

Principle 3: Assessment is a process that is reflective of quality.

Principle

Principle 3 indicates that classroom assessments should reflect a quality process. This requires consideration of many factors including establishing a clear purpose, considering student-learning styles, and ensuring fair and bias-free formats that produce valid and reliable results.

Goals

Guiding principle 3 states that classroom assessment should

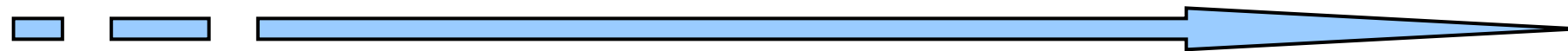
- acknowledge individual differences in learning styles through the use of multiple (varied), and appropriate types of assessment (essay, multiple choice, performance, true-false, etc.);
- cite clear, standards-based purposes that are understood by all stakeholders;
- provide a fair and bias-free format;
- provide valid and reliable results; and
- demonstrate a process rather than an event.

Guidelines

- 3.1 Teachers utilize a variety of assessment methods to provide opportunities for students to demonstrate achievement of standards.
- 3.2 Teachers select appropriate assessment methods that address standards, student learning styles, and, when possible, authentic contexts.
- 3.3 Teachers identify and communicate to students a clear, standards-based purpose for all assessments.
- 3.4 Teachers provide students the opportunity to learn the standards and skills being assessed.
- 3.5 Teachers use assessment methods that are consistent with methods of instructional delivery.
- 3.6 Teachers use flexible approaches in establishing time requirements to complete assessments for all students.
- 3.7 Teachers develop assessments that provide individual students the opportunity to demonstrate achievement of standards.
- 3.8 Teachers provide students opportunities to practice using assessment approaches and methods prior to collecting and using information to assign grades.
- 3.9 Teachers use and design assessments that are as free from bias as possible.
- 3.10 Teachers provide students with a number of opportunities to demonstrate attainment of each standard.
- 3.11 Teachers use and design assessments that are valid measures of standards.
- 3.12 Teachers implement effective strategies for diagnostic, formative, and summative assessments.

Assessment Literacy Continuum: Moving Toward Assessment for Learning

Principle 3: Assessment is a process that is reflective of quality.



<i>Awareness</i>	<i>Beginning</i>	<i>Practicing</i>	<i>Skilled</i>
<ul style="list-style-type: none"> □ I am aware that I should use a variety of assessment methods. However, I am still learning how alternative forms of assessment should be used. □ I am aware that I should select assessment methods that address standards, student learning styles, and, when possible, authentic contexts. My current assessment methods do not consider these factors. □ I am aware that I should identify and communicate a standards-based purpose for all assessments. However, I currently do not develop an assessment plan prior to the instructional process that includes diagnostic, formative, or summative strategies. □ I am aware that I should provide students with an opportunity to learn what is being assessed. I do not currently have 	<ul style="list-style-type: none"> □ I am beginning to use a variety of assessment methods for students to demonstrate achievement of standards. One or two assessment methods still dominate my assessment program. □ I am beginning to select assessment methods that address standards, student learning styles, and, when possible, authentic contexts. I am still learning which methods are best for specific standards and students. □ I am beginning to identify and communicate to students a standards-based purpose for all assessments. My assessment plan identifies what will be assessed, but not how it will be assessed. □ I am beginning to ensure that students have an opportunity to learn the standards being assessed. Consistency is usually not 	<ul style="list-style-type: none"> □ I utilize a variety of assessment methods to provide opportunities for students to demonstrate achievement of standards. All methods (paper and pencil, performance, communication, etc.) are used, but in an unbalanced way. □ I select appropriate assessment methods that address standards, student learning styles, and, when possible, authentic contexts. □ I identify and communicate to students a standards-based purpose for all assessments. I have an assessment plan that identifies when and how assessment will occur but may not include diagnostic, formative, and summative strategies. □ I provide students with an opportunity to learn the standards being assessed. Instructional delivery methods are usually 	<ul style="list-style-type: none"> □ I utilize a variety of assessment methods to provide opportunities for students to demonstrate achievement of standards. Assessment methods are balanced and fit naturally with what is being assessed. (3.1) □ I select assessment methods that address standards, student learning styles, and when possible, authentic contexts. I ensure that the assessment methods are the best choice for the specific standard(s) and for specific students. (3.2) □ I identify and communicate to students a clear, standards-based purpose for all assessments. My assessment plan includes effective diagnostic strategies to determine beginning points for instruction, formative strategies to provide direction for improvement, and summative strategies to evaluate achievement of standards. (3.3, 3.12) □ I provide students with an opportunity to learn the standards being assessed utilizing instructional delivery methods that

<p>strategies in place to ensure this opportunity.</p> <ul style="list-style-type: none"> □ I am aware that I should incorporate flexible approaches when establishing time requirements for assessments. However, my current policy still relies solely on deadlines and penalties. □ I am aware that I should provide multiple opportunities for individual students to demonstrate achievement of standards. However, I do not currently establish an assessment plan that provides these opportunities. □ I am aware that I should provide students with opportunities to practice using assessment methods prior to collecting information to assign grades. Currently, however, I do not attempt to provide practice using assessment methods in advance. Thus, question formats could distort student achievement and assessment results. □ I am aware that I should eliminate sources of bias and distortion so that my assessments are valid measures of standards. I currently do not attempt to eliminate these factors. 	<p>considered when selecting instructional and assessment methods.</p> <ul style="list-style-type: none"> □ I am beginning to incorporate flexible strategies into the time requirements for my assessments. All strategies, however, consider group rather than individual needs. □ I am beginning to establish an assessment plan that will include multiple opportunities for students to demonstrate achievement of standards. Data from these assessments may not provide evidence of mastery for all targeted standards and is insufficient to make a reliable conclusion about student performance. □ I am beginning to provide students with practice on assessment methods prior to collecting information to assign grades. However, my summative evaluations still contain many question types or formats that have not been practiced in advance. □ I am beginning to identify sources of bias and distortion that can lead to inaccurate assessment and am learning to make adjustments to increase the accuracy of these assessments. 	<p>consistent with assessment methods.</p> <ul style="list-style-type: none"> □ I am flexible when establishing time requirements for students to complete assessment tasks. Group needs are considered when guidelines are established. However, some allowances are made for individual students. □ I develop an assessment plan that provides opportunities for individual students to demonstrate achievement of standards. Data gathered from assessments provides some evidence of achievement but may not be sufficient to make a reliable conclusion about student performance. □ I provide students with opportunities to practice most assessment methods prior to collecting information to assign grades. However, some question types or formats may appear on summative evaluations that have not been introduced prior to the test. □ I utilize assessments that are relatively free from bias and distortion and are adequate measures of standards. Some inadequate assessment procedures or distractions may distort student achievement results. 	<p>are consistent with assessment methods. (3.4, 3.5)</p> <ul style="list-style-type: none"> □ I use flexible approaches to establish time requirements to complete assessments for all students. Individual student needs are considered when establishing these requirements so that time restraints do not prevent students from performing to their ability. (3.6) □ I develop an assessment plan that provides multiple opportunities for individual students to demonstrate achievement of standards. Data gathered from these assessments is sufficient to make a reliable conclusion about student performance. (3.7, 3.10) □ I ensure that students are provided with an opportunity to practice using assessment methods prior to collecting information to assign grades. (3.8) □ I utilize bias-free assessments that are valid measures of standards. I routinely address and try to eliminate all sources of bias and distortion so that student results are not affected and clearly communicate achievement of standards. (3.9, 3.11)
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