

■ **Activity 1.3 Assessment Practices Inventory**

**Complete this self-analysis at the beginning of your study of CASL, partway through, and then at the conclusion.**

Scale:

- 0 I am uncertain about what this means.
- 1 Not at all: I don't or can't do this, or this doesn't happen in my classroom.
- 2 Beginning: I do this infrequently, or this happens infrequently in my classroom.
- 3 Partially: I do this sometimes, or this happens sometimes in my classroom.
- 4 Completely: I do this regularly, or this happens on an ongoing/as needed basis in my classroom.

<b>Key 1: Clear Purpose</b>	<b>Rating 1/ Date: 9/26/12</b>	<b>Rating 2/ Date:</b>	<b>Rating 3/ Date: 11/15.12</b>
I can identify the key users of classroom assessment information and work to meet their information needs.	3		5
I understand formative and summative assessment uses and know when to use each.	4		5
I understand the impact of formative assessment practices on student achievement.	3		5

<b>Key 2: Clear Targets</b>	<b>Rating 1/ Date: 9/26/12</b>	<b>Rating 2/ Date:</b>	<b>Rating 3/ Date: 11/15/12</b>
I can classify the learning targets I am teaching according to one of four types.	0		4
I know how to deconstruct broad content standards into classroom-level learning targets.	4		4
I base instruction and assessment on clear learning targets.	3		5
I translate learning targets into student-friendly language.	4		5

Kay Garbarino-Flowers  
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<b>Key 3: Sound Design</b>	<b>Rating 1/ Date: 9/26/12</b>	<b>Rating 2/ Date:</b>	<b>Rating 3/ Date:</b>
I know how to design or select assessments to serve intended formative and summative purposes.	2		5
I know how to select the appropriate method(s) to assess each type of learning target.	2		5
I create assessment plans to map the content of my assessments.	2		5
I understand and apply principles of sampling appropriately.	2		4
I can write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality.	2		5
I recognize and avoid sources of bias that can distort assessment results.	2		4
I know how to apply formative assessment practices within each assessment method.	2		5

<b>Key 4: Effective Communication</b>	<b>Rating 1/ Date: 9/26/12</b>	<b>Rating 2/ Date:</b>	<b>Rating 3/ Date: 11/25/12</b>
I offer students effective feedback during their learning.	3		5
I track student achievement by learning target.	2		5
I keep track of both formative and summative assessment information.	3		5
I record and combine summative assessment information to accurately reflect student achievement.	3		5
I calculate report card grades to accurately communicate level of individual student achievement at a point in time.	3		5
I participate in conferences as needed to discuss student	4		5

progress.			
I offer students effective feedback during their learning.	3		5
<b>Key 5: Student Involvement</b>	<b>Rating 1/ Date: 9/26/12</b>	<b>Rating 2/ Date:</b>	<b>Rating 3/ Date: 11/25/12</b>
My students can describe the learning targets they are to achieve.	2		4
My students can give each other effective feedback.	2		5
I design assessments with students' information needs in mind.	2		5
I have prepared my students to self-assess accurately and to set meaningful goals for further learning.	2		4
I give students opportunities to track, reflect on, and share their learning progress with others.	3		5

<p>Overall reflection on first rating</p> <ol style="list-style-type: none"> <li>I have the most knowledge and skill in these areas: Clear purpose of learning, Clear targets except for target type, Effective communication.</li> <li>I want to work on these areas: sound design and student involvement</li> </ol>
<p>Overall reflection on second rating</p> <ol style="list-style-type: none"> <li>I have the most knowledge and skill in these areas:</li> <li>I want to work on these areas:</li> </ol>
<p>Overall reflection on third rating</p> <ol style="list-style-type: none"> <li>I have the most knowledge and skill in these areas: Clear purpose and effective communication</li> </ol>

2. I want to work on these areas: Clear target, sound design, and student involvement.