Name:

EDUC 6153 - Pre-Assessment Instrument

Please respond to the following items by circling the answer that to the best of your knowledge describes you, your school, and your district.

Personal:

1. I have taken at least one university course on assessment and grading Yes No
2. I have been provided with PD activities on assessment and grading Yes No
3. In the last two years I have read at least one book/article on assessment Yes No
4. I learn about assessment and grading by talking to my colleagues Yes No
5. I model my assessment and grading practices on my own personal experiences Yes No
6. I keep up to date with the research on assessment and grading Yes No
7. I believe that my assessment and grading practices are appropriate Yes No
8. The parents I interact with seem satisfied with the way I assess and grade Yes No
9. I **have** had my assessment or grading practices questioned by others Yes No
10. I believe that assessment and grading are too complicated to change Yes No

My School/District

1. My school has guidelines for teacher assessment and grading practices Yes No
2. My school monitors teacher assessment and grading practices Yes No
3. The schedule in my school provides time for teacher teams to discuss assessment Yes No
4. Common assessments are conducted in some subjects at my school Yes No
5. At my school we take time to analyze assessment results Yes No
6. My district has a process that collects **some** school-based assessment data Yes No
7. My district administers district assessments Yes No
8. My district provides teachers with analyses of assessment data on our students Yes No
9. My district communicates the importance of assessment as an instructional tool Yes No
10. My district provides resources that support school-based improvement of

assessment and grading practices Yes No

( Over )

Please tell me what motivated you to take this course i.e. - what are you looking for from the 36 hours we will be working together.

Please indicate what topics you would like to have included in this course.

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| --- | --- | --- |
|  | Not Really | Very Much |
| Examining the purposes of assessment | 1 2 3 | 4 5 |
| Identifying current assessment practices | 1 2 3 | 4 5 |
| Using assessment to motivate student learning | 1 2 3 | 4 5 |
| Assessment in professional learning communities | 1 2 3 | 4 5 |
| Using common formative assessments to improve instructional practices | 1 2 3 | 4 5 |
| Processes for developing common formative assessments | 1 2 3 | 4 5 |
| Creating effective quiz/test items | 1 2 3 | 4 5 |
| Building effective exams | 1 2 3 | 4 5 |
| Creating effective rubrics | 1 2 3 | 4 5 |
| Student self assessment | 1 2 3 | 4 5 |
| Student peer assessment | 1 2 3 | 4 5 |
| Effective grading practices | 1 2 3 | 4 5 |
| Communicating grades to parents | 1 2 3 | 4 5 |
| Using alternative assessments to accommodate learning styles | 1 2 3 | 4 5 |
| Assessing for mastery learning | 1 2 3 | 4 5 |
| Others | 1 2 3 | 4 5 |
|  | 1 2 3 | 4 5 |
|  | 1 2 3 | 4 5 |
|  | 1 2 3 | 4 5 |
|  | 1 2 3 | 4 5 |
|  | 1 2 3 | 4 5 |