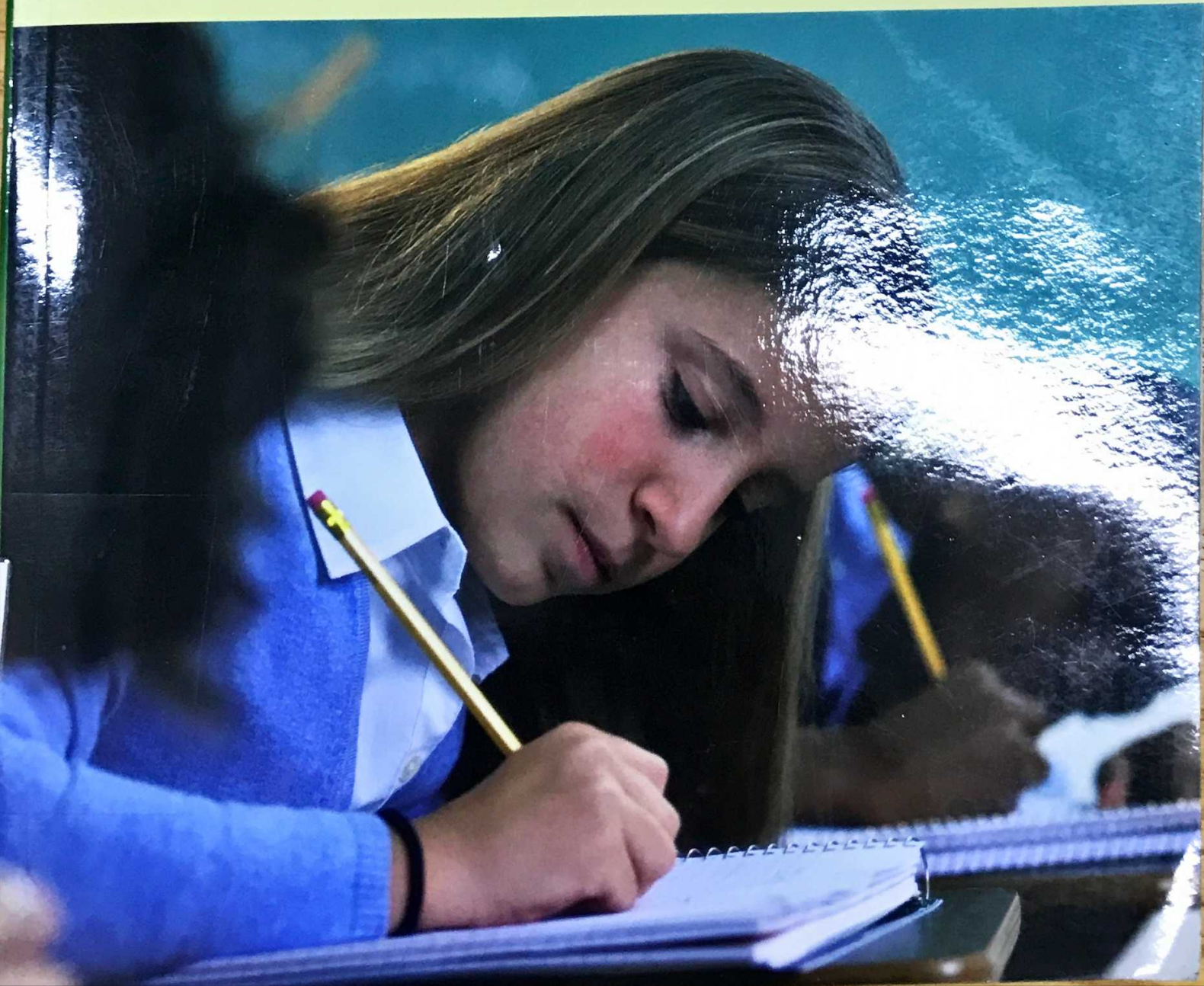


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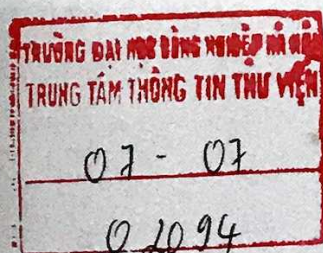
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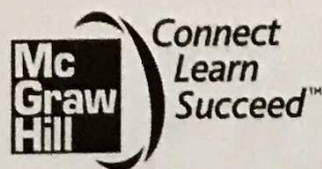
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DEDICATION

This textbook is dedicated to the memories of Dr. Jack E. Weih, my father-in-law, and Dr. James Sheehan, my colleague and friend. Both of these men made the world a better place with their kindness, humor, and genuine joy of living.

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PREFACE

Now that confirmation of student progress and learning plays a key role in how educators and schools are reviewed and evaluated, assessment in all its forms has become *the* critical discussion point in education. The field of education recognizes the importance of accountability, and with No Child Left Behind (NCLB), state standards, and other accreditation and review boards, the documented advancement of student learning and achievement is necessary.

Professional and state standards require teachers to be effective assessors in their classrooms; this text helps teacher candidates meet those required standards of practice. In particular, the instruction and practice activities of the text provide pre-service teachers with opportunities to develop an essential knowledge and skill set that will allow them to effectively assess, monitor, and confirm student learning progress in their classroom. The format of the text and its activities provide the opportunity for teacher candidates to learn why assessment is done, how it is integrated into instructional delivery, and the central role it plays in the progress monitoring and review of student performance in the classroom.

TEXT COVERAGE

A range of topics are covered within the chapters so that each teacher obtains a solid assessment knowledge and skill foundation. Essential components such as formative assessment, summative assessment, and self-assessment are covered, along with additional topics such as performance and affective assessments, construction of test items for classroom tests, high-stakes testing, interpretation of test scores, validity and reliability issues with classroom assessments, applied statistical procedures, grading, and the utilization of student evidence and data in the educational decision-making process. In addition, chapter activities and assessment issues are provided that are designed to engage the learner in meaningful self-reflection of their current assessment perspectives and future assessment practices. A continuous emphasis throughout this textbook is the importance and direct linkage of assessment process and content with actual instructional practice in the classroom. The conceptual and functional reality of classroom assessment as it relates to instructional delivery is also examined. A pragmatic and interconnected instruction-learning-assessment model for teachers to follow is provided, along with the important procedures used in assessing student progress and the documentation of P-12 learning impact. This is done to demonstrate the essential relationship that exists between assessment and instruction.

The need of P-12 students to learn and demonstrate self-assessment in regards to their learning goals and objectives is emphasized. Learner self-assessment represents one of the growth areas in assessment and is potentially the most important skill domain that any student will learn. Given its instructional value, an entire chapter is devoted to this subject. Assessment of learner progress at all levels in the classroom, along with specific content on assessment as it relates to special needs learners, is addressed. Due to greater inclusionary practices and the academic standards that are held for all learners, regular education teachers need to possess greater knowledge and skill levels in evaluating the progress of all students in the classroom, including those with special learning needs. In addition, as public mandates for standardized achievement test results grow, teachers must be able to explain test findings to parents, children, and other interested parties, as well as be able to use test data to help guide instruction in the classroom.

This textbook explains, in a direct and meaningful way, what classroom assessment is and why it is essential for teachers to be able to measure the progress of their students. Making content, concepts, procedures, and applications understandable and useful to students is essential, and classroom assessment is the vehicle by which educators can confirm the acquisition of learning outcomes for their students.

FEATURES

The following features appear throughout this text.

Chapter Key Focus—Each chapter of the text is centered on a fundamental assessment question that appears at the beginning of each chapter.

Chapter Objectives—Specific learning objectives appear at the beginning of each chapter, stating what will be achieved upon successful completion of the chapter.

Key Terminology—Key terms appear in boldface throughout the chapters, and are defined in the comprehensive glossary at the end of the text.

Chapter Activity—A specific learning activity that connects to the content is presented within each chapter.

Assessment in Action—An assessment example that may include authentic experiences or responses by field practitioners, teacher opinions, or samples of classroom assessments appears within each chapter.

Focus on Assessment—Within each chapter, a relevant example, key issue, or authentic experience related to the chapter topic is provided for the reader.

Chapter Reflection—Chapter reflection questions require students to reflect back on their initial responses to the Chapter Activity presented at the beginning of each chapter.

Conclusion—Each chapter ends with a summary of the main points presented.

Response to Key Focus Question—At the end of every chapter, a concise response to the chapter's key focus question is provided.

Assessment Check—These end-of-chapter questions allow students to self-assess their learning progress relative to chapter content and issues.

Resources—Additional resources are listed at the end of each chapter. These lists typically include Web and print resources for additional research and information.

References—Within each chapter, a list of referenced journal articles, books, and other professional materials is provided.

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