

## Ressources pour lectures supplémentaires

Les ressources suivantes pourront être utiles aux enseignant(s) et aux administrateurs et administratrices dans leur étude et leur mise en œuvre des évaluations en salle de classe avec un but final. Cette liste n'est pas exhaustive. Elle propose en fait des exemples de livres, d'articles, de matériel et de liens Internet qui peuvent représenter le point de départ pour chaque personne et pour les groupes qui souhaitent établir leur propre banque de ressources personnalisées dans le domaine des évaluations. Les sites particulièrement utiles comprennent de courtes descriptions.

*Active Learning Practice for Schools: Teaching for Understanding.*

<http://learnweb.harvard.edu/alps/tfu/index.cfm>

*Alberta Assessment Consortium: Everyday Assessment Tools.* [www.aac.ab.ca](http://www.aac.ab.ca) Alberta, 2003.

*Un excellent site Web très utile pour les enseignant(e)s.*

*Classroom Assessment Toolkit: 1-6.*

[www.learning.gov.ab.ca/k\\_12/curriculum/bySubject/ict/div1to4.pdf](http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ict/div1to4.pdf)

Arter, J., & K. Busick. *Practice with Student-Involved Classroom Assessment.* Portland, OR: Assessment Training Institute, 2001.

*Un guide d'idées pour accompagner le livre de Stiggins, Student Involved Classroom Assessment (3<sup>rd</sup> ed).*

Arter, J., & J. McTighe. *Scoring Rubrics in the Classroom.* Thousand Oaks, CA: Corwin, 2001.

*Donne un sens au monde des rubriques.*

Assessment Training Institute. Homepage. [www.assessmentinst.com](http://www.assessmentinst.com)

Association of Assessment Inspectors and Advisors. 2000. Homepage.

[www.rmplc.co.uk/orgs/aaia](http://www.rmplc.co.uk/orgs/aaia)

Black, P. *Testing: Friend or Foe?* Falmer Press: London, 1998.

Black, P., & D. William. "Inside the Black Box: Raising Standards through Classroom Assessment." *Phi Delta Kappan* 80.2 (1998): 139-148.

Black, P., & C. Harrison. "Feedback in Questioning and Marking: The Science Teacher's Role in Formative Assessment." *School Science Review* 82.301 (2001): 55-61.

Black, P., C. Harrison, C. Lee, B. Marshall, & D. Wiliam. *Assessment for Learning: Putting It into Practice.* Berkshire, UK: Open University Press, 2003.

*Un ouvrage excellent préparé par les personnes qui ont lancé The power of Assessment for Learning.*

Blythe, T., D. Allen, & P.B. Schieffelin. *Looking Together at Student Work: A Companion Guide to Assessing Student Learning.* New York, NY: Teachers' College Press, 1999.

*Classroom Assessment and Evaluation.*

[www.bced.gov.bc.ca/classroom\\_assessment/class\\_assess.htm](http://www.bced.gov.bc.ca/classroom_assessment/class_assess.htm)

Clarke, S. *Unlocking Formative Assessment*. London: Hodder and Stoughton, 2001.  
*Excellents exemples de commentaires à propos de l'apprentissage, en particulier l'écriture.*

Clarke, S. *Formative Assessment in Action: Weaving the Elements Together*. London: Hodder Arnold, 2005.

Classroom Assessment Practices-National (CAPNAT). Homepage.

<http://educ.queensu.ca/~capnat>

Davies, A. *Making Classroom Assessment Work*. Courtenay, BC: Connections Publishing, 2000.

Davies, A., et al. *Together Is Better: Collaborative Assessment, Evaluation and Reporting*. Winnipeg, MB: Peguis Publishers, 1992.

Earl, L. *Assessment As Learning: Using Classroom Assessment to Maximize Student Learning*. Thousand Oaks, CA: Corwin, 2003.

Earl, L.M., & J.B. Cousins. *Classroom Assessment: Changing the Face, Facing the Change*. Mississauga, ON: Ontario Public School Teachers' Federation, 1995.

Earl, L. & Katz, S. *Leading Schools in a Data Rich World: Harnessing Data for School Improvement*. Thousand Oaks, CA: Corwin, 2006.

*Décrit un processus pour l'utilisation des données pour donner une image vivace de votre école.*

Educational Resources Information Center Clearinghouse on Assessment and Evaluation (ERIC/AE). <http://www.eric.ed.gov/>

Fountas, I., & G.S. Pinnell. *Guiding Readers and Writers Grades 3-6*. Portsmouth, NH: Heinemann Publishing, 2001.

Gregory, K., C. Cameron, & A. Davies. *Conferencing and Reporting: For Use in Middle and Secondary School Classrooms*. Courtenay, BC: Connections Publishing, 2001.

Gregory, G., and L. Kuzmich. *Data-Driven Differentiation in the Standards-Based Classroom*. Thousand Oaks, CA: Corwin, 2004.

Griffin, P., P. Smith, and N. Ridge. *The Literacy Profiles in Practice: Toward Authentic Assessment*. Portsmouth, NH: Heinemann, 2001.

*Propose une autre solution et une approche très convaincante pour décrire le rendement des élèves.*

Holcomb, E. *Getting Excited About Data*. Thousand Oaks, CA: Corwin, 2002.

Joint Committee on Standards for Educational Evaluation. *The Student Evaluation Standards*. Kalamazoo, MI: The Evaluation Center, Western Michigan University, 2000.

*Normes adoptées pour l'évaluation des élèves par les plus grands organismes qui sont liés à l'évaluation des élèves aux États-Unis et au Canada.*

Linn, R., and N. Gronlund. *Measurement and Assessment in Teaching*. San Francisco: Prentice Hall, 2000.

Little, J.W., et al. "Looking at Student Work for Teacher Learning, Teacher Community, and School Reform." *Phi Delta Kappan* 85.3, (2003): 185-192.

Marzano, R.J., D. Pickering, and J. McTighe. *Assessing Student Outcomes: Performance Assessment Using the Dimensions of Learning Model*. Alexandria, VA: Association for Supervision and Curriculum Development, 1994.

National Research Council. *How People Learn: Bridging Research and Practice*. Committee on Learning Research and Educational Practice. Washington, DC: National Academy Press, 1999.

*Ne traite pas précisément des évaluations, mais donne une description fondamentale et très compréhensible de la compréhension actuelle du déroulement de l'apprentissage.*

Popham, W.J. *Classroom Assessment: What Teachers Need to Know*. 2nd ed. Boston, MA: Allyn and Bacon, 1998.

Poynter, L. 2000. *Using Self-Evaluation with Fourth Graders*.

<http://www.enc.org/topics/assessment/classroom/document.shtm?input=FOC-001564-index>

Protheroe, B. & D. Hilker. *Reality Check: Assessing for Achievement* Toronto: Rubicon Press, 2005.

Relearning by Design. Homepage. <http://www.relearning.org>

Rolheiser, C., B. Bower, & L. Stevahn. *The Portfolio Organizer: Succeeding with Portfolios in Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 2000.

Sternberg, R., & E. Grigorenko. *Dynamic Testing*. Cambridge, UK: Cambridge University Press, 2002.

Stiggins, R.J. *Leadership for Excellence in Assessment: A Powerful New School District Planning Guide*. Portland, OR: Assessment Training Institute, 2001.

Stiggins, R.J. *Student-Involved Classroom Assessment*. 3rd ed. New York, NY: Prentice Hall, 2000.

*L'édition la plus récente sur la théorie et la pratique des évaluations en salle de classe par le pionnier d'Amérique du Nord dans le domaine.*

- Stiggins, R.J. "Assessment, Student Confidence, and School Success." *Phi Delta Kappan* (November 1999): 191-198.
- Stiggins, R.J.. 2002. *Assessment Crisis: The Absence of Assessment FOR Learning*.  
<http://www.pdkintl.org/kappan/k0206sti.htm>
- Sutton, R. *Assessment for Learning*. Salford: RS Publications, 1995.
- Tomlinson, C. *The Differentiated Classroom: Responding to the Needs of all Learners*. Alexandria, VA: Association for Supervision and Curriculum Development, 1999.
- Western and Northern Canadian Protocol. *Rethinking Classroom Assessment with Purpose in Mind* [www.wncp.ca/assessment/assess.pdf](http://www.wncp.ca/assessment/assess.pdf) 2005.  
*Une excellente description des différents objectifs des évaluations en salle de classe et de la façon dont les enseignant(e)s peuvent établir et utiliser les évaluations pour appuyer chaque objectif dans leur salle de classe.*
- Wiggins, G., & J. McTighe. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 1998.
- Wilson, R., & S.F. Young. *Assessment and Learning. The ICE Approach*. Winnipeg: Peguis Publishers, 2000.
- Wilson, R. (ed) *Dilemmas in Classroom Assessment: And What To Do About Them*. Winnipeg: Portage and Main, 2005.