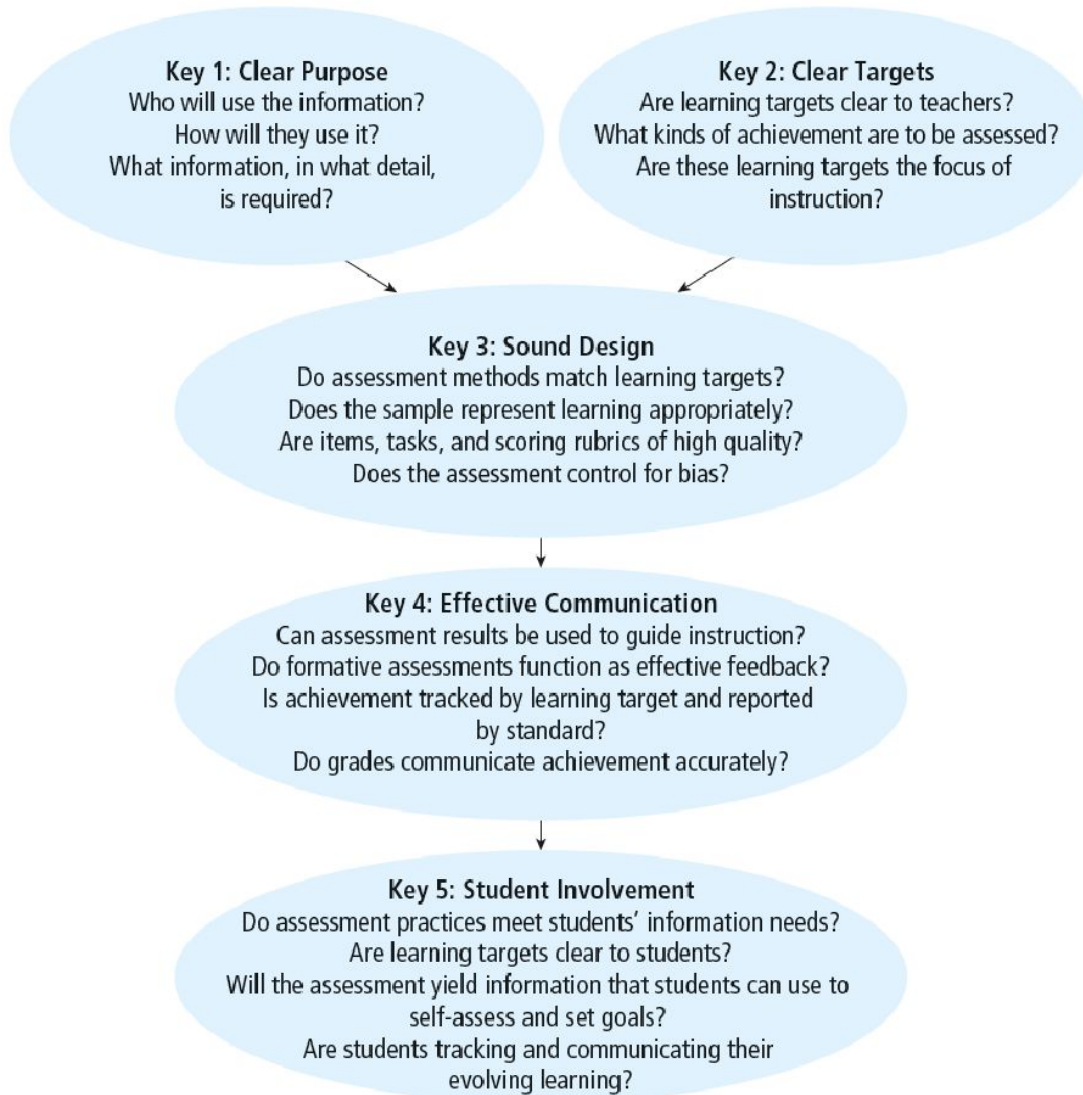# Five Keys to High-Quality Classroom Assessment

The book, *Classroom Assessment for Student Learning: Doing It Right—Using It Well* has been designed to help teachers develop and refine their classroom assessment practices so that they serve to improve, not just measure, student learning. With content drawn from the measurement field and adapted to the needs of the classroom teacher, the book presents a framework of five keys to assessment quality, represented in the graphic below.

FIGURE 1.3 Keys to Quality Classroom Assessment

Key 1: Clear Purpose
Who will use the information?
How will they use it?
What information, in what detail,
is required?

Key 2: Clear Targets
Are learning targets clear to teachers?
What kinds of achievement are to be assessed?
Are these learning targets the focus of
instruction?

Key 3: Sound Design
Do assessment methods match learning targets?
Does the sample represent learning appropriately?
Are items, tasks, and scoring rubrics of high quality?
Does the assessment control for bias?

Key 4: Effective Communication
Can assessment results be used to guide instruction?
Do formative assessments function as effective feedback?
Is achievement tracked by learning target and reported
by standard?
Do grades communicate achievement accurately?

Key 5: Student Involvement
Do assessment practices meet students' information needs?
Are learning targets clear to students?
Will the assessment yield information that students can use to
self-assess and set goals?
Are students tracking and communicating their
evolving learning?

Classroom Assessment Competencies

The following chart reflects the competencies needed to implement each of the keys effectively.

Keys to Quality	Competencies	How Relates to Equity?
1. Clear Purpose Assessment processes and results serve clear and appropriate purposes.	a. Identify the key users of classroom assessment information and know what their information needs are. b. Understand formative and summative assessment uses and know when to use each.	
2. Clear Targets Assessments reflect clear student learning targets.	a. Know how to identify the five kinds of learning targets. b. Know how to turn broad statements of content standards into classroom-level learning targets. c. Begin instructional planning with clear learning targets. d. Translate learning targets into student-friendly language.	
3. Sound Design Learning targets are translated into assessments that yield accurate results.	a. Design assessments to serve intended formative and summative purposes. b. Select assessment methods to match intended learning targets. c. Understand and apply principles of sampling learning appropriately. d. Write and/or select assessment items, tasks, scoring guides, and rubrics that meet standards of quality. e. Know and avoid sources of bias that distort results.	
4. Effective Communication Assessment results function to increase student achievement. Results are managed well, combined appropriately, and communicated effectively.	a. Use assessment information to plan instruction. b. Offer effective feedback to students during the learning. c. Record formative and summative assessment information accurately. d. Combine and summarize information appropriately to accurately reflect current level of student learning.	
5. Student Involvement Students are active participants in the assessment process.	a. Identify students as important users of assessment information. b. Share learning targets and standards of quality with students. c. Design assessments so students can offer peer feedback, self-assess, and set goals for further learning on the basis of the results. d. Involve students in tracking, reflecting on, and sharing their own learning progress.	

Source: Adapted from Chappuis, J., R. Stiggins, S. Chappuis, & J. Arter. 2012. *Classroom Assessment for Student Learning: Doing It Right—Using It Well*, 2nd ed. Upper Saddle River, NJ: Pearson Education, p. 11.