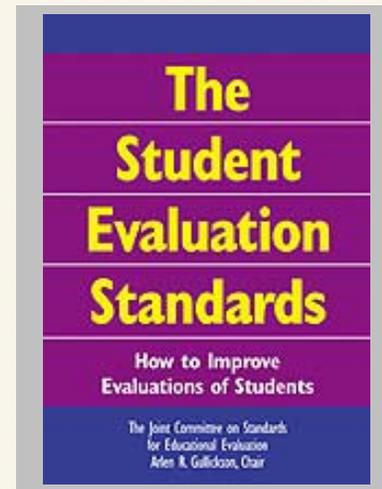


# THE CLASSROOM ASSESSMENT STANDARDS OUR ONGOING EFFORTS TO IMPROVE K-12

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## OVERVIEW

The Joint Committee on Standards for Educational Evaluation (JCSEE) is introducing the *Standards for Classroom Assessment Practices*, a revision of the 2003 *Student Evaluation Standards*. The Standards are the product of a collaborative effort of 16 national and international professional and academic societies who are members of the JCSEE, including the American Educational Research Association (AERA), the National Council on Measurement in Education (NCME), the American Psychological Association (APA), the Canadian Evaluation Society (CES), and the Canadian Society for the Study of Education (CSSE). Currently, the revised *Standards for Classroom Assessment Practices* contains a set of 23 standards and related guidelines accepted as indicative of fair, useful and accurate classroom assessment practices in K-12 education. This Spotlight session provides an opportunity for members of CSSE and practicing educators to learn about the Standards and provide important feedback to ensure the revised Standards address important classroom assessment issues and practices. The 2003 Standards contain a set of standards and related guidelines generally accepted by national and international professional organizations as indicative of fair student assessment practices. The purpose for revising these standards is to provide teachers, and others who evaluate students and use student assessment information, with easily understood principles and guidelines for fair assessment practices relevant to the classroom of today and the future.



*Classroom assessments are a central part of teaching and learning. Without assessment, we do not know if students have learned what is expected of them nor can we plan for future instruction*

The session introduces the current draft of the *Standards* along with a rationale for the structure and content within the Standards. Participants will receive copies of the draft revised Standards, and will have the opportunity to provide comments and feedback. With your support, we are confident these revised Standards will provide important guidance for those interested in classroom assessment

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MAY 27, 2012 (CANADIAN SOCIETY FOR THE STUDY OF EDUCATION)

## Role of Classroom Assessment standards:

- **Balanced assessment**
- **Providing guidelines for educators**
- **Defensible student evaluation, grading and reporting**

## CRITICAL ROLE OF WORK

The *Standards for Classroom Assessment Practices* are scheduled for publication in 2013. The completion of this Spotlight Session at CSSE in 2012 will provide timely feedback required to meet this deadline. This proposed session continues CSSE's long-standing tradition of support and active involvement in the work of the JCSEE and the standards revision process. Further, it provides an opportunity for practicing educators to also be involved in the revision process.

## IMPORTANCE

Evaluation of students is central to student learning. To serve student learning, teachers and others tasked with assessing and/or evaluating students need to understand and apply sound student assessment practices. The nature of classroom assessment is changing and it is critically important that *Standards for Classroom Assessment Practices* reflect sound assessment practice that educators can use to support student learning.

## WHAT IS THE WORK ABOUT?

The purpose of the revised Standards is to provide classroom teachers, users of classroom assessment information and those responsible for educational leadership and the training and professional development results with principles and guidelines for fair classroom assessment practices. The revised Standards are based on the premise that the assessment of students in the classroom can be central to student learning. To effectively serve student learning, teachers, instructional leaders, and principals need to understand and apply sound classroom assessment practices. For this revision of the Standards, assessment practices are defined as those referring to the various strategies and techniques that teachers might include throughout the school year, including but not limited to: observations, text- and curriculum-embedded questions and assessments, paper and pencil tests, oral questioning, benchmark assessments or reference sets, interviews, peer-and-self-assessments, classroom diagnostic tools, performance assessments, writing samples, exhibitions, portfolio assessment, and project product assessments.

Draft of the Classroom Assessment Standards available at: [www.jcsee.org](http://www.jcsee.org)

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