

Additional Assessment Resources

On September 26, 2023, editors and authors of the report, [Classroom-Based STEM Assessment: Contemporary Issues and Perspectives](#), discussed the implications of the report for STEM practice and education research. Below is a list of resources shared in the chat and Q&A during the webinar:

- Furtak, M. (2023). *Formative assessment for 3D science learning: Supporting ambitious and equitable instruction*. Teachers College Press. <https://www.tcpres.com/formative-assessment-for-3d-science-learning-9780807768587>
- Randall, J., Slomp, D., Poe, M., & Oliveri, M. E. (2022). Disrupting white supremacy in assessment: Toward a justice-oriented, antiracist validity framework. *Educational Assessment*, 27(2), 170–178. <http://dx.doi.org/10.1080/10627197.2022.2042682>
- Ruiz-Primo, M. A., & Furtak, E. M. (2006). Informal formative assessment and scientific inquiry: Exploring teachers' practices and student learning. *Educational Assessment*, 11(3-4), 237-263. <https://doi.org/10.1080/10627197.2006.9652991>
- Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). Classroom assessment principles to support learning and avoid the harms of testing. *Educational Measurement: Issues and Practice*, 37(1), 52–58. <https://doi.org/10.1111/emip.12195>
- Shepard, L. A., Penuel, W. R., & Pellegrino, J. W. (2018). Using learning and motivation theories to coherently link formative assessment, grading practices, and large-scale assessment. *Educational Measurement: Issues and Practice*, 37(1), 21–34. <https://doi.org/10.1111/emip.12189>