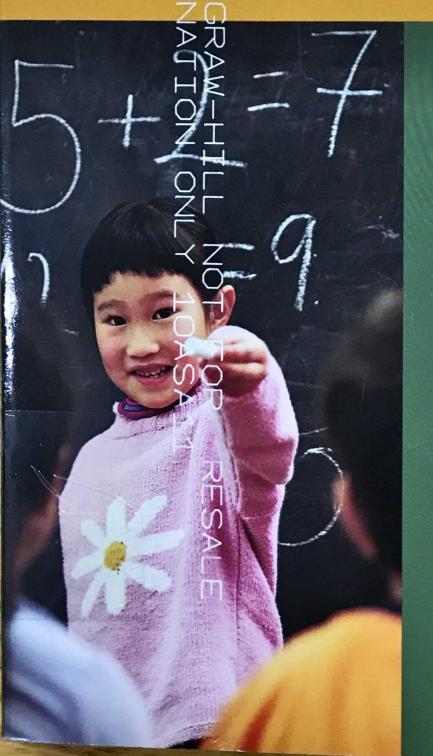
CLASSROOM ASSESSMENT

PETER W. AIRASIAN | MICHAEL K. RUSSELL



CONCEPTS

SIXTH EDITION

CLASSROOM ASSESSMENT

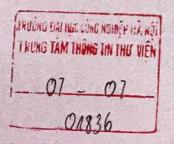
CONCEPTS AND APPLICATIONS

PETER W. AIRASIAN

Boston College

MICHAEL K. RUSSELL

Boston College





Mc McGraw-Hill Graw Higher Education

Boston Burr Ridge, IL Dubuque, IA New York San Francisco St. Louis Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto

Mc McGraw-Hill Graw Higher Education

Published by McGraw-Hill, an imprint of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY 10020. Copyright © 2008. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

This book is printed on acid-free paper.

4 5 6 7 8 9 0 DOC/DOC 0

ISBN: 978-0-07-340376-2 MHID: 0-07-340376-8

Publisher: Beth Mejia

Executive Editor: David S. Patterson Marketing Manager: James Headley Editorial Coordinator: Emily Pecora

Manager, Publishing Services: Melissa Williams

Production Editor: Karol Jurado

Production Service: Matrix Productions, Inc.

Project Manager: Aaron Downey Manuscript Editor: Janet Tilden Designer: Andrei Pasternak

Media Project Manager: Ron Nelms Production Supervisor: Richard DeVitto Composition: 10/12 Valjovic by Aptara, Inc.

Printing: PMS 188, 45# New Era Matte Plus, R. R. Donnelley & Sons/Crawfordsville, IN

Cover image: Photodisc/PunchStock

Library of Congress Cataloging-in-Publication Data

Airasian, Peter W.

Classroom assessment: concepts and applications / Peter W. Airasian,

Michael Russell.-6th ed.

p. cm.

ISBN-13: 978-0-07-340376-2 ISBN-10: 0-07-340376-8

1. Educational tests and measurements—United States. 2. Academic achievement—United States—Testing. 3. Education—United

States-Evaluation. I. Russell, Michael, 1967- II. Title.

LB3051.A5627 2008 371.260973—dc22

2007010777

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Web site does not indicate an endorsement by the authors or McGraw-Hill, and McGraw-Hill does not guarantee the accuracy of the information presented at these sites.

BRIEF CONTENTS

CHAPTER 1	
THE BREADTH OF CLASSROOM ASSESSMENT	A) 1
CHAPTER 2	LAPPEND
LEARNING ABOUT STUDENTS: EARLY ASSESSMENT	
CHAPTER 3	APPENT
LESSON PLANNING AND ASSESSMENT OBJECTIVES	55
CHAPTER 4	KINTA
ASSESSMENT DURING INSTRUCTION	98
CHAPTER 5	APPENT
SUMMATIVE ASSESSMENTS	122
CHAPTER 6	SPECIA
CREATING ACHIEVEMENT TESTS	144
CHAPTER 7	
IMPROVING ACHIEVEMENT TESTS	173
CHAPTER 8	
PERFORMANCE ASSESSMENTS	200
CHAPTER 9	
GRADING	249
CHAPTER 10	
COMMERCIAL STANDARDIZED ACHIEVEMENT TESTS	300

CHAPTER 11	
COMPUTER-BASED TECHNOLOGY AND CLASSROOM ASSESSMENT	332
APPENDIX A	
STANDARDS FOR TEACHER COMPETENCE IN EDUCATIONAL ASSESSMENT OF STUDENTS	365
APPENDIX B	
TAXONOMY OF EDUCATIONAL OBJECTIVES (MAJOR CATEGORIES)	373
APPENDIX C	
SAMPLE INDIVIDUAL EDUCATION PLAN	374
APPENDIX D	
STATISTICAL APPLICATIONS FOR CLASSROOM ASSESSMENT	382
APPENDIX E	
SOME RESOURCES FOR IDENTIFYING SPECIAL NEEDS	392

PREFACE

Welcome Michael Russell!

With the publication of this new edition, we welcome Dr. Michael Russell as co-author for Classroom Assessment. Michael, a former student of Peter, is Associate Professor of Education at Boston College's Lynch School of Education where he directs the Technology and Assessment Study Collaborative. His research and teaching interests lie at the intersection of assessment and technology. He teaches classroom assessment pre-service students and courses that focus on issues in testing, assessment, and evaluation to graduate students. His research focuses on computers and writing, computer-based test accommodations for students with special needs, developing diagnostic tests for teachers to use in the classroom, and improving the instructional utility of large-scale tests. He is author of Technology and Assessment: The Tale of Two Interpretations. We are excited by the new perspective Michael brings and anticipate that your experience of the text—as well as that of your students—will be enhanced by Michael's additions.

A Conceptual and Applied Approach

This textbook was written for pre-service teachers taking a first course in classroom assessment. As students in K-12 schools, pre-service teachers participated in a variety of assessments. Memories of assessment activities conjure images of weekly quizzes, homework, unit tests, extended projects, classroom presentations, and standardized multiple-choice tests. The goal of the sixth edition of *Classroom Assessment: Concepts and Applications* is to show that classroom assessment is a key component of all aspects of the instructional process. We also introduce new tools and approaches to classroom assessment that result from the infusion of computer-based technologies into schools.

The text begins with an overview of essential concepts and principles of classroom assessment and explores recent changes in assessment that have grown out of new state and national educational policies. We then examine how assessment applies to each phase of the instructional process—from organizing the classroom as a social setting, to planning and conducting instruction based upon sound objectives, to formal assessment of student learning, to grading students, and finally to interpreting standardized tests and statewide assessments. We pay particular attention to developing the ability of pre-service teachers to create and employ a

variety of assessment methods and tools that are designed to meet specific purposes. The validity of inferences and decisions based on assessment information is examined within each phase of instruction. The goal is to demonstrate that assessment is an integral part of teaching that should not be separated from daily classroom practices.

New to the Sixth Edition

With the addition of Michael Russell as co-author, the sixth edition of Classroom Assessment has been expanded in significant ways:

Universal Design: Coverage of diverse and special needs students has been integrated throughout the text and refocused into a discussion of universal design, presenting the varied needs of students in the integrated context in which they appear in the classroom.

Computer-based Technology and Assessment: A new Chapter 11 focuses on the possibilities, opportunities, and challenges that computer-based technologies present to the teacher with respect to assessment.

Performance Assessment: New material in Chapter 4 broadens the discussion of performance assessment, discussing classroom activities and exercises that encourage higher-level thinking and can be used for learning as well as assessment.

Proven Features and Content

This edition includes features proven useful in prior editions. These features are described below.

Realistic Assessment: The focus throughout is on the realities of classrooms and how assessments can serve these realities.

Validity and Reliability: These central assessment concepts are introduced in the first chapter and then linked in later chapters to each specific type of assessment information. The validity and reliability issues of informal assessment, planning and delivering instruction, grading, using paper-and-pencil tests, performance assessments, and standardized testing are identified. Practical strategies to improve validity and reliability of varied assessment approaches are presented in each chapter.

Practical Guidelines: A significant portion of each chapter focuses on practical guidelines to follow and common errors to avoid when using the type of assessment being presented. The implications of ignoring the recommendations are also described. Key Assessment Tools boxes, at least two per chapter, highlight practical resources and tools to use in the assessment process.



Teacher Thinking: Throughout the text, excerpts from teachers' comments about assessment add the wisdom of day-to-day practice to assessment situations. A "Thinking about Teaching" question at the opening of each chapter prompts students to put chapter topics into the context of the classroom.

Student-Friendly Writing Style: The text is written with a clear, friendly, and accessible style and is amply supplied with examples and tables to thoroughly engage students. Case studies, referenced in the margins and accessible through the Online Learning Center, bring chapter topics to life.

Online Learning Center: Located at www.mhhe.com/airasian6e, this resource includes a student study guide with practice quizzes, case studies, and Web links.

Supplements that Accompany Classroom Assessment

For the Instructor

Instructor's Manual: An updated and expanded instructor's manual is available in the instructor's area of the Online Learning Center.
Test Bank: An updated test bank, in Microsoft Word and as a computerized test bank, is available in the Online Learning Center.
PowerPoint Slides: PowerPoint slides are available in the instructor's area of the Online Learning Center.

For the Student

Online Learning Center: The new Online Learning Center at www.mhhe.com/airasian6e includes practice quizzes (with feedback), a student study guide, case studies, examples of assessment tools, and Web links.

Acknowledgments

With appreciation for their efforts to improve this work, I acknowledge the following reviewers whose frank and detailed suggestions added much to this revision:

Mary Aspedon, Southwestern Oklahoma State University Arthur McLin, Jr., Arkansas State University Tary Wallace, University of Central Florida

McGraw-Hill's Primis Online www.mhhe.com/primis/online

McGraw-Hill's Primis Online is an ideal solution for instructors looking for a briefer assessment text—whether to fit the need of a one-credit course or a course that covers several major topics. Through Primis Online you can choose the material you want to use from *Classroom Assessment* and, if you wish, mix and match materials from other McGraw-Hill texts. Create a custom text for consideration for your course, or order as many different books as you like. There is no cost to you, no obligation, and no minimum number of student copies per order.

Here's how it works:

- 1. Visit www.mhhe.com/primis/online and select "EDUCATION" from the discipline drop-down menu found on the blue bar to the left of your screen. You can also call us (1-800-962-9342) if you prefer to work over the phone.
- 2. Click on Airasian Classroom Assessment, 6/e, in the listing. Click on "Add" to select the chapters you wish to include in your custom printed textbook or eBook. To aid your decision making, you can "View" the complete text of the book online with a professor password. If you wish, add selections from other textbooks to address new topics outside the main book coverage.
- 3. Use the progress bar steps (located in the top blue bar) to step you through the book creation process. "Review" and rearrange the order of your selections, fill in and save your "Cover" information, and then fill in and save your shipping information to "Finish." Then submit your complimentary review copy to us.
- 4. Eight to 10 days later, visit your mailbox because we have mailed your actual printed book. Review your complimentary examination copy. Make changes online, by fax, or by phone.
- **5.** If you want to adopt, give your bookstore the ISBN on your approved custom book so they can place an order for your custom version of *Classroom Assessment*. Your text will be on bookstore shelves in 4 to 6 weeks—designed and priced especially for your needs and for those of your students.