

How do you find out what is really going on with assessment at your school?

Check those items that you would be willing to try or use more often.

- ___ 1. Select different times to wander around and see when assessment is occurring. Watch the students take tests and watch teachers administering tests.
- ___ 2. Conduct focused observation drop-ins--7 minute classroom snapshots:
•student focus •instructional focus •curricular focus •assessment focus
- ___ 3. Teach a class or group and prepare a formative assessment to administer to the students.
- ___ 4. Engage in a short pre-observation or post-observation chat about assessment.
- ___ 5. Schedule a one-to-one discussion with a teacher to just talk about assessment of student learning.
- ___ 6. Conduct task or focus group discussions in a department.
- ___ 7. Collect samples of assessments and make comments.
- ___ 8. Collect samples of students' tests and observe the results.
- ___ 9. Talk with the most veteran teachers about how the students have/have not changed in terms of performance on tests and other projects.
- ___ 10. Observe the walls in teachers' classes to see if there are exemplar projects or papers displayed.
- ___ 11. Interview students in the hallways to find out about assessment in their classes.
- ___ 12. Talk to new teachers to find out about challenges they experience with giving grades and assessing students.
- ___ 13. Monitor grade distributions in classes after mid-quarter, quarter, semester reports and talk to teachers who have unusually high D and F grades and high B and A grades. Discuss their assessment practices.
- ___ 14. Talk with students who earned D's and F's to find out about their assessment experiences.
- ___ 15. Talk with teachers of freshmen, sophomores, juniors, and/or seniors and find out the frequency of assessments given for the average student in that year.
- ___ 16. Ask a sample of teachers to turn in a portfolio of assessment artifacts for one or two units of study.
- ___ 17. Ask some teachers for a list of learning objectives and their assessments for the unit to explore coverage, priorities, and formats of tests.
- ___ 18. Ask a group of teachers who give common tests to permit you to observe their discussion about the students' performance on the tests.
- ___ 19. Ask teachers to talk with you about their insights about student performance on a recent test. Ask them to tell you how the results will affect their subsequent instruction, unit design, and assessment.
- ___ 20. Observe teachers when they hand back student assessments.
- ___ 21. Ask teachers to tell you about their homework and student performance on the homework assignments.

More . . .