

## Dr. Eva Baker – Suggested Readings

### Books

Baker, E. L., & O'Neil, H. F., Jr. (Eds.). (1994). *Technology assessment in education and training*. Lawrence Erlbaum.

Wittrock, M. C., & Baker, E. L. (Eds.). (1991). *Testing and cognition*. Prentice-Hall.

### Book Chapters

Baker, E. L. (1973). The technology of instructional development. In R. M. W. Travers (Ed.), *Second handbook of research on teaching* (pp. 245-285). Rand McNally.

Baker, E. L. (1974). Formative evaluation of instruction. In W. J. Popham (Ed.), *Evaluation in education* (pp. 531-585). McCutchan Publishing.

Baker, E. L. (1982). Writing prompts: Integrating assessment and teaching. In A. Purves & S. Takala (Eds.), *An international perspective on the evaluation of written composition* (pp. 33-46). Pergamon Press.

Baker, E. L. (1991). Technology assessment: Policy and methodological issues for training. In H. Burns, J. W. Parlett & C. Luckhardt Redfield (Eds.), *Intelligent tutoring systems: Evolutions in design* (pp. 243-263). Lawrence Erlbaum.

Baker, E. L. (1994). Human benchmarking of natural language systems. In H. F. O'Neil, Jr. & E. L. Baker (Eds.), *Technology assessment in software applications* (Vol. 2, pp. 85-97). Lawrence Erlbaum.

Baker, E. L. (1995). Implications of the OECD comparative study of performance standards for educational reform in the United States. In P. Black & J. Townshend (Eds.), *Teachers and curriculum reform in basic schooling*. Organisation for Economic Co-Operation and Development.

- Baker, E. L. (2007). Principles for scaling up: Choosing, measuring effects, and promoting the widespread use of educational innovation. In B. Schneider & S.-K. McDonald (Eds.), *Scale-up in education: Ideas in principle* (Vol. 1, pp. 37-54). Rowman & Littlefield.
- Baker, E. L. (2009). The influence of learning research on the design and use of assessment. In K. A. Ericsson (Ed.), *Development of professional expertise: Toward measurement of expert performance and design of optimal learning environments* (pp. 333-355). Cambridge University Press. <https://doi.org/10.1017/CBO9780511609817.019>
- Baker, E. L. (2014). Learning and assessment: 21<sup>st</sup> century skills and cognitive readiness. In H. F. O'Neil, R. S. Perez, & E. L. Baker (Eds.), *Teaching and measuring cognitive readiness* (pp. 53-70). Springer. [https://doi.org/10.1007/978-1-4614-7579-8\\_3](https://doi.org/10.1007/978-1-4614-7579-8_3)
- Baker, E. L., & Alkin, M. C. (1983). Formative evaluation of instructional development. In R. K. Bass & C. R. Dills (Eds.), *Instructional development: The state of the art, II*. Kendall/Hunt Publishing. <https://doi.org/10.1007/BF02906291>
- Baker, E. L., Chung, G. K. W. K., & Delacruz, G. C. (2008). Design and validation of technology-based performance assessments. In J. M. Spector, M. D. Merrill, J. J. G. van Merriënboer, & M. P. Driscoll (Eds.), *Handbook of research on educational communications and technology* (3rd ed., pp. 595-604). Erlbaum.
- Baker, E. L., & Delacruz, G. (2016). A framework to create effective learning games and simulations. In H. F. O'Neil, R. S. Perez, & E. L. Baker (Eds.), *Using games and simulations for teaching and assessment: Key issues* (pp. 3-20). Routledge/Taylor & Francis.
- Baker, E. L., Herman, J. L., & Gearhart, M. (1996). Does technology work in schools? Why evaluation cannot tell the full story. In C. Fisher, D. C. Dwyer, & K. Yocam (Eds.),

*Education and technology: Reflections on computing in classrooms* (pp. 185-202).  
Jossey-Bass.

Baker, E. L., & Linn, R. L. (2004). Validity issues for accountability systems. In S. H. Fuhrman & R. F. Elmore (Eds.), *Redesigning accountability systems for education* (pp. 47-72). Teachers College Press.

### **Articles**

Baker, E. L. (1971). The effects of manipulated item writing constraints on the homogeneity of test items. *Journal of Educational Measurement*, 8(4), 305-309.

<https://doi.org/10.1111/j.1745-3984.1971.tb00943.x>

Baker, E. L. (1994). Learning-based assessments of history understanding. Special Issue *Educational Psychologist*, 29(2), 97-106. [https://doi.org/10.1207/s15326985ep2902\\_5](https://doi.org/10.1207/s15326985ep2902_5)

Baker, E. L. (1997, Autumn). Model-based performance assessment. *Theory Into Practice*, 36(4), 247-254. <https://doi.org/10.1080/00405849709543775>

Baker, E. L. (2007). Model-based assessments to support learning and accountability: The evolution of CRESST's research on multiple-purpose measures. *Educational Assessment* (Special Issue), 12(3&4), 179-194.

Baker, E. L. (2013) Critical moments in research and use of assessment. *Theory Into Practice* (TIP) (50<sup>th</sup> Anniversary Issue), 52(1), 83-92.

<https://doi.org/10.1080/00405841.2013.795445>

Baker, E. L. (2013, September). The chimera of validity. *Teachers College Record*, 115(9), 1-26.

Baker, E. L. (2016, March). Research to controversy in 10 decades. *Educational Researcher*, 45, 122-133. <https://doi.org/10.3102/0013189X16639048>

- Baker, E. L., & Alkin, M. C. (1973). Formative evaluation of instructional development. *AV Communication Review*, 21(4), 389-418.
- Baker, E. L., Chung, G., & Cai, L. (2016). Assessment gaze, refraction, and blur: The course of achievement testing in the last hundred years. *Review of Research in Education* (Centennial Issue), 40, 94-142. <https://doi.org/10.3102/0091732X16679806>
- Baker, E. L., & Gordon, E. W. (2014). From the assessment OF education to assessment FOR education: Policy and futures. *Teachers College Record*, 116(11), 1-24.
- Baker, E. L., & Herman, J. L. (1983). Task structure design: Beyond linkage. *Journal of Educational Measurement*, 20(2), 149-164. <https://doi.org/10.1111/j.1745-3984.1983.tb00196.x>
- Baker, E. L., & Mayer, R. E. (1999, May/July). Computer-based assessment of problem solving. *Computers in Human Behavior*, 15(3/4), 269-282. [https://doi.org/10.1016/S0747-5632\(99\)00023-0](https://doi.org/10.1016/S0747-5632(99)00023-0)
- Baker, E. L., & Niemi, D. (2007). Introduction to the special issue. *Educational Assessment* (Special Issue), 12(3&4), 175-177.
- Baker, E. L., & O'Neil, H. F., Jr. (2002). Measuring problem solving in computer environments: Current and future states. *Computers in Human Behavior*, 18(6), 609-622. [https://doi.org/10.1016/S0747-5632\(02\)00019-5](https://doi.org/10.1016/S0747-5632(02)00019-5)
- Baker, E. L., O'Neil, H. F., Jr., & Linn, R. L. (1993). Policy and validity prospects for performance-based assessment. *American Psychologist*, 48(12), 1210-1218. <https://doi.org/10.1037/0003-066X.48.12.1210>

Linn, R. L., Baker, E. L., & Dunbar, S. B. (1991). Complex, performance-based assessment: Expectations and validation criteria. *Educational Researcher*, 20(8), 15-21.

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