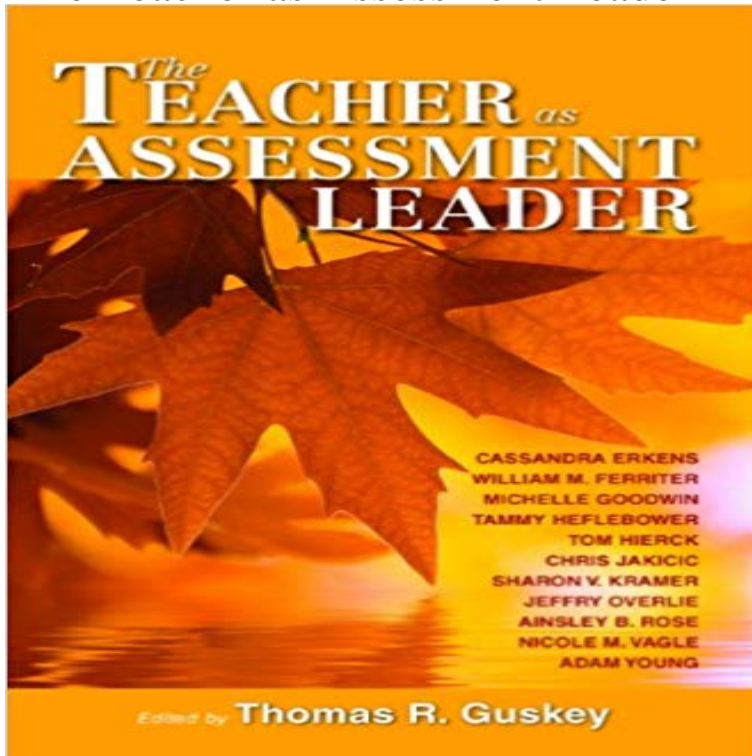


The Teacher as Assessment Leader



The Teacher as Assessment Leader explores the importance of effective classroom assessment and the responsibility of the teacher to ignite positive change inside the classroom. Packed with practical strategies for designing, analyzing, and using assessments from expert practitioners, this book shows how to turn best practice in classroom assessment into usable solutions for everyday teaching.

Chapters: Introduction By Thomas R. Guskey, Editor
Part One: Laying the Foundation of Assessment Literacy
Chapter 1: Developing Our Assessment Literacy By Cassandra Erkens, who explores the importance of formative assessment and the need to discover the meaning behind the data and use it to help students advance.
Chapter 2: Assessment That Makes Sense By Chris Jakicic, who explains the forms of assessment and how to create a balanced assessment system that helps students with their learning and makes sense for teachers.
Chapter 3: Yes, I Can: Responsible Assessment in an Era of Accountability By William M. Ferriter, who shows that student success is the responsibility of the teacher and it can be achieved through responsible assessment; this chapter shows how a team can unpack a standard into student-friendly terms and create an aligned assessment.
Part Two: Collecting, Interpreting, and Reporting Data
Chapter 4: Matchmaker, Matchmaker, Write Me a Test By Michelle Goodwin, who describes the responsibility of teachers (not testing companies) to make quality and individual assessments using real-time data, clear targets, and appropriate practices. She outlines assessment formats and shows how to match the format to the content and how to analyze the results.
Chapter 5: Proficiency: More Than a Grade By Tammy Heflebower, who discusses how to understand and respond to student-performance results through

creating proficiency level descriptions, developing a range of quality assessment items aligned to proficiency levels, setting mastery cut scores, and improving grading practices. Chapter 6: Using Common Assessments in Uncommon Courses By Adam Young, who outlines a common formative assessment process that teachers of uncommon classes can use to achieve a collaborative focus on student learning. Chapter 7: Creating Equity in Classroom Assessment for English Language Learners and Students With Special Needs By Ainsley B. Rose, who gives alternate assessment principles to deal with English language learners (ELLs), students with special needs, or who are gifted and talented. Part Three: Involving Students in Assessment Chapter 8: Creating Confident, Capable Learners By Jeffry Overlie, who describes the importance of involving students in assessment and gives assessment models to help K12 teachers engage students in monitoring their learning. Chapter 9: Inspiring and Requiring Action By Nicole M. Vagle, who reviews research on student involvement in assessment practice and gives practical strategies for using descriptive feedback and error analysis. Chapter 10: Engaging the Nintendo Generation By Sharon Kramer with Linda DuBose, who outline research on aspects of student-involved assessment and provide practical classroom strategies to involve students in the assessment process. Chapter 11: Differentiated Pathways to Success By Tom Hierck, who implores that in order to advance the education field, the individualized approach must involve every students success through differentiation.

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