

Indicators of Sound Classroom Assessment Practice

<p>1. Clear Purposes</p> <p>Assessment processes and results serve clear and appropriate purposes.</p>	<ul style="list-style-type: none"> ◆ Teachers understand who the users and uses of classroom assessment information are and know their information needs. ◆ Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation. ◆ Teachers use classroom assessment processes and results formatively (assessment <i>for</i> learning). ◆ Teachers use classroom assessment results summatively (assessment <i>of</i> learning) to inform someone beyond the classroom about students' achievement as of a particular point in time. ◆ Teachers have a comprehensive plan over time for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.
<p>2. Clear Targets</p> <p>Assessments reflect clear and valued student learning targets.</p>	<ul style="list-style-type: none"> ◆ Teachers have clear expectations for students; they know how to turn broad statements of content standards into classroom-level targets. ◆ Teachers understand the various types of expectations they hold for students. ◆ Teachers select learning targets focused on the most important things students need to know and be able to do. ◆ Teachers have a comprehensive plan over time for assessing expectations.
<p>3. Sound Design</p> <p>Expectations are translated into assessments that yield accurate results.</p>	<ul style="list-style-type: none"> ◆ Teachers understand what the various assessment methods are. ◆ Teachers choose assessment methods that match intended expectations. ◆ Teachers design assessments that serve intended purposes. ◆ Teachers sample learning appropriately in their assessments. ◆ Teachers write assessment questions of all types well. ◆ Teachers avoid sources of mismeasurement that bias results.
<p>4. Effective Communication</p> <p>Assessment results are managed well and communicated effectively.</p>	<ul style="list-style-type: none"> ◆ Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning. ◆ Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users). ◆ Teachers interpret and use standardized test results correctly. ◆ Teachers effectively communicate assessment results to students. ◆ Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.
<p>5. Student Involvement</p> <p>Students are involved in their own assessment.</p>	<ul style="list-style-type: none"> ◆ Teachers make expectations clear to students. ◆ Teachers involve students in assessing, tracking, and setting goals for their own learning. ◆ Teachers involve students in communicating about their own learning.

***Sound classroom assessment practice = Skill in gathering accurate information + effective use of information and procedures.**