



## ACTIVITY 2.3

### *Indicators of Sound Classroom Assessment Practice*

#### PURPOSE

Figure 2.15 presents a set of indicators of teacher competence for each of the five keys to quality classroom assessment: clear and appropriate purposes, clear and appropriate targets, sound design, effective communication, and student involvement. The indicators can be used in at least two ways:

1. Leaders can use them to as a basis for discussing with teachers their understanding and use of quality classroom assessments.
2. Teachers can use them to self-assess their own understanding of quality standards for assessment.

#### TIME

1 hour for the main activity

#### MATERIALS NEEDED

- Flip charts, markers, and easels if available
- Interactive whiteboard or computer with projection if available to assist with recording and viewing work
- Copies of the list of indicators (Figure 2.15)

#### SUGGESTED ROOM SETUP

- Tables and chairs for small groups to work together
- Space to post the charts around the room for a gallery walk

#### DIRECTIONS

Read through the indicators (Figure 2.15). Then divide into pairs or small groups and assign each group one of the five keys to quality classroom assessment. Each group brainstorms what strong and weak classroom performance would look like for each indicator and writes them on chart paper. Groups then do a gallery tour—post the charts around the room and everyone walks around, reading each group’s responses. Finally, the whole group discusses how you might use the keys, indicators, and performance continua to promote teacher development in this arena.