



Classroom Assessment: What Teachers Need to Know with MyEducationLab with Enhanced Pearson eText, Loose-Leaf Version -- Access Card Package (8th ... New in Ed Psych / Tests & Measurements)

By W. James Popham

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Jim Popham's widely popular *Classroom Assessment* shows teachers how to use classroom testing skillfully and formatively to dramatically increase their teaching effectiveness and make a difference in how well students learn. As in past editions, the author pays particular attention to the instructional payoffs of well-designed classroom tests and highlights the implications of testing on teaching throughout in special *But What Does This Have to Do with Teaching?* sections in each chapter. *Decision Time* vignettes present practical classroom problems and show readers actual decisions being made. *Parent Talk* features describe situations in which a teacher needs to explain something about assessment to parents and show what the author would say in that situation. And a lighter tone is established with cartoons to which readers can relate. The new

Eighth Edition highlights the increasing importance of educational assessment in an era of common core state standards and teacher evaluations based on students' tests scores, incorporates the *Standards for Educational and Psychological* testing guidelines throughout relevant sections, and includes a new section on instructionally diagnostic tests to help readers evaluate the merits of commercial or locally developed diagnostic assessment.

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Editorial Review

Review

From reviews of the text:

“Popham’s writing is clear, engaging, humorous, and yet sophisticated. It speaks to readers in professional and uplifting ways, supportive of both teachers and the field itself Despite the ease with which one can read the text, it is full of essential information for pre-service teachers. And true to his philosophy throughout the book, less is more; there is no filler here. It gives teachers just what they need to know about assessment, which translates into a book that will be read and read again and then hopefully become part of the future teacher’s philosophy of assessment.”

—Marilyn Roseman, Mount Aloysius College

“Popham’s text is engaging and exceptionally well-written. As a companion to an introductory course in educational assessment, I have not been able to find a text that better addresses the instructional needs of educators who are entering the field. Popham covers core measurement concepts in a highly accessible manner. He makes an effort to disarm students who have anxiety about the mathematical formulas that are often emphasized in other measurement texts Each semester I have several students who express their appreciation for the down-to-earth and humorous coverage of this sometimes intimidating content.”

—Deborah Bennett, Purdue University

“It is an easy read with clear definitions and concepts. The illustrations and examples are exemplary in giving students a thorough understanding of what they have read [The validity] chapter has given me a “new” perspective on teaching validity I found the item-writing guidelines . . . to be exemplary It is relevant and up-to-date with the Common Core Standards, PARCC assessments, and Smarter Balance. This new material is more up-to-date than my present textbook I am so impressed . . . that I plan to change my textbook.”

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From the Back Cover

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About the Author

W. James Popham has spent the bulk of his educational career as a teacher. His first teaching assignment, for example, was in a small eastern Oregon high school where he taught English and social studies while serving as yearbook advisor, class sponsor, and unpaid tennis coach. The recompense meshed well with the quality of his coaching.

Most of Dr. Popham's teaching career(took place at UCLA where, for nearly 30(years, he taught courses in instructional(methods for prospective teachers as well as(courses in evaluation and measurement for(graduate students. At UCLA he won(several distinguished teaching awards. In(January 2000, he was recognized by UCLA(Today as one of the university's top 20(professors of the twentieth century. (He notes that the twentieth century was a full-length century, unlike the current abbreviated one.) In 1992, he took early retirement from UCLA upon learning that emeritus professors received free parking.

Because at UCLA he was acutely aware of the perishability of professors who failed to publish, he spent his nonteaching hours affixing words to paper. The result: over 30 books, 200 journal articles, 50 research reports, and 175 papers presented before research societies. Although not noted in his official vita, while at UCLA he also authored 1,426 grocery lists.

His most recent books are *Transformative Assessment* (2008); *Instruction That Measures Up* (2009); *Transformative Assessment in Action* (2011, ASCD); *Mastering Assessment* (2011, Pearson); *Unlearned Lessons* (2009, Harvard Education Press); *Everything School Leaders Need to Know About Assessment* (2010); and *Evaluating America's Teachers: Mission Possible?* (2013, Corwin). He encourages purchase of these books because he regards their semi-annual royalties as psychologically reassuring.

In 1968, Dr. Popham established IOX Assessment Associates, an R&D group that formerly created statewide

student achievement tests for a dozen states. He has personally passed all of those tests, largely because of his unlimited access to the tests' answer keys.

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