

BRIEF CONTENTS

CHAPTER 1	The Role of Assessment in Teaching and Learning	1
CHAPTER 2	Standards and Cognitive Learning Targets	34
CHAPTER 3	High-Quality Classroom Assessment	70
CHAPTER 4	Embedded Formative Assessment	107
CHAPTER 5	Summative-Based Formative Assessment	143
CHAPTER 6	Summative Assessment I: Planning and Implementing Classroom Tests	168
CHAPTER 7	Summative Assessment II: Using Large-Scale Standards-Based and Standardized Tests	187
CHAPTER 8	Selected-Response Assessment: Multiple-Choice, Binary-Choice, and Matching Items	215
CHAPTER 9	Constructed-Response Assessment: Completion, Short-Answer, and Essay Items	243
CHAPTER 10	Performance Assessment	266
CHAPTER 11	Portfolios: Paper and Digital	301
CHAPTER 12	Assessing “Noncognitive” Dispositions and Skills	326
CHAPTER 13	Assessment for Students with Exceptional Needs	365
CHAPTER 14	Assessment for Culturally and Linguistically Diverse Students	398
CHAPTER 15	Grading and Reporting Student Performance	422
APPENDIX A	Fundamental Descriptive Statistics and Scaled Scores	465
APPENDIX B	Example of Student Individualized Education Program (IEP)	477
APPENDIX C	Self-Instructional Review Exercises and Answers	487

CHAPTER 1 The Role of Assessment in Teaching and Learning 1

- Introductory Case Study 2
- The Bigger Picture Context of Classroom Assessment 4
 - 21st Century-Knowledge, Skills, and Dispositions 4
 - Technology 5
 - Principles of Cognitive and Sociocultural Learning and Motivation 6
 - Standards-Based Education 7
 - High-Stakes Testing 9
 - Data Literacy 10
- Integrating Instruction and Assessment 11
 - The Realities of Teaching 11
 - Instructional Decision Making and Assessment 14
- Components of Classroom Assessment 17
 - Purpose 18
 - Measurement 18
 - Interpretation 19
 - Use 19
 - Diagnosis 19
 - Grading 20
 - Instruction 20
- Recent Trends in Classroom Assessment 20
- Teachers' Classroom Assessment and Grading Practices Decision Making 23
 - Students' Perceptions of Assessment 26
- Classroom Assessment Knowledge and Skills for Teachers 29

- Summary 31
- Introductory Case Study Answer 32
- Suggestions for Action Research 32

CHAPTER 2 Standards and Cognitive Learning Targets 34

- Introductory Case Study 35
- Knowing Where Your Students Are Going 36
 - Revisiting the Big Picture 36
 - Educational Outcomes 39
 - Educational Goals 39
 - Standards 40
 - State Standards 42
 - Common Core State Standards 45
 - Deconstructing Standards 48
 - Educational Objectives 49
 - Taxonomies of Educational Objectives 50
 - Bloom's Taxonomy of Objectives 51
 - Bloom's Revised Taxonomy of Objectives 52
 - Marzano and Kendall's New Taxonomy 54
- Learning Targets 55
- Types of Cognitive Learning Targets 58
 - Knowledge Representation 58
 - Declarative Knowledge and Simple Understanding 61
 - Procedural Knowledge and Simple Understanding 62
 - Reasoning and Deep Understanding 62
- Criteria for Selecting Learning Targets 66
 - Summary 67
 - Introductory Case Study Answer 68
 - Suggestions for Action Research 69

CHAPTER 3

High-Quality Classroom Assessment 70

■ Introductory Case Study 71

What Is High-Quality Classroom Assessment? 72

Clear and Appropriate Learning Targets 73

Alignment of Assessment Methods and Learning Targets 73

Types of Assessment Methods 74

Matching Targets with Methods 76

Knowledge and Simple Understanding 77

Reasoning and Deep Understanding 77

Skills 78

Products 78

Affect/Dispositions 79

Validity 79

What Is a Validity? 79

How Is Validity Determined? 81

Content-Related Evidence 81

Criterion-Related Evidence 84

Consequential Evidence 85

Reliability/Precision 86

What Is a Reliable/Precise Score? 86

Assessment Error 87

How Is Reliability/Precision Determined for Classroom Assessments? 89

How to Improve Classroom Assessment Reliability/Precision 90

Fairness 91

Transparency: Student Knowledge of Learning Targets and Assessments 91

Opportunity to Learn 92

Prerequisite Knowledge and Skills 92

Avoiding Student Stereotyping 93

Avoiding Bias in Assessment Tasks and Procedures 93

Accommodating Special Needs and English Language Learners 95

A Model of Fairness in Classroom Assessment 95

Positive Consequences 97

Positive Consequences for Students 97

Positive Consequences for Teachers and Instruction 98

Alignment with Standards 99

Practicality and Efficiency 102

Teacher Familiarity with the Method 102

Time Required 102

Complexity of Administration 103

Ease of Scoring 103

Ease of Interpretation 103

Cost 103

■ Summary 104

■ Introductory Case Study Answer 105

■ Suggestions for Action Research 105

CHAPTER 4

Embedded Formative Assessment 107

■ Introductory Case Study 108

What Is Formative Assessment? 109

The Process of Formative Assessment 110

Characteristics of Formative Assessment 111

Types of Formative Assessment 112

Gathering Evidence for Embedded Formative Assessment 115

Observation 115

Assessing Nonverbal Behavior 116

Assessing Voice-Related Cues 120

<i>Sources of Error in Moment-by-Moment Observation</i>	122
Informal Oral Questioning	123
Characteristics of Effective Questioning for Embedded Formative Assessment	125
Providing Effective Feedback for Embedded Formative Assessment	130
Types of Feedback	133
<i>Target-Referenced</i>	134
<i>Scaffolded</i>	134
<i>Self-Referenced</i>	135
<i>Standards-Referenced</i>	135
Determining the Nature of the Feedback	135
<i>Amount</i>	136
<i>Timing</i>	136
<i>Mode</i>	136
<i>Audience</i>	136
<i>Type of Task</i>	137
Differentiated Embedded Formative Feedback	137
<i>Learner Level of Ability</i>	137
<i>Grade Level</i>	138
<i>Subject</i>	138
What About Giving Praise?	139
■ Summary	140
■ Introductory Case Study Answer	141
■ Suggestions for Action Research	142

CHAPTER 5

Summative-Based Formative Assessment 143

■ Introductory Case Study	144
Preassessments, Homework, and Seatwork	145
Structured Exercises	146
Pretests	146
Homework	147
Seatwork	148

Quizzes and Unit Tests	149
Digital Tools	150
Common Assessments	151
Interim Assessments	151
Year-End Large-Scale Assessments	153
Feedback Reconsidered	153
Feedback Types and Modes of Delivery	154
Anticipating Feedback	157
Instructional Adjustments	158
Mastery Learning	159
Differentiated Instruction	160
Response to Intervention	161
Learning Progressions	162
A Model of Instructional Adjustments Using Summative-Based Formative Assessment	163
■ Summary	166
■ Introductory Case Study Answer	166
■ Suggestions for Action Research	167

CHAPTER 6

Summative Assessment I: Planning and Implementing Classroom Tests 168

■ Introductory Case Study	169
Planning Summative Assessment	171
Representative Sampling	172
Use Assessment Blueprint	172
Number and Length of Assessments	172
Grade Level	173
Type of Item	174
Use of Assessments Provided by Textbook and Test Publishers and School Districts	175
Preparing Students for Classroom Summative Assessments	175

Assessment-Taking Skills and Testwiseness 176
 Item Type and Format 177
 Assessment Anxiety 177

When to Construct Summative Assessments 178

Putting Summative Assessments Together 179

Preparing Assessment Directions 179
 Item Arrangement 181
 Physical Layout 182

Administering Summative Assessments 182

Use of Summative Assessments 184

- Summary 185
- Answer to Introductory Case Study 185
- Suggestions for Action Research 186

CHAPTER 7

Summative Assessment II: Using Large-Scale Standards-Based and Standardized Tests 187

■ Introductory Case Study 188

What Are Standardized-Based and Standardized Tests? 189

Standards-Based Tests 190
 State Standards-Based Tests 191
 National Standards-Based Tests 193
 Benchmark Assessments 193

Standardized Tests 195
 Norm-Referenced Achievement Test Batteries 195
 Aptitude Tests 197
 Readiness Tests 197

Understanding and Interpreting Standards-Based and Standardized Test Scores 198

Test Score Report Formats 198
 Interpreting Standards-Based and Standardized Scores 199

Standard Error of Measurement 199
 Alignment 200
 Standards-Based Interpretations 201

Interpreting Test Reports for Parents 205

Preparing Students to Take Standards-Based and Standardized Tests 207

Administering Standards-Based and Standardized Tests 211

- Summary 212
- Introductory Case Study Answer 213
- Suggestions for Action Research 213

CHAPTER 8

Selected-Response Assessment: Multiple-Choice, Binary-Choice, and Matching Items 215

■ Introductory Case Study 216

Multiple-Choice Items 217

Assessing Knowledge and Comprehension 223
 Assessing Application 224
 Assessing Reasoning and Deep Understanding 225

Binary-Choice Items 228

Assessing Knowledge and Comprehension 229
 Assessing Application 231
 Assessing Reasoning and Deep Understanding 231

Matching Items 232

Selected-Response Interpretive Exercises 234

Assessing Comprehension 236
 Assessing Reasoning and Deep Understanding 237

Technology-Enhanced Selected-Response Items 239

- Summary 240
- Introductory Case Study Answer 241
- Suggestions for Action Research 241

CHAPTER 9

Constructed-Response Assessment: Completion, Short-Answer, and Essay Items 243

- Introductory Case Study 244
- Choosing the Right Type of Constructed-Response Item 245
- Completion Items 246
- Short-Answer Items 248
 - Assessing Knowledge and Comprehension 249
 - Assessing Reasoning and Deep Understanding 251
- Essay Items 253
 - Constructing/Selecting Essay Items 256
 - Scoring Essays 259
- Technology-Enhanced Scoring of Constructed-Response Items 262
 - Summary 263
 - Introductory Case Study Answer 263
 - Suggestions for Action Research 264

CHAPTER 10

Performance Assessment 266

- Introductory Case Study 267
- What Is Performance Assessment? 268

Strengths and Limitations of Performance Assessments 270

- Strengths 270
- Limitations 270

Learning Targets for Performance Assessments 272

- Deep Understanding 273
- Reasoning 273
- Skills 273
 - Communication and Presentation Skills* 273
 - Psychomotor Skills* 275
- Products 276

Constructing Performance Tasks 277

- Step 1: Identify the Performance Task 277
 - Restricted- and Extended-Type Performance Tasks* 277
- Step 2: Prepare the Task Description 279
- Step 3: Prepare the Performance Task Question or Prompt 280

Performance Criteria 285

Scoring and Evaluating 286

- Checklists 287
- Rating Scales 287
- Rubrics 288
 - Developing Rubrics* 289
 - Holistic or Analytic?* 290

- Summary 298
- Introductory Case Study Answer 299
- Suggestions for Action Research 300

CHAPTER 11

Portfolios: Paper and Digital 301

- Introductory Case Study 302
- What Are Portfolios? 303

Advantages	305
Disadvantages	307
Planning for Portfolio Assessment	308
Purpose	309
<i>Learning Targets and Standards</i>	309
<i>Uses</i>	309
Identify Physical and/or Digital Structure	310
Determine Nature of the Content	311
Determine Student Self-Reflective Guidelines and Scoring Criteria	311
Implementing Portfolio Assessment	311
Review with Students	313
Supplying Portfolio Content	313
Student Self-Reflection	314
Teacher Evaluation and Feedback	317
<i>Checklists of Contents</i>	318
<i>Portfolio Structure Evaluation</i>	318
<i>Evaluations of Individual Entries</i>	318
<i>Evaluation of Entire Contents</i>	318
Student-Teacher Conferences	318
Digital Portfolios	319
■ Summary	323
■ Introductory Case Study Answer	324
■ Suggestions for Action Research	325

CHAPTER 12

Assessing “Noncognitive” Dispositions and Skills 326

■ Introductory Case Study	327
Are “Noncognitive” Disposition and Skill Targets Important?	328
What Are Dispositional Traits and Learning Targets?	331
Attitude Targets	332

Value Targets	333
Motivation Targets	334
Self-Concept Targets	335
Self-Efficacy Targets	335
Interpersonal Skill Learning Targets	336
Methods of Assessing “Noncognitive” Dispositions and Skills	338
Teacher Observation	339
<i>Unstructured Observation</i>	340
<i>Structured Observation</i>	341
Teacher Interviews	343
Student Self-Report Questionnaires and Surveys	345
<i>Constructed-Response Formats</i>	347
<i>Selected-Response Formats</i>	348
Student Self-Assessment	354
<i>Self-Assessment Strategies</i>	359
Which Method or Combination of Methods Should I Use?	362
■ Summary	362
■ Introductory Case Study Answer	363
■ Suggestions for Action Research	364

CHAPTER 13

Assessment for Students with Exceptional Needs 365

■ Introductory Case Study	366
Legal Mandates	367
Exceptional Disabilities	370
Intellectual Disability	370
Sensory Impairments	371
Speech and Language Disorders	371
Physical and Health Impairments	371

Specific Learning Disability 372

Emotional and Behavioral
Disorders 373

Autism 374

Identifying Students for Special Education Services 374

Prereferral 375

Formal Referral 376

Individualized Education Programs (IEPs) 378

Assessment Challenges for Students with Exceptional Needs 380

Comprehension Difficulties 381

Auditory Difficulties 381

Visual Difficulties 382

Time Constraint Difficulties 382

Anxiety 382

Embarrassment 383

Variability of Behavior 383

Assessment Accommodations 383

Adaptations in Test Directions, Construction,
and Format 384

Short-Answer and Essay Items 385

Multiple-Choice Items 386

Binary-Choice Items 387

Completion Items 387

Performance Assessments 387

Portfolios 387

Adaptations in Test Administration 388

Adaptations in Testing Site 390

Grading and Reporting Accommodations 390

Grading Accommodations 390

IEP Grading 390

Shared Grading 391

Contracting 391

Rubrics 392

Reporting Accommodations 392

Gifted Students 393

■ Summary 394

■ Introductory Case Study Answer 396

■ Suggestions for Action Research 396

CHAPTER 14

Assessment for Culturally and Linguistically Diverse Students 398

■ Introductory Case Study 399

Who Are “Culturally and Linguistically”
Diverse Students? 400

Acculturation 402

Understanding Acculturation 402

Assessment of Acculturation 403

Formal Assessment 403

Informal Assessment 404

CLD Student Assessment 405

CLD Student Characteristics Influencing
Assessment 405

Language and Literacy Skills 405

Educational Background 406

Socioeconomic Status 406

Cultural Factors 407

Classroom Assessment Difficulties 407

Difficulty Comprehending Test Language 409

Difficulty Expressing What Is Known 409

*Lack of Content and Cultural Knowledge in Test
Items* 409

Unfamiliarity with Test Formats 410

Emotional Stress 410

Bias and Sensitivity 410

Assessment Accommodations 412

Embedded Formative Assessment 412

Learning Targets and Criteria 412

Observations 412

<i>Assessing Nonverbal Behavior and Vocal Cues</i>	413
<i>Informal Oral Questioning</i>	413
<i>Code-Switching</i>	413
Summative-Based Formative Assessment	414
<i>Structured Exercises and In-Class Assignments</i>	414
<i>Pretests</i>	414
<i>Homework</i>	414
<i>Quizzes, Unit Tests, and Interim Assessments</i>	415
<i>Digital Formats</i>	415
Summative Assessment	415
<i>Preparing CLD Students for Summative Assessments</i>	415
<i>Direct Translation?</i>	415
<i>Summative Assessment Formats</i>	416
Grading CLD Students	418
■ Summary	419
■ Introductory Case Study Answer	420
■ Suggestions for Action Research	420

CHAPTER 15

Grading and Reporting Student Performance 422

■ Introductory Case Study	423
Teachers' Judgments in Grading	424
<i>Objectivity</i>	425
<i>Teachers' Grading Decision Making</i>	427
Functions of Marking and Grading	428
<i>Providing Feedback</i>	429
<i>Basis of Comparison</i>	429
<i>Individual Student-Referenced Comparison</i>	430
<i>Norm-Referenced Grading</i>	431
<i>Standards-Based Grading</i>	432
<i>Motivation</i>	435
<i>Using Factors Other Than Academic Performance</i>	438
<i>Effort</i>	438
<i>Attendance</i>	439

<i>Attitudes</i>	440
<i>Group Work</i>	440
Approaches to Marking and Grading	441
<i>Letter Grades</i>	442
<i>Percentage Correct</i>	443
<i>Rubrics/Checklists</i>	445
<i>Standards-Based</i>	445
<i>Written Descriptions</i>	447
Determining Report Card (Composite) Grades	448
<i>Select What to Include in the Final Grade</i>	448
<i>Select Weights for Each Assessment</i>	450
<i>Combining Different Scores and Grades</i>	452
<i>Weighted Categories Versus Total Points</i>	
<i>Methods</i>	455
<i>Using Judgment When Combining Grades</i>	455
<i>Cheating</i>	456
<i>Assessing the Weight of Mandated Assessments</i>	456
<i>Recognizing Teacher Fallibility</i>	457
Reporting Student Progress to Parents	458
<i>Report Cards</i>	459
<i>Progress Reports</i>	459
<i>Parent-Teacher Conferences</i>	460
<i>Student-Led Conferences</i>	461
■ Summary	461
■ Introductory Case Study Answer	463
■ Suggestions for Action Research	464
APPENDIX A Fundamental Descriptive Statistics and Scaled Scores	465
APPENDIX B Example of Student Individualized Education Program (IEP)	477
APPENDIX C Self-Instructional Review Exercises and Answers	487
Glossary	515
References	519
Index	527