

In This Issue

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This issue of JMDE centers around a grant-funded project currently being conducted by The Evaluation Center, the Mallinson Institute for Science Education, and Mathematics Education at Western Michigan University. This project focuses on Assessment for Learning (AfL). Our editorial in this issue is brought to us by Paul Black, Emeritus Professor of Science Education at King's College in London, England.

The first paper in the AfL section, is by Steven Ziebarth and colleagues, titled "Current Developments in Assessment for Learning in Universities and High Schools in Michigan: Problems and Perspectives in Mathematics and Science Education." This paper establishes a baseline of what we mean by Assessment for Learning, as well as discusses what the project fellows have worked on over the past year. This paper is followed by eight AfL papers and a book review.

The second paper, by James Van Haneghan, develops a model for evaluating the validity of Assessment for Learning. Maggie McGatha, William Bush, and Christopher Rakes discuss the effects of a year-long professional development program for middle school mathematics teachers. William Glenn explores two secondary school districts' implementation of formative assessments and the benefits and barriers they encountered. In the paper by Susan Brookhart, Connie Moss, and Beverly Long, the authors discuss their findings from a

professional development program whose goals were to use formative assessments to increase student ownership of learning. Gavin Brown and Lois Harris find that many teachers believe that even using assessments for learning still points to school accountability. Lisa Johnson and Susan Green explore how intern teachers use formative assessments. The second to last paper in this section, by Eva Ponte and colleagues analyzes how AP Biology teachers use assessment and feedback in their classrooms. Sarah Bonner concludes the AfL papers by describing a professional development program for urban high schools and how teachers might use practice tests for formative purposes. The special section concludes with Jeffrey Barney and Robert McCowen's book review of W. James Popham's book *Transformative Assessment*.

The *Articles* section contains three articles. The first, by Laura Peck and Lindsey Gorzalski, develops a framework for exploring evaluation use. This framework helped them find little instrumental use of evaluation findings. Laura Cumings and Chris Coryn's paper conducted a job analysis of principals of elementary and middle public charter schools. They found a diverse set of characteristics essential in selecting a candidate for principalship. The final article, by Vangelis Krikas, reports on the creation and testing of a curriculum evaluation framework.

Next, in *The Theory, Method, and Practice of Metaevaluation* section, Helga Hedler and Namara Ribeiro discuss a conceptual model for metaevaluation developed in Brazil.

Two *Ideas to Consider* complete this issue of the JMDE. Shobana Raghupathy advocates the use of online surveys as a method of data collection, a low-cost tool, in the context of school-based drug prevention programs. Craig Russon and Karen Russon finish with an introduction of the Insight Evaluation approach.