



UNIVERSITY OF  
GOTHENBURG

## DEPARTMENT OF EDUCATION AND SPECIAL EDUCATION

### **FOU2006 Educational assessment and measurement, 7.5 credits**

Pedagogisk bedömning och kunskapsmätningar, 7,5 högskolepoäng

*Third-cycle level / Forskarnivå*

---

#### **Reading and reference list for FOU2006**

This reading and reference list was confirmed by Department of Education and Special Education 2020-09-02, and is valid from Autumn semester 2020.

The reading and reference list is available on the next page.

## Litteraturlista FOU2006

Black, P., & Wiliam, D. (1998). Inside the black box: Raising standards through classroom assessment. *Phi Delta Kappan*, 80(2), 139-148.

Bourdieu, P. (1996). Misrecognition and Symbolic Violence (kap. 2) i *The state nobility. Elite schools in the field of power*, (pp. 30-53).

Broady, D. (1998). Kapitalbegreppet som utbildningssociologiskt verktyg, *Skeptronhäften*, 2., korrig. utg., Uppsala : ILU, Uppsala Universitet.

Börjesson, M. (2015). Sociala kartor över utbildningslandskapet. Installationsföreläsning, professuren i utbildningssociologi vid Uppsala universitet, 11 november 2015. *Sociologisk forskning*, 53(4), 421-437.

Crooks, T. J., Kane, Michael T., & Cohen, A. S. (1996). Threats to the Valid Use of Assessments. *Assessment in Education: Principles, Policy & Practice*, 3(3), 265-285.  
<http://dx.doi.org/10.1080/0969594960030302>

Erickson, G. (2018). Bedömning av språklig kompetens. I *Att bedöma språklig kompetens. Rapporter från projektet Nationella prov i främmande språk*. RIPS 16, s15-39.  
[https://gupea.ub.gu.se/bitstream/2077/57683/2/gupea\\_2077\\_57683\\_2.pdf](https://gupea.ub.gu.se/bitstream/2077/57683/2/gupea_2077_57683_2.pdf)

Eriksson, K., Helenius, O., & Ryve, A. (2019). Using TIMSS items to evaluate the effectiveness of different instructional practices. *Instructional Science*, 47(1), 1–18.

Folkeryd, J. W., af Geijerstam, Å., & Liberg, C. (2017). Different kinds of wrong. Marginalization processes within a reading test. In Sangeeta Bagga-Gupta (ed.) *Marginalization Processes across Different Settings. Going beyond the Mainstream*. Newcastle-upon-Tyne: Cambridge Scholars Publishing.

Gardner, J. (red.) (2012). *Assessment and Learning* (Second edition). London: Sage Publications.

Gipps, C. (2011). Beyond testing: Towards an educational theory of education. Abingdon: Routledge.

Gustafsson, J-E., & Erickson, G. (2018). Nationella prov i Sverige – tradition, utmaning, förändring [National tests in Sweden – tradition, challenge, change]. *Acta Didactica Norge*, 12(4), 1-20. DOI: <http://dx.doi.org/10.5617/adno.6434>

Hattie, J., & Timperley, H. (2007) The power of feedback. *Review of Educational Research*, 77(1), 81-112. <https://journals-sagepub.com>.  
ezproxy.ub.gu.se/doi/full/10.3102/003465430298487

Johansson, S. (2016). International large-scale assessments: what uses, what consequences? *Educational research*, 58(2), 139-148.

Johansson, S., Klapp, A., & Rosén, M. (2019). Läsförståelse i PISA 2018. Om relationen mellan läsförståelseuppgifterna i PISA och den svenska kursplanen. Stockholm: Skolverket.

Kane, M.T. (2006). Validation. In Robert L. Brennan (Ed.), *Educational Measurement* (Fourth edition, pp. 17-64). Westport CT: American Council on Education/Praeger Publishers.

Klapp, A. (2015). Does grading affect educational attainment? A longitudinal study. *Assessment in education: Principles, policy and practice*, 22(3), 302-323.

Lidegran, I., Börjesson, M., Broady, D., & Bergström, Y. (2019). The space of study orientations of upper secondary school pupils in Uppsala i High-Octane Educational Capital Empirical. *Investigations of Social Space*, Vol. 15, pp 23-41.

Lindblad, S., Pettersson, D., & Popkewitz, T.S. (2015). *International comparisons of school results: a systematic review of research on large scale assessments in education*. Stockholm: Swedish Research Council. (Valda delar)

Messick, S.A. (1989). Validity. I Robert L. Linn (Ed.), *Educational Measurement* (Third edition, pp. 13-103). New York: American Council on Education/Macmillan.

Newton, P. E. (2007). Clarifying the purposes of educational assessment. *Assessment in Education*, 14(2), 149-170.

Nordlund, M. & Pettersson, A. (2019). *Bedömnning i matematik – i lärandets och undervisningens tjänst*. Stockholm: Institutionen för matematikämnets och naturvetenskapsämnenas didaktik, Stockholms universitet. (Valda delar)

Skar, G. B. U., & Aasen, A. J. (2016). Risikotrekk og skjulte kvaliteter i elevtekstar. *Nordic Journal of Literacy Research*, 2(1). <https://doi.org/10.17585/njlr.v2.199>

Sollerman, S. (2019). *Kan man räkna med PISA och TIMSS? Relevansen hos internationella storskaliga mätningar i matematik i en nationell kontext*. Avhandling, Stockholms universitet. (Valda delar)

SOU 2020:43 (2020). *Bygga, bedöma betygssätta - betyg som bättre motsvarar elevernas kunskaper*. Stockholm: Elanders Sverige AB. Se även pressrelease <https://www.regeringen.se/pressmeddelanden/2020/08/anna-ekstrom-tar-emot-utredning-om-betygssystemet/>

SOU 2020:28 En mer likvärdig skola – minskad skolsegregation och förbättrad resurstilldelning. Stockholm: Elanders Sverige AB.

<https://www.regeringen.se/498b68/contentassets/fcf0e59defe04870a39239f5bda331f4/en-mer-likvardig-skola--minskad-skolsegregation-och-forbatttrad-resurstilldelning-sou-202028>

Söderman, J., & Sundmark, B. (2015). Kritiska perspektiv på bedömning och dokumentation. I (Red.). *Educare*, 2. (Valda delar) [https://idpp.gu.se/digitalAssets/1556/1556452\\_educare-2015.2.pdf](https://idpp.gu.se/digitalAssets/1556/1556452_educare-2015.2.pdf)

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.

Zhao, Y. (2020). Two decades of havoc: A synthesis of criticism against PISA. *Journal of Educational Change*, 21(2), 245-266.

### **Ytterligare litteratur (examineras ej)**

Gipps, C. (1999). Socio-Cultural Aspects of Assessment. *Review of Research in Education* 24,355-392. <http://rre.sagepub.com/content/24/1/355.short?rss=1&ssource=mfc>

Kirsch, I., Lennon, M., Von Davier, M., Gonzalez, E., & Yamamoto, K. (2013). On the Growing Importance of International Large-Scale Assessments. In *The Role of International Large-Scale Assessments: Perspectives from Technology, Economy, and Educational Research* (2012 ed., pp. 1-11). Dordrecht: Springer Netherlands.

Klapp, A. (2015). *Betyg, bedömning och lärande*. Lund, Sweden: Studentlitteratur.

Klapp, A. (2015). Betygens effekt på motivation och lärande i M. Hultén, A. Klapp, L. Mickwitz & C. Lundahl *Betygens geografi – forskning om betyg och summativa bedömningar i Sverige och internationellt* [The effects of grades on motivation and learning in M. Hultén, A. Klapp, L. Mickwitz & C. Lundahl The geography of grades – national and international research on grades and summative assessments]. Stockholm, Vetenskapsrådet.

Newton, P. & Shaw, S. (2014). *Validity in Educational and Psychological Assessment*. Cambridge: Cambridge Assessment and Sage Publications.

Validity. (2016). *Assessment in Education: Principles, Policy & Practice*. Volume 23, issue 2, p.173-321.