

FIGURE 1.6 Classroom Assessment Competencies

1. Clear Purpose

Assessment processes and results serve clear and appropriate purposes.

- a. Identify the key users of classroom assessment information and know what their information needs are.
- b. Understand formative and summative assessment uses and know when to use each.

2. Clear Targets

Assessments reflect clear student learning targets.

- a. Know how to identify the five kinds of learning targets.
- b. Know how to turn broad statements of content standards into classroom-level learning targets.
- c. Begin instructional planning with clear learning targets.
- d. Translate learning targets into student-friendly language.

3. Sound Design

Learning targets are translated into assessments that yield accurate results.

- a. Design assessments to serve intended formative and summative purposes.
- b. Select assessment methods to match intended learning targets.
- c. Understand and apply principles of sampling learning appropriately.
- d. Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.
- e. Know and avoid sources of bias that distort results.

4. Effective Communication

Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively.

- a. Use assessment information to plan instruction.
- b. Offer effective feedback to students during the learning.
- c. Record formative and summative assessment information accurately.
- d. Combine and summarize information appropriately to accurately reflect current level of student learning.

5. Student Involvement

Students are active participants in the assessment process.

- a. Identify students as important users of assessment information.
- b. Share learning targets and standards of quality with students.
- c. Design assessments so students can self-assess and set goals on the basis of results.
- d. Involve students in tracking, reflecting on, and sharing their own learning progress.