

## การประเมินโครงการ: ภาพรวมและประโยชน์ที่ได้รับ

### แหล่งเรียนรู้ที่อ้างอิงถึง

แหล่งเรียนรู้ที่อ้างอิงในการประเมินโครงการ

การอ้างอิงจำนวนมากของรายงานและบทความต่อไปนี้จะเกิดขึ้นตลอดในแหล่งเรียนรู้ของ การประเมิน โครงการ:

Amabile, T.M. (1983). *The social psychology of creativity*. New York:Springer-Verlag Incorporated.

Andrade, A. (1999). *The thinking classroom*. Cambridge, MA: Harvard Project Zero.

<http://learnweb.harvard.edu/alps/thinking/index.cfm>\* ข้อมูลเป็นภาษาอังกฤษ

Araisian, P. W. (2001). *Classroom assessment, 2nd edition*. New York: McGraw-Hill.

Airasian, P.W. (1991). *Classroom assessment*. New York: McGraw-Hill.

Askew, M.; Brown, M.; Rhodes, V.; Wiliam, D. and Johnson, D. (1997). *Effective teachers of numeracy*. London: King's College, University of London.

Bernard-Powers, J., Darling-Hammond, L., Der Ramos, A., Kass, M., LaBoskey, V., & Markowitz, M., et al. (2000). *Principles of high quality teacher development*. San Jose, CA: The Teacher Quality Collaborative.

Beyer, B. K. (1987). *Practical strategies for the teaching of thinking*. Boston: Allyn & Bacon.

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

Black, P. & Wiliam, D. (1998). *Inside the black box? Raising standards through classroom assessment*. Phi Delta Kappan. [www.pdkintl.org/kappan/kbla9810.htm](http://www.pdkintl.org/kappan/kbla9810.htm)\* ข้อมูลเป็นภาษาอังกฤษ

Bruce, L. B. (2001). *Student self-assessment: Making standards come alive*. Classroom leadership, 5(1).

Buchler, B. (2003). *Terms of engagement—Rethinking teachers' independent learning traits*. Naperville, IL: North

Central Regional Educational Laboratory.

[www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd400.htm](http://www.ncrel.org/sdrs/areas/issues/educatrs/profdevl/pd400.htm)\* ข้อมูลเป็นภาษาอังกฤษ

Costa, A. L. & Kallick, B. (2000). Building a system for assessing thinking. In A. L. Costa (Ed.), *Developing minds: A resource book for teaching thinking*, (pp. 517-534). Alexandria, VA: ASCD.

ERIC (1993). *Alternative assessment and technology*. ED365312

Garrison, D.R. (1997, Fall). Self-directed learning: Toward a comprehensive model. *Adult Education Quarterly*, 48(1), 18-34.

Guskey, T. R. (2005). Mapping the road to proficiency. *Educational leadership*, 63(3), 32-38.

Johnson, N. & Rose, L. (1997). *Portfolios: Clarifying, constructing, and enhancing*. Lancaster, Pa.: Technomic Pub. Co.

Kennedy, M. (1991). Policy issues in teaching education. *Phi Delta Kappan*, 72(9), 661-666.

Kitsantis, A., Reisner, R. A., & .Doster, J. (2004). Developing self-regulated learners: Goal setting, self-evaluation, and organizational signals during acquisition of procedural skills. *The journal of experimental education*. 72 (4), 269-288.

Kulm, G. (1994). *Mathematics assessment: What works in the classroom*. San Francisco, CA: Jossey-Bass.

Langer, E. J. (1989). *Mindfulness*. New York: Merloyd Lawrence.

Marzano, R. J. (1998). *A theory-based meta-analysis of research on instruction*. Aurora, CO: McREL.

[www.mcrel.org/PDF/Instruction/5982RR\\_InstructionMeta\\_Analysis.pdf](http://www.mcrel.org/PDF/Instruction/5982RR_InstructionMeta_Analysis.pdf)\* ข้อมูลเป็นภาษาอังกฤษ (PDF;172)

McMillan, J. H. (2000). *Basic assessment concepts for teachers and school administrators*. College Park, MD: ERIC Clearinghouse on Assessment and Evaluation.

Moon, J., and Schulman, L. (1995). *Finding the connections: Linking assessment, instruction, and curriculum in elementary mathematics*. Portsmouth, NH: Heinemann.

- Nickerson, R. S. (1999). Enhancing creativity. In R. J. Sternberg, *Creativity handbook*, (pp. 392-430). New York: Cambridge University Press.
- Noonan, B. & Duncan, R. (2005). Peer and Self-Assessment in High Schools. *Practical assessment, research and evaluation*, 10(17), 1-8. <http://pareonline.net/pdf/v10n17.pdf>\*ข้อมูลเป็นภาษาอังกฤษ (PDF; 8)
- North Central Regional Educational Laboratory. (2003). *enGauge 21st century skills: Literacy in the digital age*. Naperville, IL: North Central Regional Educational Laboratory.
- Paris, S., & Ayres, L. (1994). *Becoming reflective students and teachers*. Washington D.C.: American Psychological Association.
- Renyi, J. (1996). Teachers take charge of their learning: *Transforming professional development for student success*. New York: National Foundation for the Improvement of Education.
- Rolheiser, C., & Ross, J. A. (2000). Student self-evaluation—What do we know? *Orbit*, 30(4), 33–36.
- Schunk, D. H., & Zimmerman, B. J. (1997). Developing self-efficacious readers and writers: The role of social and self-regulatory processes. In J. T. Guthrie & A. Wigfield (Eds.), *Reading engagement* (pp. 34-50). Newark, DE: International Reading Association.
- Shepard, L. A. (2005). Linking formative assessment to scaffolding. *Educational leadership*, 63(3).
- Stiggins, R. (2004). New assessment beliefs for a new school mission. *Phi Delta Kappan*, 86(1), 22-27.
- Stiggins, R.J. (1997). *Student-centered classroom assessment, 2nd edition*. Upper Saddle River, NJ: Prentice-Hall.
- Stiggins, R. J. (1994). *Student-centered classroom assessment*. New York: Macmillan Publishing Company.
- Taylor, B. (1995). *Self-directed learning: Revisiting an idea most appropriate for middle school students*. Paper presented at the Combined Meeting of the Great Lakes and Southeast International Reading Association, Nashville, TN, Nov 11-15. [ED395287]
- Tomlinson, C. A. 2000). *Differentiation of instruction in the elementary grades*. Champaign, IL Clearinghouse on

Elementary and Early Childhood Education.

Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey-Bass.

Wiggins, G. (1990). *The case for authentic assessment*. Washington, DC: American Institute for Research.

Wilson, S. M., & Berne, J. (1999). Teacher learning and the acquisition of professional knowledge: An examination of research on contemporary professional development. In A. Iran-Nejad & P. D. Pearson (Eds.), *Review of Research in Education* (pp. 173-209). Washington, D.C.: American Educational Research Association.