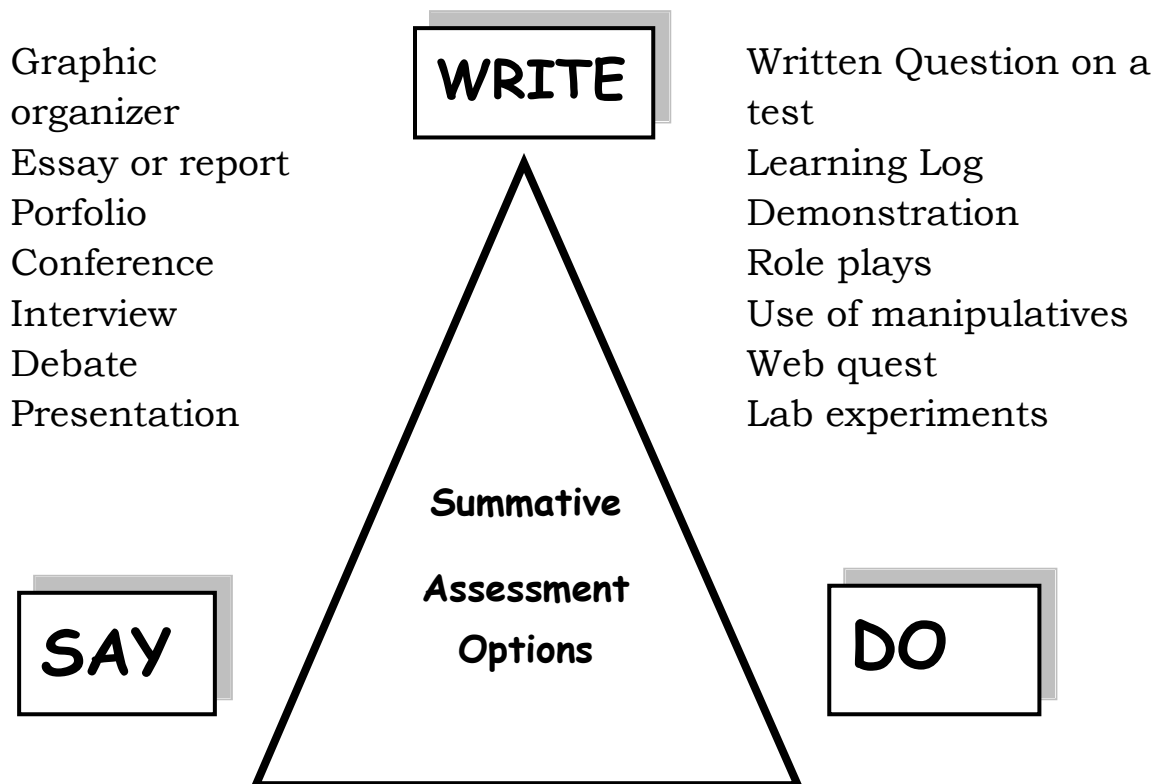


Elementary Assessment

Quality classroom assessment produces accurate information that is used effectively to maximize student learning.

Accurate information comes from:

- clearly defining learning targets for students,
- clearly understanding the purpose(s) for which information about student learning is being gathered,
- using a variety of assessment methods as well, and
- designing assessments that cover important aspects of a learning target.



Indicators of Sound Classroom Assessment Practice

<p>1. Why assess? <i>Assessment Processes and Results Serve Clear and Appropriate Purposes</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers understand who the users and uses of classroom information are and know their information needs. <input type="checkbox"/> Teachers understand the relationship between assessment and student motivation and craft assessment accordingly. <input type="checkbox"/> Teachers use classroom assessment processes and results formatively. <input type="checkbox"/> Teachers use classroom assessment results summative to inform beyond the classroom <input type="checkbox"/> Teachers have a comprehensive plan over time for integrating assessment for and of learning in the classroom.
<p>2. Assess What? <i>Assessments Reflect Clear and Valued Student Learning Targets</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers have clear learning targets for students. <input type="checkbox"/> They know how to turn broad statements of content into classroom level targets. (I cans) <input type="checkbox"/> Teachers select learning targets focused on the most important things students need to know and be able to do. <input type="checkbox"/> Teachers have a comprehensive plan over time for assessing learning targets.
<p>3. Assess How? <i>Learning targets are Translated into Assessments that Yield Accurate Results</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers understand what the various assessment methods are. <input type="checkbox"/> Teachers choose assessment methods that match intended learning targets. <input type="checkbox"/> Teachers design assessments that serve the intended purposes. <input type="checkbox"/> Teachers sample learning appropriately in their assessments. <input type="checkbox"/> Teachers write assessment questions of all types well.
<p>4. Communicate How? <i>Assessment Results are Managed Well and Communicated Effectively</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers record assessment information accurately. <input type="checkbox"/> Teachers select the best appropriate option (portfolio, grade, narratives, conferences) <input type="checkbox"/> Teachers effectively communicate assessment results to students. <input type="checkbox"/> Teachers effectively communicate assessment results to a variety of audiences.
<p>5. Involve Students How? <i>Students are Involved in Their Own Assessment</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Teachers make learning targets clear to students. <input type="checkbox"/> Teachers involve students in assessing, tracking, and setting goals for their own learning. <input type="checkbox"/> Teachers involve students in communicating about their own learning.



References

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- **Chappius, Jan** (2009). *Seven Strategies of Assessment for Learning*.
- **Fisher, Frey** (2007) *Checking for Understanding*.
- **ASCD-** *Formative Assessment Strategies for Every Classroom*.
- **Stiggins, Arter, Chappuis and Chappuis (2006)**. *Classroom Assessment for Student Learning*.

