



## Activity 7.2

### *The Classroom Assessment Standards*

#### Learning Targets for the Activity

- I can describe the contents of *The Classroom Assessment Standards*.
- I can apply *The Classroom Assessment Standards* as an assessment leader in my school/district.

#### Purpose

The purpose of this activity is to familiarize school leaders with professional standards in the area of classroom assessment and provide practice in applying these standards to situations that arise in schools.

#### Time

45 minutes

#### Materials Needed

- Copy (print or electronic) of Figure 7.1 or this book opened to Figure 7.1
- (Optional) Copy of *The Classroom Assessment Standards* (available for purchase on Amazon Kindle)
- Chart paper and markers

#### Suggested Room Setup

Arrange tables and chairs to accommodate a small group working in pairs and then together.

#### Directions

Complete each step in the order below:

1. In pairs, discuss assessment issues, problems, or questions that have arisen in your school/district as a result of an event or scenario that you can share. Each pair should describe and discuss at least two events or scenarios (one from each partner) in which the issues, problems, or questions have arisen.
2. For each event or scenario draw a cartoon, line drawing, diagram, or other visual rendition of it in the center of a piece of chart paper (therefore, each pair should produce at least two drawings, on two separate pieces of paper). The purpose of the visual is to symbolize the event and spark thinking; do not worry about creating an image that is "artistic."
3. Using Figure 7.1, identify the standard(s) that you would use to analyze the issues, problems, or questions. It is likely that several standards are implicated in any one event or scenario. On each piece of chart paper, around the edges of the visual image, write the letter/number identifiers for the standards you have identified for it (F1, U4, Q3, etc.). Be prepared to explain why you have chosen the standards you did, how each standard speaks to the issues represented in the event or scenario, and what actions the standard might suggest.

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4. Reconvene as a group. Each pair shares one (or both if there is time) of their scenarios and standards analysis and asks the group for their thinking. Discussion should center on why and how the standard(s) could make the assessment in the story more ethical and appropriate.

### Closure

The group reaches closure by facilitating a discussion based on these questions: What did I learn from this activity that will be important for me to know in my role as a school leader? How do I envision *The Classroom Assessment Standards* helping me in my work? What questions do I have?