Gardner, P. L. (1975). Attitudes to Science. Studies in Science Education, 2, 1–41.

Gott, R., Duggan, S., & Roberts, R. (2008). Concepts of evidence. University of Durham. Downloaded from http://www.dur.ac.uk/rosalyn.roberts/Evidence/cofev.htm, Sept 23, 2012.

Kane, M. (2006). Validation. In R. L. Brennan (Ed.), Educational measurement (4th ed., pp. 17–64). Westport, CT: American Council on Education, Praeger Publishers

Klopfer, L. E. (1971). Evaluation of Learning in Science. In B. S. Bloom, J. T. Hastings & G. F. Madaus (Eds.), Handbook of Formative and Summative Evaluation of Student Learning. London: McGraw-Hill Book Company.

Klopfer, L. E. (1976). A structure for the affective domain in relation to science education. Science Education, 60(3), 299–312.

Kuhn, D. (2010). Teaching and learning science as argument. [10.1002/sce.20395]. Science Education, 94(5), 810-824.

Lederman, N. G. (2006). Nature of Science: Past, Present and Future. In S. Abell & N. G. Lederman (Eds.), Handbook of Research on Science Education (pp. 831-879). Mawah, NJ: Lawrence Erlbaum.

Longino, H. E. (1990). Science as Social Knowledge. Princetown, NJ: Princetown University Press. Marzano, R. J. and J. S. Kendall (2007). The new taxonomy of educational objectives. Thousand Oaks, CA, Corwin Press.

Millar, R. (2006). Twenty First Century Science: Insights from the Design and Implementation of a Scientific Literacy Approach in School Science. International Journal of Science Education, 28(13), 1499–1521.

Millar, R., & Osborne, J. F. (Eds.). (1998). Beyond 2000: Science Education for the Future. London: King's College London.

Millar, R., Lubben, F., Gott, R., & Duggan, S. (1995). Investigating in the school science laboratory: conceptual and procedural knowledge and their influence on performance. Research Papers in Education, 9(2), 207–248.

Mislevy, Robert J. and Geneva D. Haertel (2006) Implications of Evidence-Centered Design for Educational Testing. Educational Measurement: Issues and Practice, 25 (4), 6–20.

National Academy of Science. (1995). National Science Education Standards. Washington, D. C.: National Academy Press.

National Research Council. (2000). Inquiry and the National Science Education Standards. Washington, D. C.: National Academy Press.

National Research Council. (2012). A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas. Washington, DC.: Committee on a Conceptual Framework for New K-12 Science Education Standards. Board on Science Education, Division of Behavioral and Social Sciences and Education.

OECD (1999). Measuring Student Knowledge and Skills: A New Framework for Assessment. Paris, OECD (Organisation for economic co-operation and development).

OECD. (2000). Measuring Student Knowledge and Skills: The PISA 2000 Assessment of Reading, Mathematical and Scientific Literacy. Paris: OECD.

OECD. (2003). The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills. Paris: OECD.

