

Chapter 4 Designing Quality Classroom Assessments

Chapter Focus/BELIEF - each of the following assessment options has a contribution to make since none of the four is inherently superior to the others . . . and, in the hands of an incompetent teacher any of the four can be a disaster.

The Assessment Options

Selected Response - Short Answer Assessment

Extended Response - Essay Assessment

Performance Assessment

Personal Communication as Assessment

Designing Quality Classroom Assessments

Prior to Beginning Design: Know Your Learning Target(s) – so, it is useful for us as teachers to use backward design. Let's start with the desired learning target (in our target analogy, we might call this target refinement): Is the target one of knowledge attainment . . . one of reasoning proficiency . . . one of mastery of performance skills . . . one of product creation . . . one of disposition attainment? Once we refine the target, we can use an assessment option that best allows us to move our students toward hitting the target and approaching a bull's-eye.

Design Feature 1: Match Proper Assessment Methods with Learning Targets

Assessing Content Knowledge and Understanding

Assessing Reasoning Proficiency

Assessing Mastery of Performance Skills

Assessing Proficiency at Creating Products

Assessing Dispositions

But

Proper method-target matching is not enough to insure quality assessments. There are contextual considerations that affect achievement. In our target analogy, let's think of these as dealing with the influences of changing terrain and weather.

So

Design Feature 2: Select Achievement Areas Appropriately

The assessment questions chosen are only a selection of those that might have been chosen; you have a sample; did you select from the most important area . . . did you select the best questions you could ask?

Design Feature 3: Construct High Quality Items

Once the question areas are chosen, the items you construct need to be constructed well using standards related to good item construction

Design Feature 4: Minimize Bias

Consider things like cracks in scoring process, the student's emotional state (or yours), and the test administration environment

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