



INSTITUTIONEN FÖR PEDAGOGIK OCH SPECIALPEDAGOGIK

FOU2006, Pedagogisk bedömning och kunskapsmätningar, 7,5 högskolepoäng

Educational assessment and measurement, 7.5 credits

Forskarnivå / Third-cycle level

Litteraturlista för FOU2006

Litteraturlistan är fastställd av Institutionen för pedagogik och specialpedagogik 2026-09-01, att gälla från och med höstterminen 2026.

Se litteraturlistan på nästa sida.

Litteraturlista FOU2006

- Borger, L., Johansson, S., & Strietholt, R. (2024). How representative is the Swedish PISA sample? A comparison of PISA and register data. *Educational Assessment, Evaluation and Accountability*, 36, 365–383. <https://doi.org/10.1007/s11092-024-09438-5>
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- Johansson, S. (2016). International large-scale assessments: what uses, what consequences? *Educational Research*, 58(2), 139–148. <https://doi.org/10.1080/00131881.2016.1165559>
- Hjärne, M. (2021). Just Enough Time to Level the Playing Field: Time Adaptation in a College Admission Test, *Scandinavian Journal of Educational Research*, 65:6, 941-955, DOI: 10.1080/00313831.2020.178814.
- Jönsson, A. (2023). *Prov eller bedömning? Att tolka och använda provresultat och omdömen* (2:a uppl.). Gleerups.
- Jönsson, A., Panadero, E., Pinedo, L., & Fernández-Castilla, B. (2025). Using rubrics for formative purposes: identifying factors that may affect the success of rubric implementations. *Assessment in Education: Principles, Policy & Practice*, 32(2), 192–211. <https://doi.org/10.1080/0969594X.2025.2486947>
- Klapp, A. (2015). Does grading affect educational attainment? A longitudinal study. *Assessment in Education: Principles, Policy, and Practice*, 22(3), 302-323.
- Klapp, A. (2016). The importance of self-regulation and negative emotions for predicting educational outcomes – evidence from 13-year-olds in Swedish compulsory and upper secondary school. *Learning and Individual Differences*, 52, 29-38.
- Klapp, A. (2024). *Bedömning, betyg och lärande* (2:a uppl.). Studentlitteratur.
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- Rydell, M. (2015). Performance and ideology in speaking tests for adult migrants. *Journal of Sociolinguistics* 19(4), 535–558.
- Rydell, M. (2019). Negotiating co-participation: Embodied word searching sequences in paired L2 speaking test. *Journal of Pragmatics*, 149, 60–77. <https://doi.org/10.1016/j.pragma.2019.05.027>
- Sollerman, S. (2026). How raters differ: A study of structured oral mathematics assessment. *Practical Assessment, Research, & Evaluation*, 31(1).
- Sollerman, S., & Sumpter, L. (2025). *Matematiska resonemang i PISA 2022: En fördjupad bild av visade kunskaper*. Skolverket.

Warnby, M. (2025). Relating academic reading with academic vocabulary and general English proficiency to assess standards of students' university-preparedness – the case of IELTS and CEFR B2. *Scandinavian Journal of Educational Research*, 69(3), 506–523.

<https://doi.org/10.1080/00313831.2024.2318434>

Warnby M., Malmström, H., & Yang Hansen, K. (2023). Linking scores from two written receptive English academic vocabulary tests — The VLT-Ac and the AVT. *Language Testing*, 40(3), 548–575. <https://doi.org/10.1177/02655322221145643>

Wikström, C. (2005). Grade stability in a criterion-referenced grading system: The Swedish example. *Assessment in Education: Principles, Policy & Practice*, 12(2), 125–144.

Wikström, C., & Wikström, M. (2020). Merit-based admissions in higher education. I: M. E. Oliveri, & C. Wendler (Red.), *Higher education admissions practices: An international perspective* (sid. 34–50). Cambridge University Press.