



READING LIST

PIL303, Assessment and Examination (Spring 2025)

Literature

Biggs, J. (2003). Aligning Teaching and Assessment to Course Objectives. *Teaching and Learning in Higher Education: New Trends and Innovations*. University of Aveiro.

Bloxham, S., den-Outer, B., Hudson, J. & Price, M. (2016). Let's stop the pretence of consistent marking: exploring the multiple limitations of assessment criteria. *Assessment & Evaluation in Higher Education*, 41(3), 466-481. <https://doi.org/10.1080/02602938.2015.1024607>

Crooks, T. J., Kane, M. T. & Cohen, A. S. (1996). Threats to the Valid Use of Assessments. *Assessment in Education: Principles, Policy & Practice*, 3(3), 265-286. <https://doi.org/10.1080/0969594960030302>

Farazouli, A., Cerratto-Pargman, T., Bolander-Laksov, K., & McGrath, C. (2023). Hello GPT!

Goodbye home examination? An exploratory study of AI chatbots impact on university teachers' assessment practices. *Assessment & Evaluation in Higher Education*, 1–13. <https://doi.org/10.1080/02602938.2023.2241676>

Lindberg-Sand, Å. (2012). The Embedding of the European Higher Education Reform at the Institutional level: Development of Outcome-Based and Flexible Curricula? In A. Curaj et al. (Eds). *European Higher Education at the Crossroads: Between the Bologna Process and National Reforms* (pp. 191-207). Dordrecht: Springer Netherlands.

Loughlin, C., Lygo-Baker, S. & Lindberg-Sand, Å. (2021). Reclaiming constructive alignment. *European Journal of Higher Education*, 11(2), 119-136. <https://doi.org/10.1080/21568235.2020.1816197>

Newton, P. E. & Shaw, S. D. (2014). *Validity in educational and psychological assessment*. SAGE publications. [Chapter 1: Validity and validation]

Panadero, E., & Jonsson, A. (2020). A critical review of the arguments against the use of rubrics. *Educational Research Review*, 30. <https://doi.org/10.1016/j.edurev.2020.100329>

Winstone, N.E. & Boud, D. (2020). The need to disentangle assessment and feedback in higher education, *Studies in Higher Education*, 47:3, 656-667. <https://doi.org/10.1080/03075079.2020.1779687>

Additional literature may be added. Participants may also need to supplement this reading list with individually chosen texts, depending on their choice of focus for the individual written course assignment.

Additional references:

- American Educational Research Association, American Psychological Association, & National Council on Measurement in Education. (2014). Standards for educational and psychological testing. Washington, DC: AERA. <https://www.testingstandards.net/open-access-files.html>
- Bennett, R. E. (2011). Formative assessment: a critical review. *Assessment in Education: Principles, Policy & Practice*, 18(1), 5-25.
- Bergqvist, J. (2015). Att sätta praxis på pränt. En handbok i att skriva betygskriterier. Lunds universitet.
- Carless, D. & Winstone, N. (2020). Teacher feedback literacy and its interplay with student feedback literacy, *Teaching in Higher Education*.
- Cronbach, L. J. & Meehl, P. E. (1955). Construct validity in psychological tests. *Psychological Bulletin*, 52(4), 281-302.
- Gardner, J. (Ed.). (2012). *Assessment and Learning* (2 ed.). London: Sage Publications.
- Gipps, C. & Murphy, P. (1994). *A fair test? Assessment, achievement and equity. Assessing assessment*. Maidenhead, BRK, England: Open University Press.
- Gipps, C. (1999). Socio-Cultural Aspects of Assessment. *Review of Research in Education*, 24, 355-392.
- Härnqvist, K. (1999). En akademisk fråga: en ESO-rapport om ranking av C-uppsatser: rapport till Expertgruppen för studier i offentlig ekonomi (Ds 1999:65) (kap. 1: Sammanfattning och slutsatser, s. 13–25). Tillgänglig via https://www.riksdagen.se/sv/dokument-och-lagar/dokument/departementsserien/en-akademisk-fraga-en-eso-rapport-om-ranking-av_gnb465/
- Kane, M. T. (2013). Validating the Interpretations and Uses of Test Scores. *Journal of Educational Measurement*, 50(1), 1-73.
- Kane, M., Crooks, T. & Cohen, A. (1999). Validating Measures of Performance. *Educational Measurement: Issues and Practice*, 5(17), 5-17. <https://doi.org/10.1111/j.1745-3992.1999.tb00010.x>
- Koretz, Daniel M. (2008). *Measuring up: what educational testing really tells us*. Cambridge, Mass.: Harvard University Press
- Krathwohl, D. R. (2002). A Revision of Bloom's Taxonomy: An Overview. *Theory Into Practice*, 41(4), 212–218. https://doi.org/10.1207/s15430421tip4104_2
- Messick, S. (1995). Validity of Psychological Assessment. *American Psychologist*, 50(9), 741-749.
- Moss, P., Girard, B. & Haniford, L. (2006). *Validity in Educational Assessment. Review of Research in Education*, 30(1), 109-162. London: Sage Publications.
- Newton, P. (2007) Clarifying the purposes of educational assessment. *Assessment in Education*, 14(2), 149-170.
- Qvortrup, A. & Bering Kelding, T. (2015). Portfolio assessment: production and reduction of complexity. *Assessment in Higher Education*, 40(3), 407-419.

- Pereira, D., Flores, M.A., & Niklasson, L. (2016). Assessment revisited: a review of research in *Assessment and Evaluation in Higher Education*. *Assessment & Evaluation in Higher Education*, 41(7), 1008-1032. 24 sidor.
- Sadler, R. (1989). Formative assessment and the design of instructional systems. *Instructional Science*, 18(2), 119-144.
- Taras, M. (2005). Assessment – Summative and Formative – Some Theoretical Reflections. *British Journal of Educational Studies* 53(4), 466-478.
- Torrance, H. (2007). Assessment as learning? How the use of explicit learning objectives, assessment criteria and feedback in post-secondary education and training can come to dominate learning. *Assessment in education*, 14(3), 281-294.
- Willingham, W.W. & Cole, N.S. (2013). *Gender and Fair Assessment*. New York: Routledge.

Multiple choice-questions – additional references

- Downing, S. M. (2006). Selected-Response Item Formats in Test Development. I S. M. Downing & T. M. Haladyna (Red.), *Handbook of Test Development* (s. 287-301). Mahwah: Lawrence Erlbaum Associates, Inc.
- Haladyna, T. M. (2004). *Developing and Validating Multiple-Choice Test Items*. New York: Routledge Taylor & Francis Group. Morrison, S. & Free, K. (2001). Writing multiple-choice test items that promote and measure critical thinking. *Journal of Nursing Education*, 40, 17-24.
- Morrison, S. & Free, K. (2001). Writing multiple-choice test items that promote and measure critical thinking. *Journal of Nursing Education* 40, 17-24.
- Rodriguez, M. C. (2005). Three options are optimal for multiple-choice items: A meta-analysis of 80 years of research. I *Educational Measurement: Issues and Practice*, 24(2), 3-13. Philadelphia: National Council on Measurement in Education.

<https://cft.vanderbilt.edu/guides-sub-pages/writing-good-multiple-choice-test-questions/>

<https://testing.byu.edu/handbooks/betteritems.pdf>

Web resources:

- Högskoleverket (1997). *Examinationen inom högskolan*. Slutrapport från Högskoleverkets examinationsprojekt. Rapport nr 1997:39 R. [Summary in English]
<https://gamlu.uka.se/download/18.12f25798156a345894e29a2/1487841906512/9739R.pdf>
- Nätverket för samverkan inom högre utbildning (2010). *Examination – en exempelsamling: Vanliga och mindre vanliga sätt att värdera studieresultat*.
https://pervenio.ucl.sl.se/kursutveckling/dok/nshu_Examination.pdf [Swedish only]
- Universitetskanslersämbetet (2020). *Fair examination [Rättssäker examination]*. Fourth edition.
<https://www.uka.se/download/18.3275c80e18529ebcf50b8a7/1675066683336/Fair%20examination.pdf>