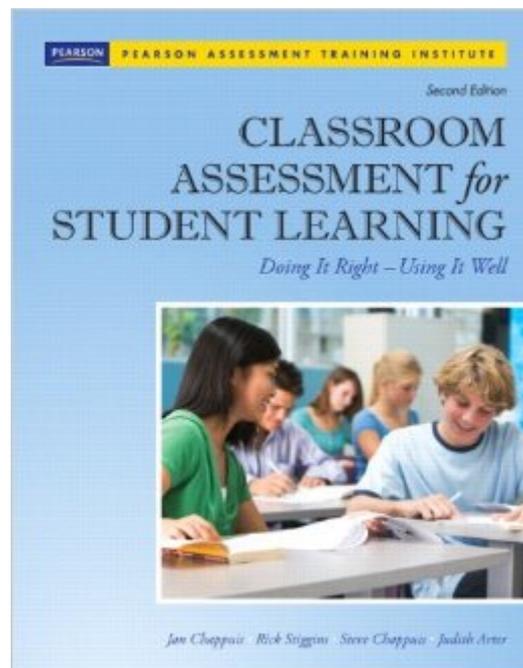


The book was found

# Classroom Assessment For Student Learning: Doing It Right - Using It Well (2nd Edition) (Assessment Training Institute, Inc.)



## Synopsis

Click here to take a guided tour of the Second Edition! Classroom Assessment<sup>®</sup> for Student Learning, 2/e is a combination textbook and workbook grounded in research shown to increase student motivation and learning through improved classroom assessment. This user-friendly, practical book is full of real-world examples of what assessment for learning looks like in today's<sup>™</sup> classrooms. Presented in a format appropriate for use by individuals or collaborative learning teams, the book teaches two central concepts: How to create accurate classroom assessments of all types and how to integrate assessment with instruction day to day, with a focus on student involvement. The companion CD provides all necessary learning team resources: suggestions for forming and facilitating learning teams, suggestions for pacing the learning, and chapter-by-chapter forms and materials for completing the activities. The Second Edition of Classroom Assessment for Student Learning focuses on the five keys to classroom assessment quality. The keys are: Key 1: Establish a clear assessment purpose to meet information needs of all intended users Key 2: Base instruction and assessment on clear learning targets Key 3: Design or select all assessments to meet standards of accuracy Key 4: Communicate summative and formative results effectively Key 5: Involve students in the assessment process and in using the results to further learning Additional Resources from ATI Visit <http://ati.pearson.com> to read more articles on assessment, download study guides, and more!

## Book Information

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## Customer Reviews

I came across this book while completing some education modules for my middle school where I teach. With all of the new demands for progress monitoring, The book will give such great insight to formative and summative assessments. Chappuis gives a world of wonderful ideas that are tried and true. Very reader friendly for first year teachers as well as veteran teachers. If you haven't read it, you will be greatly enriched by all that this book unfolds.

This is a great overview of assessing students and has many useful templates. I was able to apply many of the ideas to my units right away and it helped me get even more excited about curriculum planning.

My university had written a syllabus based on the first edition of CASL: Doing it right doing it well, without actually realizing the major differences between the two. Accompanying CD files are completely different as is the structure, and this version does not include the informative (but dated video quality) DVD for supplemental materials. Even still, this version is more compact and has great applications. It was a shame that my MA cohort ran through this class in 8 weeks. This continues to be a helpful text and resource for formative assessment FOR learning...not OF learning.

This is the second textbook I purchased for kindle, and I am very disappointed! While it looks more like a traditional book and navigates well in terms of the menu, I find it supremely unhelpful that text-to-speech is not enabled nor are any other settings. I think it is a travesty that a book meant for educators striving to make learning accessible is not itself published in an accessible format. This is a poor decision on the part of the publishers, and I certainly will not purchase from them again.

This book has practical applications for getting students involved with their own learning. Formative assessment, when used also to engage students in evaluating their own work, helps them understand why they're there - in school. The better the students understand how they're being assessed before they've even performed when possible, the more teachers can be learning coaches. This improves student-teacher relationships. Also, one of the potentially easy things to forget that was covered repeatedly in the book was the use of positive feedback. Positive feedback lets the students know the strengths in their work. The ultimate goal of the strategies covered is to develop students to take responsibility for their own learning. That sounds simple but upon reading

the book I realized that few of us even as adults are the best role models for reflecting back on our learning growth over time. We don't normally take time to reflect, which is the seventh strategy in this system. Classroom teachers will have to see how well the system works in practice. In my view the big constraint on teachers using the system effectively will be the scarcity of time and limits on time spent with students. To make the program effective, I advocate that assistants should be provided in the classroom to work alongside the teachers and lighten their administrative burdens.

I had to read this book for a graduate school course. As an experienced teacher, I have to say that there was nothing new for me to learn in this text. If you are just starting out and want some very simple advice on how to design and use assessment tools in your classroom then it is a relatively useful book, but I suspect there are many subject specific texts that would help you more. For example, if you teach a modern language I would recommend *The Keys to Assessing Language Performance* by Paul Sandrock. I hope those of you teaching in other content areas can find similarly helpful texts for your subject matter. *Classroom Assessment for Student Learning* is a bare-bones text and is probably only truly useful to an educator with limited or no prior teaching experience.

I had to order this book for a class that I was taking online. It is a good book with lots of information and went well with the class I was taking. I would not hesitate in purchasing this book as it helps very much with the assessment aspects of teaching, especially for new teachers.

Insightful, Practical and Immediately Useful. I have been an Educator for 15 years and this book has really helped me deepen my understanding of assessment in the classroom. Thank you.

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