

# Indicators of Sound Classroom Assessment Practice\*

<p><b>1. Why Assess?</b></p> <p><b>Assessment Processes and Results Serve Clear and Appropriate Purposes.</b></p>	<ul style="list-style-type: none"> <li>a. Teachers understand who the users and uses of classroom assessment information are and know their information needs.</li> <li>b. Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation.</li> <li>c. Teachers use classroom assessment processes and results formatively (assessment for learning).</li> <li>d. 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.</li> <li>e. Teachers have a comprehensive plan over time for integrating assessment <i>for</i> and <i>of</i> learning in the classroom.</li> </ul>
<p><b>2. Assess What?</b></p> <p><b>Assessments Reflect Clear and Valued Learning Targets</b></p>	<ul style="list-style-type: none"> <li>a. Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets.</li> <li>b. Teachers understand the various types of learning targets they hold for students.</li> <li>c. Teachers select learning targets focused on the most important things students need to know and be able to do.</li> <li>d. Teachers have a comprehensive plan over time for assessing learning targets.</li> </ul>
<p><b>3. Assess How?</b></p> <p><b>Learning Targets Are Translated into Assessments that yield Accurate Results</b></p>	<ul style="list-style-type: none"> <li>a. Teachers understand what the various assessment methods are.</li> <li>b. Teachers choose assessment methods that match intended learning targets.</li> <li>c. Teachers design assessments that serve intended purposes.</li> <li>d. Teachers sample learning appropriately in their assessments.</li> <li>e. Teachers write assessment questions of all types well.</li> <li>f. Teachers avoid sources of bias that distort results.</li> </ul>
<p><b>4. Communicate How?</b></p> <p><b>Assessment Results Are Managed Well and Communicated Effectively</b></p>	<ul style="list-style-type: none"> <li>a. Teachers record assessment of information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning.</li> <li>b. Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and users).</li> <li>c. Teachers interpret and use standardized test results correctly.</li> <li>d. Teachers effectively communicate assessment results to students.</li> <li>e. Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.</li> </ul>
<p><b>5. Involve Students How?</b></p> <p><b>Students Are Involved in Their Own Assessment</b></p>	<ul style="list-style-type: none"> <li>a. Teachers make learning targets clear to students.</li> <li>b. Teachers involve students in assessing, tracking, and setting goals for their own learning.</li> <li>c. Teachers involve students in communicating about their own learning.</li> </ul>

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