

Contents

<i>Contributors</i>	vii
<i>Figures</i>	x
<i>Tables</i>	xiii
<i>Abbreviations</i>	xv
<i>Acknowledgements</i>	xvi
<i>Preface by Patrick Griffin and Field Rickards</i>	xvii
Introduction	1
<i>Patrick Griffin</i>	
Chapter 1 Assessment as the search for evidence of learning	14
<i>Patrick Griffin</i>	
Chapter 2 Collaborative teaching teams	26
<i>Patrick Griffin, Michael Francis and Pam Robertson</i>	
Chapter 3 Competence assessment: A clinical approach	43
<i>Patrick Griffin, Field Rickards and Michael Francis</i>	
Chapter 4 Conducting assessments: Making sure the evidence of learning is interpretable	77
<i>Masa Pavlovic, Nafisa Awwal, Patrick Griffin and B. M. Monjurul Alom</i>	
Chapter 5 Judgement-based assessment	90
<i>Patrick Griffin, Michael Francis and Pam Robertson</i>	
Chapter 6 Writing rubrics	113
<i>Patrick Griffin and Michael Francis</i>	
Chapter 7 Self-regulated learning	141
<i>Patrick Griffin, Narelle English, Nives Nibali, Susan-Marie Harding and Lorraine Graham</i>	

Chapter 8 Building a development progression <i>Patrick Griffin and Michael Francis</i>	161
Chapter 9 Guttman Analysis <i>Patrick Griffin, Michael Francis and Pam Robertson</i>	198
Chapter 10 Interpreting data to evaluate growth <i>Patrick Griffin</i>	226
Chapter 11 Developmental assessment for students with additional needs <i>Kerry Woods and Bernadette Coles-Janess</i>	247
Chapter 12 Case study: Wilderness School, Adelaide, South Australia <i>Heather De Blasio and Michael Francis</i>	266
Annex 1 School leadership and assessment <i>Michael Francis and Patrick Griffin</i>	281
Annex 2 Using the online tests and reports: Objective testing <i>Masa Pavlovic, Nafisa Awwal, Patrick Griffin and B. M. Monjurul Alom</i>	300
Index	311