

Complete the questionnaire by circling the numbers that correspond to your answers to each question.

**A. Why Assess?** I am confident of the following:

	I'm uncertain about my confidence	I'm not very confident	I'm somewhat confident	I'm very confident
1. I understand the various users of classroom assessment information, including students, and can accommodate their various assessment <i>for</i> and <i>of</i> learning needs.	?	0	1	2
2. I understand the relationship between assessment and student motivation and consciously use assessment to motivate students to want to learn.	?	0	1	2
3. I balance assessment <i>for</i> and <i>of</i> learning in my classroom and have a plan for integrating them over time.	?	0	1	2
4. I use classroom assessment information to guide and revise teaching.	?	0	1	2

**B. Assess What?** I can clearly describe the learning targets I want my students to hit. I have done the following:

	I'm uncertain if I've done this yet	I haven't done this yet	I've started	I'm well on the way
1. Outlined in writing the <b>subject matter content knowledge</b> my students are to master.	?	0	1	2
2. Differentiated content students are to <b>learn outright</b> from content they are to <b>learn to retrieve</b> later through the use of references.	?	0	1	2
3. Defined in writing the specific <b>patterns of reasoning</b> students are to master.	?	0	1	2
4. Articulated in writing the performance skills <b>I expect students</b> to learn to demonstrate (where it is the actual doing that counts).	?	0	1	2
5. Defined the key attributes of <b>products</b> I expect students to learn to create.	?	0	1	2
6. Thought through and defined <b>academic dispositions</b> (school-related attitudes) I hope my students will develop.	?	0	1	2
7. Considered whether there's anything about my learning targets or how they are written that will be unclear to any of my students.	?	0	1	2
8. Met with other teachers across grade levels to merge my expectations into a <b>continuous-progress curriculum</b> .	?	0	1	2

**C. Assess How?** I can translate my learning targets for students and purposes for assessment into dependable assessments that yield accurate results. I am confident of the following:

	I'm uncertain about my confidence	I'm not very confident	I'm somewhat confident	I'm very confident
1. I can define key standards of assessment quality in common-sense, understandable terms.	?	0	1	2
2. I can develop high-quality <b>selected response/short answer assessments</b> (multiple choice, true/false, matching, fill in).	?	0	1	2
3. I can develop high-quality <b>extended written response assessments</b> .	?	0	1	2
4. I can develop high-quality <b>performance assessments</b> (observation and judgment).	?	0	1	2
5. I can develop high-quality <b>personal communication-based assessments</b> (interviews, oral exams, etc.).	?	0	1	2
6. I can select among assessment types based on target type and purpose.	?	0	1	2
7. I can sample appropriately and avoid sources of bias and distortion.	?	0	1	2

**D. Communicate How?** I am confident of the following:

	I'm uncertain about my confidence	I'm not very confident	I'm somewhat confident	I'm very confident
1. I understand and can apply <b>principles of effective communication</b> about student achievement.	?	0	1	2
2. I provide more descriptive feedback than evaluative feedback to students.	?	0	1	2
3. I can record and combine assessment information to accurately reflect student learning.	?	0	1	2
4. I can use <b>report card grades</b> to communicate accurately and effectively.	?	0	1	2
5. I can use <b>other written report cards</b> to communicate accurately and effectively.	?	0	1	2
6. I can use <b>portfolios</b> to communicate accurately and effectively.	?	0	1	2
7. I can use <b>parent-teacher conferences</b> to communicate accurately and effectively.	?	0	1	2
8. I can use <b>student-involved conferences</b> to communicate accurately and effectively.	?	0	1	2
9. I can understand and use the results of <b>standardized achievement tests</b> .	?	0	1	2

**E. Involve Students How?** I turn assessment procedures and information into instructional interventions in the following ways:

	I'm uncertain about my confidence	I'm not very confident	I'm somewhat confident	I'm very confident
1. I make learning targets clear to students.	?	0	1	2
2. My students can describe what learning targets they are to achieve.	?	0	1	2
3. I give students opportunities to self-assess and set goals for further learning.	?	0	1	2
4. I give students opportunities to reflect on and share their learning progress with others.	?	0	1	2
5. I give students opportunities to provide input on assessment design.	?	0	1	2

### F. Final Reflections

1. I have the most skill and confidence in the following assessment areas:

2. I want to work most on the following assessment skills:

Source: Adapted from *Practice with Student-Involved Classroom Assessment* (pp. 337–340), by J. A. Arter & K.U. Busick, 2001, Portland, OR: Assessment Training Institute. Copyright © 2006, 2001 by Educational Testing Service. Adapted by permission.