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## Materials available on reform from *re:Learning by Design*

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**Print material** on assessment and curriculum design: tasks, rubrics, portfolios, design templates, grading and reporting, performance-based curriculum design. (Many are downloadable from the re:Learning by Design web site—[www. relearning.org](http://www.relearning.org))

**Re:Learning by Design videos:** *Best of 'Standards, Not Standardization'* (case studies in reform; separate volumes on elementary and secondary classes); *Feedback*; *Candid Conversations about Our Schools: A Town Meeting*; and *Grading Reform: The Vision and the Tools*.

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## Recent books and articles by Grant Wiggins

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*Assessing Student Performance: Exploring the Purpose and Limits of Testing*. San Francisco: Jossey-Bass Publishers, 1993.

“Creating Tests Worth Taking,” *Educational Leadership* 49, 8 (May 1992): 26-33.

“Honesty and Fairness: Why We Need Better Grading and Reporting,” in 1996 ASCD Yearbook: *Communicating Student Learning* (January 1996) Alexandria, VA: ASCD.

“Practicing What We Preach: Why We Need Standards for Instructional and Assessment Design,” (December 1996) in *Educational Leadership*. 54, 4: 18-25 [This is a theme issue entitled “Teaching for Authentic Student Performance.”]

*Educative Assessment: Assessment to Improve and Inform Learning*, Jossey-Bass Publishers, San Francisco, CA.

“Standards, Not Standardization: Evoking Quality Student Work,” *Educational Leadership* 48, no. 5 (February 1991): 18-25.

“Work Standards: Why We Need Standards for Instructional and Assessment Design,” (September 1997) in *NASSP Bulletin*. [This is a theme issue entitled *Standards-Based Education*.]

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## Materials referred to during the workshop

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Longitudinal rubrics from the British assessment system. Administered by the Qualifications and Curriculum Authority (QCA), formerly the School Curriculum and Assessment Authority (SCAA), Newcombe House, 45 Notting Hill Gate, London W11 3JB, web site: [www.open.gov.uk/qca/](http://www.open.gov.uk/qca/)

South Brunswick, NJ; K-2 portfolio, developmental rubrics; longitudinal writing assessment. Contact: Willa Spicer, South Brunswick Schools, Four Executive Drive, Monmouth Junction, NJ.

Toronto Benchmarks, 8th grade speaking assessment. Contact Marilyn Sullivan, Superintendent- Curriculum, Toronto Board of Education, 155 College Street-6th Floor, Toronto, Ontario, M5T1P6

New Standards Portfolio Guidelines. Contact: National Center on Education and the Economy, 700 11th Street, NW, Suite 750, Washington, DC, 2000.

Harvard Assessment Seminar. Contact: Professor Richard Light, Harvard Graduate School of Education, Appian Way, Cambridge, MA 02138.

Fairfax County, VA Assessment Guidelines for K-3. Primary Purposes: Language Arts Resource Guide. Contact: Dr. Nancy F. Sprague, Assistant Superintendent, Department of Instructional Services.

American Literacy Profiles: Longitudinal rubrics in literacy, and 'box and whiskers' reporting out of cohort performance and individual progress. Contact: Heinemann Publishing. (See bibliography)

"Exemplar" booklets, Carleton Board of Education, Nepean, Ontario. Contact: David Ireland, Carleton Board of Education, 133 Greenbank Rd, Nepean, Ontario, K2H 6L3 (ph) 613-721-1820, (fax) 613-820-6968

Maryland Assessment Consortium. Contact: Jay McTighe, Director, c/o Urbana H S, 3471 Campus Dr, Ijamsville, MD 21754

ERIC has a comprehensive web site on assessment and evaluation: [www.ericae.org](http://www.ericae.org)

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