

Course Objectives/Goals:

Each educator completing this course will be competent in the following topics:

1. **Clear Purposes:** Assessment processes and results serve clear and appropriate purposes.
 - Teachers understand who the users and uses of classroom assessment information are and know their information needs.
 - Teachers understand the relationship between assessment and student motivation and craft assessment experiences to maximize motivation.
 - Teachers use classroom assessment processes and results formatively (assessment *for* learning).
 - Teachers use classroom assessment results summatively (assessment *of* learning) to inform someone beyond the classroom about students' achievement as of a particular point in time.
 - Teachers have a comprehensive plan over time for integrating assessment *for* and *of* learning in the classroom.

2. **Clear Targets:** Assessment reflects clear and valued student learning targets.
 - Teachers have clear learning targets for students; they know how to turn broad statements of content standards into classroom-level targets.
 - Teachers understand the various types of learning targets they hold for students.
 - Teachers select learning targets focused on the most important things students need to know and be able to do.
 - Teachers have a comprehensive plan over time for assessing learning targets.

3. **Sound Design:** Learning targets are translated into assessments that yield accurate results.
 - Teachers understand what the various assessment methods are.
 - Teachers choose assessment methods that match intended learning targets.
 - Teachers design assessment that serve intended purposes.
 - Teachers sample learning appropriately in their assessment.
 - Teachers write assessment questions of all types well.

- Teachers avoid sources of mismeasurement that bias results.
4. **Effective Communication:** Assessment results are managed well and communicated effectively.
- Teachers record assessment information accurately, keep it confidential, and appropriately combine and summarize it for reporting (including grades). Such summary accurately reflects current level of student learning.
 - Teachers select the best reporting option (grades, narratives, portfolios, conferences) for each context (learning targets and intended users).
 - Teachers interpret and use standardized test results correctly.
 - Teachers effectively communicate assessment results to students.
 - Teachers effectively communicate assessment results to a variety of audiences outside the classroom, including parents, colleagues, and other stakeholders.
5. **Student Involvement:** Students are involved in their own assessment.
- Teachers make learning targets clear to students.
 - Teachers involve students in assessing, tracking, and setting goals for their own learning.
 - Teachers involve students in communicating about their own learning.