## Indicators of Sound Classroom Assessment Practice

| 1. Clear Purposes                              | ♦ Teachers understand who the users and uses of classroom assessment information are and know their information needs.  
| Assessment processes and results serve clear and appropriate purposes. | ♦ 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 for learning).  
|                                                   | ♦ Teachers use classroom assessment results summatively (assessment of 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 for and of learning in the classroom. |

| 2. Clear Targets                               | ♦ Teachers have clear expectations for students; they know how to turn broad statements of content standards into classroom-level targets.  
| Assessments reflect clear and valued student learning 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. |

| 3. Sound Design                                | ♦ Teachers understand what the various assessment methods are.  
| Expectations are translated into assessments that yield accurate results. | ♦ 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. |

| 4. Effective Communication                     | ♦ 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.  
| Assessment results are managed well and communicated effectively. | ♦ 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. |

| 5. Student Involvement                         | ♦ Teachers make expectations clear to students.  
| Students are involved in their own assessment. | ♦ 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.*