

## Peer Reviewed Research Regarding the Work We are Doing in CPCSC

### **Feedback**

Hattie, John and Timperley, Helen. (2007). The Power of Feedback. Review of Educational Research March 2007, Vol. 77, No. 1, pp. 81-112.

### **Formative Assessment**

Formative assessment and self-regulated learning: a model and seven principles of good feedback practice

David J. Nicol and Debra Macfarlane-Dick

Studies In Higher Education Vol. 31 , Iss. 2, 2006

### **Standards-Based Grading**

Guskey, Swan, and Jung, "Grades That Mean Something: Kentucky Develops Standards-Based Report Cards." Phi Delta Kappan 93, no. 2 (2011), 52-57. PHI Delta Kappan is a professional journal and not peer reviewed.

R Cowell, and J. Cowell. Standards-Based grading: History Adjusted True Score. Educational Assessment, 19:58-76, 2014

Miller, J. (2013). A Better Grading System: Standards-Based, Student-Centered Assessment. *The English Journal*, 103(1), 111-118. Retrieved from <http://www.jstor.org.proxy.bsu.edu/stable/24484069>

Guskey, T., & Jung, L. (2009). Grading and Reporting in a Standards-Based Environment: Implications for Students with Special Needs. *Theory into Practice*, 48(1), 53-62. Retrieved from <http://www.jstor.org.proxy.bsu.edu/stable/40071576>

### **Goal Setting**

Lipsey, M. W., & Wilson, D. B. (1993). The efficacy of psychological, educational, and behavioral treatment: Confirmation from meta-analysis. *American Psychologist*, 48(12), 1181-1209. doi:10.1037/0003-066X.48.12.1181

Thomas L. Webb, , Paschal Sheeran ,How do implementation intentions promote goal attainment? A test of component processes. *Journal of Experimental Social Psychology*, Volume 43, Issue 2, March 2007, Pages 295–302

Gollwitzer, P, & Sheeran, P.(2006) Implementation Intentions and Goal Achievement: A Meta-analysis of Effects and Processes. *Advances in Experimental Social Psychology*, 38(69-119

### **Motivation**

Locke, E., & Latham, G. (2004). What Should We Do about Motivation Theory? Six Recommendations for the Twenty-First Century. *The Academy of Management Review*, 29(3), 388-403. Retrieved from <http://www.jstor.org.proxy.bsu.edu/stable/20159050>