviews of the book:***

“I find the style of this text very engaging and accessible for students. The checklists in the item creation chapters and the examples throughout are very strong and [are] concrete ways to solidify sometimes abstract or new concepts for students. . . . The key strengths to this text are the number and quality of examples and visual aids (charts, tables) that clarify concepts for beginning assessment students. Another strength is the applied approach to writing assessment items.”

--Heidi Legg Burross, University of Arizona

“In my opinion, this is the most comprehensive and user-friendly textbook on classroom assessment currently in publication. It is appropriate for both undergraduate and graduate courses, it supports the course objectives well, and the students like it and praise it. . . . An overall benefit of this text is that it parallels the content we have selected for this course so well that we can eliminate some of the lecture material that we traditionally used and focus more on the practical application of the principles.”

--Kathryn Anderson Alvestad, University of Maryland, College Park

“This textbook has been thorough in each of its editions, reflecting the contemporary issues, practices and thought related to educational assessment with no glaring omissions. The authors have done a fine job in covering the relevant topics both in the necessary depth and scope appropriate for an introductory educational assessment course. . . . The writing, illustrations, and graphics are clear and engaging, making the textbook a favorite among our graduate students.”

--Charles Thomas, George Mason

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(7th Edition) By Susan M. Brookhart, Anthony J. Nitko Bibliography**

- Sales Rank: #218367 in Books
- Published on: 2014-01-19
- Original language: English
- Number of items: 1
- Dimensions: 10.80" h x .80" w x 8.40" l, .0 pounds
- Binding: Loose Leaf
- 560 pages

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## **Editorial Review**

### Review

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#### About the Author

Susan M. Brookhart is an independent consultant in educational assessment and also a senior research associate at the Center for Advancing the Study of Teaching and Learning in the School of Education at Duquesne University. She has served on several state assessment technical advisory committees. She is a former professor and chair of the Department of Educational Foundations and Leadership at Duquesne. Previous to her higher education experience, she taught both elementary and middle school. Her research interests include the role of both formative and summative classroom assessment in student motivation and achievement, the connection between classroom assessment and large-scale assessment, and grading.

Professor Brookhart was the 2007—2009 editor of *Educational Measurement: Issues and Practice*. She has served as the education columnist for *National Forum*, the journal of Phi Kappa Phi. She is a past president of the American Educational Research Association’s Special Interest Group on Classroom Assessment and a current member of the Board of Directors of the National Council on Measurement in Education.

In all, Professor Brookhart is author or coauthor of 16 books and over 60 articles and book chapters on classroom assessment, teacher professional development, and evaluation. With Anthony J. Nitko, she is the co-author of *Assessment and Grading in Classrooms* and *Educational Assessment of Students*. With the late Norman E. Gronlund, she is the co-author of *Gronlund’s Writing Instructional Objectives* (8th ed.). Some of the journals in which her research has appeared are *Applied Measurement in Education*, *Assessment in Education: Principles, Policy, & Practice*, *Educational Measurement: Issues and Practice*, *Journal of Educational Measurement*, *Journal of Educational Research*, *Oxford Review of Education*, *Review of Educational Research*, and *Teachers College Record*. She also serves on the editorial boards of *Applied Measurement in Education*, *Assessment in Education: Principles, Policy, & Practice*, *Educational Assessment*, and *Teachers College Record*.

Professor Brookhart’s assessment books for practitioners include *How to Give Effective Feedback to Your Students*, *Advancing Formative Assessment in Every Classroom: A Guide for Instructional Leaders* (with Connie M. Moss), *How to Assess Higher-order Thinking Skills in Your Classroom*, *Grading and Learning: Practices That Support Student Achievement*, *Learning Targets: Helping Students Aim for Understanding in Today’s Lesson* (with Connie M. Moss), and *How to Create and Use Rubrics for Formative Assessment and Grading*.

Anthony J. Nitko is a private consultant in educational measurement and Professor Emeritus and former Chairperson of the Department of Psychology in Education at the University of Pittsburgh. He is a University Associate, Department of Educational Psychology, at the University of Arizona. His research

interests include curriculum-based criterion-referenced testing, integrating testing and instruction, classroom assessment, and the assessment of knowledge and higher order thinking skills.

Professor Nitko is co-author (with Susan Brookhart) of *Educational Assessment of Students*. He is author of the chapter, “Designing Tests That Are Integrated With Instruction” in the Third Edition of *Educational Measurement*, and co-author (with Susan Brookhart) of *Assessment and Grading in Classrooms* (2008). He co-authored (with Susan Brookhart) the chapter, “Strategies for constructing assessments of higher order thinking skills” (2011). He also co-authored (with C.M. Lindvall) *Measuring Pupil Achievement and Aptitude*, (with T-C Hsu) *Pitt Educational Testing Aids* (PETA) (a package of computer programs for classroom teachers), and (with R. Glaser) the chapter “Measurement in Learning and Instruction” in the Second Edition of *Educational Measurement*.

Professor Nitko has been Editor of the journal *Educational Measurement: Issues and Practice*, and later served as the International News Editor of this journal. He was also Editor of d'News, the AERA Division D newsletter. Some of the journals in which his research has appeared include *American Educational Research Journal*, *Applied Measurement in Education*, *Assessment in Education: Principles, Policy, & Practice*, *Educational Evaluation and Policy Analysis*, *Educational Measurement: Issues and Practice*, *Educational Technology*, *Journal of Educational Measurement*, and *Research in Developmental Disabilities*.

Professor Nitko is a member of several professional organizations, was elected as Fellow to the American Psychological Association, served on several committees of the American Educational Research Association, elected Secretary of AERA Division D, served on committees of the National Council on Measurement in Education, and was elected to the Board of Directors and as President of the latter. Professor Nitko received Fulbright awards to Malawi and to Barbados. He has served as a consultant to various government and private agencies in Bangladesh, Barbados, Botswana, Egypt, Ethiopia, Indonesia, Jamaica, Jordan, Liberia, Malawi, Namibia, Oman, Saudi Arabia, Singapore, United States, Vietnam, and Yemen.

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