

DAFTAR PUSTAKA

- Airasian, P.W., (2005). *Classroom Assessment: Key Concepts and Applications*. (5th Ed). New York: McGraw-Hill, pp.262-284.
- Alsa, A., (2003). *Pendekatan Kuantitatif & Kualitatif Serta Kombinasinya Dalam Penelitian Psikologi*. Yogyakarta: Pustaka Pelajar.
- Brookhart, S. M., (1999). "The Art and Science of Classroom Assessment: The Missing part of Pedagogy", *ASHE-ERIC Higher Education Report*. Washington, DC: The George Washington University, Graduate School of Education and Human Development. vol. 27, No. 1.
- Callahan, J.F.; Clark, L.H. & Kellough, R.D. (2002). *Teaching in the Middle and Secondary Schools*. (7th Ed). New Jersey: Pearson Education, Inc, pp.344-347.
- Chapman, C. & King, R., (2005). *Differenced Assessment Strategies: One Tool Doesn't Fit All*. California: Corwin Press, Inc.
- Crozier, W.R., (1997). *Individual Learners Personality Differences in Education*. New York: Routledge, pp.166-178.
- Culbertson & Jalongo, (2001). "But What's Wrong With Letter Grades?", *Annual Editions Journal: Early Childhood Education 2001 2002*. Connecticut: A Division of the McGraw-Hill Companies, pp.105-111.
- Dornyei, Z., (2001). *Teaching and Researching Motivation*. England: Pearson Education Ltd, pp.134-135.
- Fajar, A., (2004). *Portofolio Dalam Pelajaran IPS*. (3rd Ed). Bandung: PT Remaja Rosdakarya Offset.

- Grace, C. & Shores, E. F., (1991). "The Portfolio and Its Use: Developmentally Appropriate Assessment of Young Children", *Journal of Developmentally Appropriate Assessment*. Little Rock, AR: Southern Early Childhood Association.
- Ornstein, A.C. & Lasley, T.J., (2000). *Strategies for Effective Teaching*. (3rd Ed). NY: McGraw-Hill Companies, Inc, pp.406-486.
- Parsons, R.D., Hinson, S.L.& Brown, D.S., (2001). *Educational Psychology A Practitioner Researcher Model of Teaching*. Canada: Thomson Learning, Inc, pp.473-476.
- Purwanto, M.N., (1998). *Psikologi Pendidikan*. Bandung: PT. Remaja Rosdakarya.
- Rahayu, I.T. & Ardani, T.A., (2004). *Observasi dan Wawancara*. Malang: Bayumedia Publishing, pp.73-83.
- Reed, A.J.S. & Bergemann, V.E., (2005). *A Guide to Observation, Participation & Reflection in the Classroom*. (5th Ed). NY: Mc Graw-Hill Companies.
- Sardiman, A.M., (2001). *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: PT. Raja Grafindo Persada, pp.71-93.
- Shores, E.F., (1995). *Developmentally Appropriate Assessment*. USA: SRA Division of the Macmillan/McGraw-Hill School Publishing Co.
- Suciati & Irawan, P., (2001). *Teori Belajar dan Motivasi*; penyunting Trini Prastati. Jakarta: PAU-PPAI, Universitas Terbuka.
- Surapranata, S. & Hatta, M., (2004). *Penilaian Berbasis Kelas Penilaian Portofolio Implementasi Kurikulum 2004*. Bandung: PT. Remaja Rosdakarya.

Suryanto. (2004). *Pedoman Khusus Pengembangan Portofolio untuk Penilaian*.

Jakarta: Depdiknas, pp.2-4.

Tan, O. S., (2004). *Enhancing Teaching Through Problem-Based Learning*

Approach: International. Singapore: Thomson, pp.55.

Wardle, F., (2003). *Introduction to Early Childhood Education A*

Multidimensional Approach to Child-Centered Care and Learning. Boston:

Pearson Education, Inc, pp.442-443, 461-462.

Zainul, A., (2001). *Alternative Assesment*; penyunting Trini Prastati. Jakarta:

PAU-PPAI, Universitas Terbuka.

Zainul, A. & Nasution, N., (2001). *Penilaian Hasil Belajar*; penyunting Ida M. S.

Jakarta: PAU-PPAI, Universitas Terbuka.

<http://electronicportfolios.com/systems/paradigms.html>

<http://www.ericdigests.org/1998-1/motivation.html>

<http://www.kompas.com/kompas-cetak/0207/02/dikbud/kuri09.htm>

<http://www.newhorizons.org/assmtterms.html>