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?

SELECTED RESPONSE ITEMS	PERFORMANCE-BASED ASSESSMENTS		
	CONSTRUCTED RESPONSES	PRODUCTS	PERFORMANCES	PROCESS-FOCUSED

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

examples

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