

## Listen: Students are talking to you in their assessments.

**3=** I use this practice consistently  
**1=** I use this practice rarely

**2=** I use this practice inconsistently  
**0=** I don't use this practice

### Do you . . .

1. Show (in written form) and tell the students about the learning objectives, vocabulary, content and skills for each unit? For daily lessons?
2. Match (i.e., tag) your assessment items and tasks with the learning objectives to make sure that you are assessing essential content and skills comprehensively?
3. Assess mostly what you teach and balance assessment questions and tasks based upon the emphasis you place on content and skills during instruction?
4. Use a **variety** of assessments to measure the curriculum standards comprehensively and assure that you have selected the best assessment tool(s) for the standard(s) you want to measure?  
*Selected response* (e.g., multiple choice, matching, true/false); *Constructed response* (e.g., fill-in-the-blank, short answer, label); *Product* (e.g., essay, model, project); *Performance* (e.g., speech, recital, demonstration); *Process* (e.g., conferences, observations, logs)?
5. Give frequent, formative assessments on smaller amounts of content material and skills (i.e., shortened cycle) rather than infrequent assessments on greater amounts of content and skills?
6. Create and use assessments that have a relationship to non-academic (i.e., authentic) contexts and topics (e.g., performances, products, written reports/essays)?
7. Show and tell students the product and presentation criteria (i.e., rubric) and exemplars when the assignment is given and then frequently encourage students to self-assess their progress during the task completion process?
8. Item analyze the assessment results to determine the strengths and needs of students related to essential content and skills and make informed decisions about subsequent spiraling of content and skills as well as the need to re-teach standards that have not been mastered?
9. Require students to reach a particular level of learning (e.g., 70%) related to essential concepts and skills and retake assessments after they have completed a corrective activity?
10. Require students to reach a particular level of performance on essential skills and tasks (e.g., essays, demonstrations, presentations) and then provide students with time and guided practice to refine and revise products and presentations in order to demonstrate their learning successfully?
11. Regularly encourage students to use self-assessment strategies and teacher feedback to help them reflect about their progress toward the learning objectives, effectiveness of their learning strategies, and their improvement goals?
12. Coach students for success by explicitly teaching learning skills needed to be successful on assessments?