

Professor Paul Black
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Selected Publications

Black, P., Harrison, C., Hodgen, J., Marshall, M. and Serret, N. (2011) Can teachers' summative assessments produce dependable results and also enhance classroom learning? *Assessment in Education*. 18(4), 451-469.

Black, P. (2011) Formative and Summative Assessment by Teachers' Assessments: Promises and Problems. pp. 11-19 in *Assessment for Learning in the 21st Century: Report of the International Conference in Ohrid Macedonia May 2011*. Also translated into Macedonian pp.20-29, and Albanian pp.30-39.

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www.ofqual.gov.uk/downloads/category/193-reliability-compendium

Black, P., Wilson, M. and Yao, Shih-Ying. (2011). Road Maps for Learning: A guide to the Navigation of Learning Progressions. *Measurement* 9 (2-3), 71-123. ISSN: 1536-6367 print / 1536-6359 online.

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Black, P., Harrison, C., Hodgen, J., Marshall, M. and Serret, N. (2010) Validity in teachers' summative assessments. *Assessment in Education* 17(2) 215-232.

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'The Formative Purpose: Assessment must first promote learning'

Towards Coherence Between Classroom Assessment and Accountability - 103rd Yearbook of the National Society for the Study of Education (ed. M. Wilson), pp.20-50

Chicago: University of Chicago Press for the NSSE

Black, P., Wiliam, D., Lee, C. & Harrison, C. (2004)

'Teachers developing assessment for learning: impact on student achievement'

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A special introduction to the article Inside the Black Box which was published in this journal in 1998 (as listed below); this was deemed by the publisher to have 'helped change the conversation in education'. The original article was re-published digitally.

- Black, P. and McCormick, R. (2010)**
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- Black, P. (2010)**
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International Encyclopedia of Education, Vol 3, 359-364. (eds Peterson, P., Baker, E. and McGaw, B)
 Oxford: Elsevier.
- Black, P. & Harrison, C. (2010)**
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- Black, P. (2009)**
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 An analysis of issues raised by the Highland Council's recent papers on its policies for assessment and pedagogy.
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Assessment and Learning pp143-181 (ed, Gardner, J.). London: Sage.

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New York: Teachers College Press; Buckingham: Open University Press

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London: GLassessment

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Changing the Subject; Innovations in science, mathematics and technology education

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