

Survey of Classroom Assessment Practices in Mathematics

(Abridged version for faster use by MMP teachers and coaches)

Background. Assessment in a mathematics class is one piece of the educational process captured by the three interdependent questions: “what do I teach?” (curriculum), “how do I teach it?” (instruction) and “how well was it learned?” (assessment). As such, assessment is the process by which we gather information about students, teachers, schools and school districts that allows us to inform decision-making, adjust instruction and revise curriculum. Grounded in the on-going retrieval and analysis of information about the quality and quantity of student learning, effective assessment is the glue that connects the components of a mathematics program (alignment), informs on-going instruction (formative) and provides insights into the degree of success of the overall program (summative).

This Survey of Classroom Assessment Practices in Mathematics is designed to gather information on the degree of understanding and implementation of key assessment practices. The Survey presents 13 practices and asks for a rating about your understanding of each practice and the degree of use of each practice in your classroom.

Effective assessment is aligned with mathematics curricular expectations

- 1. I ask myself “Exactly what performance(s) should students demonstrate that will inform me that the lesson or unit objective(s) have been met?”

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
Much

- 2. I develop and/or adapt assessments the provide students with the opportunity to demonstrate these performances.

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

Effective formative assessment is an integral part of effective instruction

- 3. I consistently check for prior learning and readiness before introducing a new topic.

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
Much

- 4. I use effective questioning techniques to gather information about student learning throughout the learning process.

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
Much

- 5. I make frequent use of observations, interviews, homework, quizzes, journal entries and student explanations to monitor what is being learned.

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
Much

Effective summative assessments are common across schools

- 6. I collaborate on the development of common unit, chapter, mid-term and final examinations.

The degree to which I understand this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

The degree to which I use this practice: /-----/-----/-----/
Not very Some Fairly much A lot
much

- 7. My colleagues and I collaboratively score or grade common assessments, discuss scoring guidelines and work to ensure school-wide consistency.

The degree to which this practice is understood: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which this practice is in place: /-----/-----/-----/
 Not very Some Fairly much A lot
 Much

The outcomes of effective assessments are carefully analyzed

- 8. I analyze student performance on each quiz or test to determine gaps, common mistakes and misconceptions that must be addressed.

The degree to which I understand this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which I use this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 Much

- 9. I disaggregate assessment data to identify differential achievement patterns.

The degree to which I understand this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which I use this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

Effective assessment is used to inform instructional and policy decisions

- 10. I provide timely, focused and frequent feedback to students.

The degree to which I understand this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which I use this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

- 11. I regularly use the information gathered from assessments to adjust instruction.

The degree to which I understand this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which I use this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 Much

- 12. I regularly use the information gathered from assessments to identify students who require reteaching or other forms of intervention.

The degree to which I understand this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which I use this practice: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The characteristics of effective assessment practices are broadly understood by teachers and administrators.

- 13. Professional development and supervision is used to ensure that I understand, and act on the understanding, that the purpose of assessment is the gather information and data about student learning.

The degree to which this practice is understand: /-----/-----/-----/
 Not very Some Fairly much A lot
 much

The degree to which this practice is in place: /-----/-----/-----/
 Not very Some Fairly much A lot
 much