## FIGURE 2.1 Keys to Quality Classroom Assessment

Key 1: Clear Purpose
Who will use the information?
How will they use it?
What information, in what detail,

is required?

Key 2: Clear Targets
Are learning targets clear to teachers?
What kinds of achievement are to be assessed?
Are these learning targets the focus of instruction?

**Key 3: Sound Design** 

Do assessment methods match learning targets?

Does the sample represent learning appropriately?

Are items, tasks, and scoring rubrics of high quality?

Does the assessment control for bias?

**Key 4: Effective Communication** 

Can assessment results be used to guide instruction?

Do formative assessments function as effective feedback?
Is achievement tracked by learning target and reported by standard?

Do grades communicate achievement accurately?

**Key 5: Student Involvement** 

Do assessment practices meet students' information needs?

Are learning targets clear to students?

Will the assessment yield information that students can use to self-assess and set goals?

Are students tracking and communicating their evolving learning?

## A BALANCED ASSESSMENT SYSTEM

Who uses assessment information? The first answer that may come to mind is "the teacher," followed perhaps by parents, students, administrators, and the public. They all need assessment information to make decisions, but they make different kinds of decisions. No one assessment can fill everyone's information needs; different assessments are required. In a balanced assessment system, the key players' formative and summative information needs are identified and assessments are planned to meet