

Chapter 1

“Program Introduction”

Rick provides a brief overview of the core understandings that gave rise to the ETS professional development program. He outlines the program’s goals and highlights several of its key features.

“Learning Teams”

Teachers and administrators from Bloomington, Illinois, describe their experience with learning teams as the staff development model they used to become proficient with classroom assessment.

“Interview with Emily”

The day after the board meeting described in Chapter 1, Emily discusses her development as a writer in Ms. Weathersby’s classroom and her feelings as she told her story to the school board. (Please note that this is a simulated interview.)

Chapter 2

“Assessment OF/FOR Learning”

Rick compares assessment *of* learning (to check achievement status) and assessment *for* learning (to improve achievement), describing what they have in common and what is unique to each.

“Impact of Student-Involved Assessment”

Several teachers describe what happened to their teaching and their students’ learning when they wove assessment *for* learning strategies into their instruction. Several students also share their perspectives.

Chapter 7

“Teachers on Rubrics”

Teachers from different grade levels and school subjects detail both how they have used student-involved performance assessment in their classrooms and what effects it has had on student achievement.

Chapter 8

“Personal Communication”

Tia Wulff, an elementary teacher, describes using instructional questions with her students as a source of insight into their learning. She also offers her thoughts on its effective use as an assessment method.

Chapter 9

“Record Keeping”

Jan draws on the distinction between assessment *for* and *of* learning to lay out their unique information management challenges. She shares a commonsense approach to keeping track of each kind of information.

Chapter 12

“Student-Involved Portfolio Conferences”

Tia Wulff enumerates a variety of practical keys to success in conducting student-involved conferences, sharing her perspective on its effects on student confidence, motivation, and learning.

Chapter 13

“Ethical Test Preparation”

Judy distinguishes between appropriate and inappropriate ways to help students prepare for upcoming standardized tests, emphasizing the importance of using test preparation practices to generate test scores that accurately represent student achievement.