

## Assessment Guidelines

### “Principles of Classroom Assessment”

*\*Please note that the term “curriculum standards” used in this document are also known as learning outcomes, instructional objectives, curriculum benchmarks etc.*

#### Summative assessments should be used to frame meaningful performance goals

- Summative performance assessment expectations should be presented to students at the beginning of a new unit or course to clarify curriculum standards. By understanding what the culminating assessments will be, students are better able to focus on what teachers expect them to learn.
- Methods for evaluating student performance should be compatible with assessment methods used and applied.
- The process of summarizing and interpreting assessment results should yield an accurate and informative representation of a student’s performance in relation to curriculum standards.

#### Assessment criteria should be shared with students in advance

- Presenting assessment criteria that illustrate different models of quality help students to focus on what teachers expect them to learn.
- Well-developed rubrics for particular assignments are effective in communicating important elements of quality and helping students to focus on what teachers expect them to learn.
- Department and grade level rubrics may benefit students by providing clear goals for student work.

#### Students should be offered appropriate choices

- Students differ in how they process information and in how they demonstrate their learning.
- Assessment becomes responsive when appropriate options for demonstrating understanding are provided.

#### Feedback should be provided early and often

- Feedback must be timely, specific and understandable.
- Grades are only one method of feedback.
- Learners need to be provided with the opportunity to act on the feedback.

#### Self-assessment, goal-setting and reflection should be encouraged

- Regular opportunities should be provided for students to reflect on their performance
- Prompting questions such as “what aspects of your work are most effective, least effective?” and “what specific actions will you take to improve?” help students take responsibility for their learning.

#### New evidence of achievement should hold more value more than old evidence

- Assessments should focus on how well, not on when the student acquired or mastered the knowledge or skill.
- Authentic achievement is the most current level of achievement that demonstrates the value of the learning as opposed to the value of the grade.

- Practices such as the use of total point accumulation for cut-off scores or to decide on borderline cases and the use of fixed percentages as cut-off scores may not be reflective of student achievement of curriculum standards.

Assessment methods should be developmentally appropriate and appropriate for the course

- Assessment methods should be designed with the developmental stage of students and curriculum standards in mind.
- Diagnostic assessment is useful in providing insight as to what to teach and how to teach it.

Assessment methods should be compatible with the purpose and context of the assessment

- Assessment should be based on achievement of curriculum standards.
- Assessment methods should measure what is taught.
- Assessment methods should be aligned with instructional methods.
- Attitude, personality, attendance, motivation, effort are not indicators of student achievement unless they are specified as learning goals.

Students should be provided with sufficient opportunity and time to demonstrate the knowledge and skills being assessed

*These classroom principles of assessment are based on “The Principles of Learning” that:*

- *learning requires the active participation of the learner*
- *people learn at different rates and in different ways*
- *learning is both an individual and group process*

*The theoretical basis for these principles of classroom assessment is some of the work on “assessment” of Robert Marzano, Jay McTighe, Ken O’Connor, Grant Wiggins.*

*The practical basis for these principles of classroom assessment is the craft knowledge of the MIHS faculty.*

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