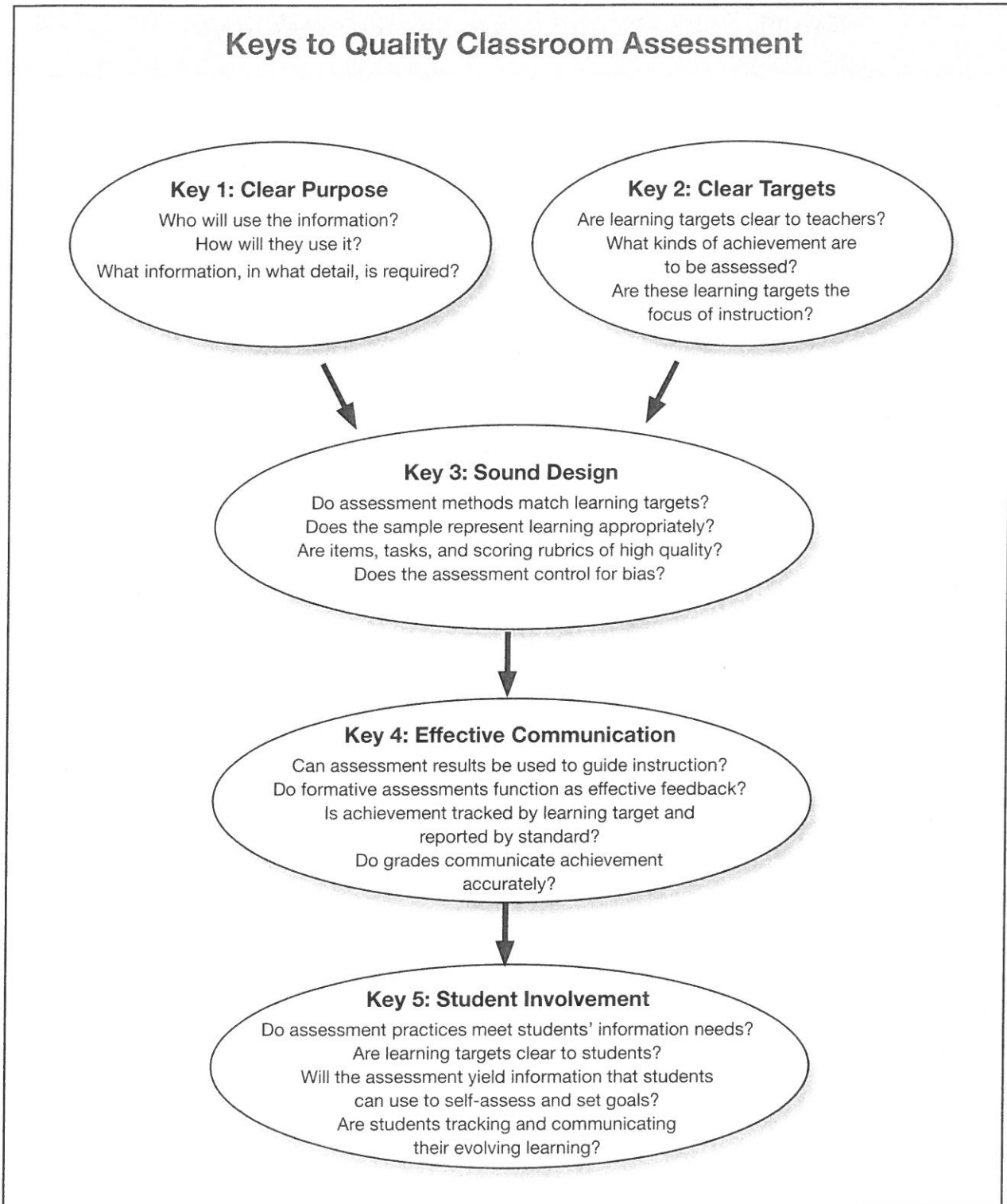


ACTIVITY Activity 1 (continued)



Source: J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), p. 5.

Goals of *Classroom Assessment for Student Learning: Doing It Right—Using It Well*

Classroom Assessment Competencies

<p>1. Clear Purpose Assessment processes and results serve clear and appropriate purposes.</p>	<ul style="list-style-type: none"> a. Identify the key users of classroom assessment information and know what their information needs are. b. Understand formative and summative assessment uses and know when to use each.
<p>2. Clear Targets Assessments reflect clear student learning targets.</p>	<ul style="list-style-type: none"> a. Know how to identify the five kinds of learning targets. b. Know how to turn broad statements of content standards into classroom-level learning targets. c. Begin instructional planning with clear learning targets.
<p>3. Sound Design Learning targets are translated into assessments that yield accurate results.</p>	<ul style="list-style-type: none"> a. Design assessments to serve intended formative and summative purposes. b. Select assessment methods to match intended learning targets. c. Understand and apply principles of sampling learning appropriately. d. Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality. e. Know and avoid sources of bias that distort results.
<p>4. Effective Communication Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively.</p>	<ul style="list-style-type: none"> a. Use assessment information to plan instruction. b. Offer effective feedback to students during the learning. c. Record formative and summative assessment information accurately. d. Combine and summarize information appropriately to accurately reflect current level of student learning.
<p>5. Student Involvement Students are active participants in the assessment process.</p>	<ul style="list-style-type: none"> a. Identify students as important users of assessment information. b. Share learning targets and standards of quality with students. c. Design assessments so students can self-assess and set goals on the basis of results. d. Involve students in tracking, reflecting on, and sharing their own learning progress.

Source: J. Chappuis, R. Stiggins, S. Chappuis, and J. Arter, *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. (Upper Saddle River, NJ: Pearson Education, 2012), p. 27.