5   Suggestions for further reading

Black, P., & Wiliam, D. (1998). *Inside the black box: raising standards through classroom assessment*. King's College London School of Education.
Now published by GL Assessment: http://shop.gl-assessment.co.uk

This short booklet offers a summary of the extensive research literature into formative assessment. It shows that there is clear evidence that improving formative assessment raises standards, and offers evidence showing how formative assessment may be improved. This booklet is essential reading for all teachers.

Black, P., & Harrison, C. (2002). *Working inside the black box: Assessment for learning in the classroom*. King's College London School of Education.
Now published by GL Assessment: http://shop.gl-assessment.co.uk

In this booklet, the authors describe a project with teachers in which they studied practical ways of implementing formative assessment strategies and the effect this had on learning. The section on peer-assessment and self-assessment (pages 10-12) are particularly relevant to this module.

Black, P., Harrison, C., Lee, C., Marshall, B., & Wiliam, D. (2003). *Assessment for learning: Putting it into practice*. Buckingham: Open University Press.

This book gives a fuller account of the earlier booklets *Inside the black box* and *Working inside the black box*. It discusses four types of action: questioning, feedback by marking, peer- and self assessment and the formative use of summative tests. The section on peer and self-assessment (pp 49-53) is particularly relevant to this module.

Hodgen, J., & Wiliam, D. (2006). *Mathematics inside the black box*. King's College London School of Education. Now published by GL Assessment: http://shop.gl-assessment.co.uk

This booklet applies the above findings specifically to Mathematics. It considers some principles for Mathematics learning, choice of activities that promote challenge and dialogue, questioning and listening, peer discussion, feedback and marking, and self and peer assessment. This booklet is essential reading for all mathematics teachers. Pages 9-10 are particularly relevant to this module.