Classroom Assessment Planning: Key Questions

Content Standards	Purpose(s) for Assessment	Audience(s) for Assessment
What do we want students to know, understand, and be able to do?	*Why are we assessing and how will the assessment information be used?*	*For whom are the assessment results intended ?*
■ _____ _____ _____ ■ _____ _____ _____ ■ _____ _____ _____ ■ _____ _____ _____	❑ diagnose student strengths and needs ❑ provide feedback on student learning ❑ provide a basis for instructional placement ❑ inform and guide instruction ❑ communicate learning expectations ❑ motivate; focus student attention and effort ❑ provide practice applying knowledge and skills ❑ provide a basis for evaluation __ grading __ promotion/graduation __ program selection/admission ❑ provide accountability data ❑ gauge program effectiveness	❑ teacher/instructor ❑ students ❑ parents ❑ grade-level/department team ❑ other faculty ❑ school administrators ❑ curriculum supervisors ❑ business community/employers ❑ college admissions officers ❑ higher education ❑ general public ❑ other: _____

Framework of Assessment Approaches and Methods

How might we assess student learning in the classroom?

examples

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS			
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED
❑ multiple-choice ❑ true-false ❑ matching	❑ fill in the blank • word(s) • phrase(s) ❑ short answer • sentence(s) • paragraphs ❑ label a diagram ❑ "show your work" ❑ representation(s) • web • concept map • flow chart • graph/table • matrix • illustration	❑ essay ❑ research paper ❑ log/journal ❑ lab report ❑ story/play ❑ poem ❑ portfolio ❑ art exhibit ❑ science project ❑ model ❑ video/audiotape ❑ spreadsheet	❑ oral presentation ❑ dance/movement ❑ science lab demonstration ❑ athletic skills performance ❑ dramatic reading ❑ enactment ❑ debate ❑ musical recital ❑ keyboarding	❑ oral questioning ❑ observation ("kid watching") ❑ interview ❑ conference ❑ process description ❑ "think aloud" ❑ learning log

Evaluation and Communication Methods

Evaluation Methods	Evaluation Roles	Communication/ Feedback Methods
How will we evaluate student knowledge and proficiency?	*Who will be involved in evaluating student responses, products or performances?*	*How will we communicate assessment results?*
Selected-Response Items: ❑ answer key ❑ scoring template ❑ machine scoring **Performance-Based Assessments:** ❑ generic rubric ❑ task-specific guide ❑ rating scale • bi-polar • hierarchical ❑ checklist ❑ written/oral comments	**Judgment-Based Evaluation by:** ❑ teacher(s)/instructor(s) ❑ peers/co-workers ❑ expert judges (external raters) ❑ student (self-evaluation) ❑ parents/community members ❑ employers	❑ numerical score • percentage scores • point totals ❑ letter grade ❑ developmental/proficiency scale • generic rubric • task-specific guide • rating scale ❑ narrative report (written) ❑ checklist ❑ written comments ❑ verbal report/conference

from McTighe and Ferrara (1997). *Assessing Learning in the Classroom.* Washington, DC: National Education Association