

Academic Assessment readings available in American University Library:

1. [Little, Steven G., and Angeleque. Akin-Little. Academic Assessment and Intervention Edited by Steven G. Little and Angeleque Akin-Little. \[electronic Resource\] /. New York: Routledge, 2014.](#)

The book provides a detailed guide with a complete understanding of the process of academic assessment and intervention. The book highlights ideas for addressing academic obstacles that students may encounter while placing emphasis on the fundamental components of successful evaluation and support. The book has three sections. The first section focuses on the concept of academic assessment and intervention and its significance and analyzes the roles of teachers and school psychologists. The second section delved into specific academic skills, namely reading, writing, mathematics, and study skills. The final section is devoted to addressing the needs of special populations, including students with disabilities, English language learners, and individuals from diverse cultural backgrounds.

2. [Banta, Trudy W., Elizabeth A. Jones, and Karen E. Black. Designing Effective Assessment : Principles and Profiles of Good Practice / Trudy W. Banta, Elizabeth A. Jones, Karen E. Black. 1st ed. San Francisco: Jossey-Bass, 2009.](#)

The book "Designing Effective Assessment: Principles and Profiles of Good Practice," written by Trudy W. Banta, Elizabeth A. Jones, and Karen E. Black provides a holistic framework for creating effective assessment practices in higher education. The book presents several strategies for creating unambiguous learning outcomes, aligning assessments with course goals, and employing a diverse range of assessment techniques. The authors offer several case studies and profiles of good practices that show the successful implementation of these practices in the real world. The book stresses the importance of linking assessments with learning outcomes and instructional objectives and directs readers to select appropriate assessment methods based on the specific learning goals and contexts of each course or program.

3. [Mitra, Sophia. "Role of LMS Assessment Tools." Journal of higher education theory and practice 22, no. 2 \(2022\): 19–35.](#)

The article "Role of LMS Assessment Tools," highlights the incorporation of assessment tools in learning management systems (LMS) to elevate teaching and learning in higher education. It emphasizes the benefits of using LMS assessment tools as it helps to simplify the grading process with immediate feedback to students and allows instructors to monitor student progress. Additionally, the article promotes the importance of assessment methods that align with course objectives and the significance of diligently selecting appropriate assessment methods.

4. [Arum, Richard, Josipa Roksa, and Amanda Cook. Improving Quality in American Higher Education : Learning Outcomes and Assessments for the 21st Century /](#)

[Richard Arum, Josipa Roksa, Amanda Cook. San Francisco, California: Jossey-Bass, A Wiley Brand, 2016.](#)

The book highlights the importance of improving the quality of higher education in America. The authors advise that “learning outcomes and assessments should be used as a means of measuring student progress and success.” They also argue that higher education institutions should focus on developing critical thinking skills, writing abilities, and quantitative reasoning to prepare students for the workforce. Additionally, the book stresses the need for greater transparency and accountability in higher education.

5. **[Tammie Cumming, M. David Miller / Tammie Cumming. Enhancing Assessment in Higher Education: Putting Psychometrics to Work. Bloomfield: Stylus Publishing, 2017.](#)**

This book discusses the use of psychometrics to improve assessment practices in higher education. The book highlights the need for assessments to be aligned with learning objectives and to provide useful feedback to students. Additionally, the book emphasizes the challenges and opportunities of implementing effective assessment practices in higher education, including the need for faculty development and the use of evidence-based practices. Overall, the book provides valuable perspectives and pragmatic recommendations for educators and administrators who aspire to improve evaluation methods in higher education.

6. **[Suskie, Linda A. Assessing Student Learning : a Common Sense Guide / Linda Suskie. Third edition. San Francisco, California: Jossey-Bass, 2018.](#)**

The book "Assessing Student Learning: A Common Sense Guide" by Linda Suskie, provides a holistic guide for educators to design and implement effective assessment practices in higher education. The book promotes practical strategies and tools for developing measurable learning outcomes, constructing valid and reliable assessment instruments, and using assessment results to improve teaching and learning. The book also emphasizes the challenges of assessing diverse student populations, evaluating student skills in areas such as critical thinking and teamwork, and incorporating technology into assessment practices. In general, the book is highly informative to educators who want to enhance their assessment practices and foster student achievement.

7. **[José-Luis Menéndez-Varela & Eva Gregori-Giralt \(2018\) The reliability and sources of error of using rubrics-based assessment for student projects, Assessment & Evaluation in Higher Education, 43:3, 488-499, DOI: 10.1080/02602938.2017.1360838](#)**

The article discusses the reliability and sources of error in using rubrics-based assessments for student projects. The authors emphasize the importance of using rubrics to ensure consistent and fair grading practices and to provide useful feedback to students. They also highlight the potential sources of error in rubrics-based assessment, including variations in interpretation among evaluators, discrepancies in rating standards, and biases in grading. To tackle these concerns, the

authors provide approaches such as providing training to evaluators, involving multiple evaluators, and regularly reviewing and updating rubrics. The article highlights the significance of continuously evaluating and enhancing rubrics-based assessment practices to ensure their accuracy and reliability.

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