

## Self-evaluation Rubric for Appropriate Matching Assessment Method to Targets

<i>Skilled</i>	<i>Practiced</i>	<i>Awareness</i>	<i>Pre-awareness</i>
<ul style="list-style-type: none"> <li>• Use of all types of assessment methods (multiple choice, matching, short answer, essay, performance assessment, personal communication) in the classroom.</li> <li>• Test blueprints that indicate how each learning target will be assessed and its relative importance.</li> <li>• Matching method to purpose and target.</li> <li>• Ability to articulate when to use each assessment method—a skilled person can describe a variety of strategies to check for understanding and the advantages and disadvantages of each.</li> <li>• Ability to describe each assessment method.</li> <li>• Students who tell you that the assessment really “got at” what was taught and the content of the assessment reflects what the teacher said was important.</li> </ul>	<ul style="list-style-type: none"> <li>• Can pretty much list various assessment methods, but might have some trouble defining them, or sometimes is inconsistent in identifying examples.</li> <li>• Uses various assessment methods, but has difficulty explaining why.</li> <li>• Sometimes overuses one form of assessment.</li> <li>• Is somewhat afraid of using “traditional” assessment methods because of the recent hype about performance assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Has the nagging feeling that assessment could be done better, but has trouble articulating what to do differently.</li> <li>• Wants to try more performance assessments, but doesn’t know how.</li> <li>• Doesn’t realize that he or she is already using performance assessments.</li> <li>• Notes problems in prepackaged assessments, but is not real sure what to do about it.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses mostly prepackaged assessments that come with instructional materials without questioning their quality or match to learning targets.</li> <li>• Has little variation in the assessment method used.</li> <li>• Justifies assessments methods by saying things like, “It’s easiest to correct or The publisher provides this test and it must match instruction because I use the publisher’s book.”</li> <li>• Has students who tell you that the content of the assessment didn’t match what was taught, or didn’t emphasize what the teacher said was important to learn.</li> <li>• Has assessments that almost always emphasize lower level knowledge targets.</li> <li>• Has a rigid approach to assessment.</li> </ul>

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