**Description: Classroom Assessments in a Balanced Assessment Framework:** *Participants will explore how all assessments have a place in the school setting, including the foundations, uses and quality of classroom assessments. This module utilizes ISBE’s Balanced Assessment Framework. Participants will leave with a deeper understanding of how to evaluate and develop quality classroom assessments that can guide their instruction.*Please indicate your level of agreement with the following statements:

**Pre-Post**

*4= Strongly Agree*

*3= Agree*

*2= Somewhat Agree*

*1= Disagree*

|  |  |  |
| --- | --- | --- |
| **Classroom Assessments in a Balanced Assessment Framework** | Pre | Post |
| I can explain ISBEs working definitions of formative, summative, and interim assessments. |  |  |
| I can explain the purpose of the Guiding Principles for Classroom Assessment.  |  |  |
| I can evaluate an assessment **OR** my assessment practices using the JCSEE Assessment **FOUNDATIONS** Standards. *JCSEE = Joint Committee on Standards for Educational Evaluation* |  |  |
| I can evaluate an assessment **OR** my assessment practices using the JCSEE Assessment **USE** Standards. *JCSEE = Joint Committee on Standards for Educational Evaluation* |  |  |
| I can evaluate an assessment **OR** my assessment practices using the JCSEE Assessment **Quality** Standards. *JCSEE = Joint Committee on Standards for Educational Evaluation* |  |  |

**Reflection Questions following post survey:**

In what areas did you grow the most?

In what areas do you need further development?

What next steps do you plan to take to further develop your knowledge and skills related to classroom assessments; what resources do you need to take these steps; what barriers do you perceive to taking these next steps?