Assessment – Evolution or Revolution! – **Handout #2**

Use the following rating scale and reflection questions to create a picture of current assessment practices in your classroom, school, or district. Individual teachers, teams, or administrators may use this assessment to identify strength and growth areas.

> 1. This is not a part of my practice.
> 2. I am exploring ways to better understand and implement this practice.
> 3. I am confident in my ability to implement this practice and have successfully done so.
>
> C. I have done this work in collaboration with others to improve our assessment design and responsive practice.

Assessment Design	1	2	3	C
1. Are the learning goals clear?				
2. Do the learning goals represent the most important goals for this particular assessment at this particular time?				
3. Is there a mix of methods represented on the assessment - or is there a plan to provide students with the opportunity to show their understanding in multiple ways?				
4. Is there a mix of cognitive levels? Does this assessment reflect the cognitive level required in the standard and does it capture the why?				
5. Does the structure, layout, and setup of questions create the best possible conditions for students to show their understanding?				
6. Are the directions present, and are they clear and concise? Does the visual layout of the assessment make it easy to understand and read?				
7. Are the assessment questions or exercises written well—meaning, are they clear, succinct, and generally not confusing? Are they written in such a way that the answer to one question does not give away the answer to another?				
8. Are the items written so they will provide information on students' strengths and weaknesses?				
9. Is there anything in the assessment itself or in the conditions under which it would be administered that could lead to inaccurate estimates of student learning?				
10. Are the assessments collaboratively developed?				

Accountability Practice	1	2	3	C
1. Do clearly defined learning goals drive instruction?				
2. Do clearly defined learning goals drive activities?				
3. Do clearly defined learning goals drive grades or reporting practices?				
4. Are assessments designed well (accurate, free from bias, clear directions, valid, and reliable)?				
5. Are classroom assessment practices balanced. Formative and summative practices are aligned and used intentionally?				
6. Do the scores communicated reflect learning?				

Informing Instruction Practice	1	2	3	C
1. If formative, is there a plan to provide students with descriptive feedback, to require revision, or to fix and learn from mistakes?				
2. If summative, will students reflect upon the information from the assessment? Will they be able to identify their strengths and next steps based on the marks, grades, or rubric scores?				
3. Are assessment data (common or individual) analyzed to determine students' learning strengths and needs?				
4. Assessment data (common or individual) are used to plan instructional responses at the classroom or team levels (assessment data drives instruction—students are working on concepts based on what the data say)?				
5. Are assessment data inform teachers' instruction, curriculum, and assessment?				
6. Based on the collected data, will an instructionally agile response be made to change the results?				

Student Investment Practice	1	2	3	C
1. Will the students identify strengths and next steps?				
2. Will students make revisions to their work? Will students have the opportunity to create or produce work that shows higher achievement?				
3. Will students set goals for future study?				
4. Will students have opportunities to describe the extent to which they see this work as relevant and engaging, supportive (formative), or representative (summative) of their learning?				
5. Will the students receive descriptive feedback that tells them what they know and what they need to do next.				
6. Will the students invest in their learning (act on comments, use the information from their assessments to make revisions, analyze their mistakes, and set goals for their next steps in their learning).				

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