ASSESSMENT

Formal Assessments of Individual Students

THE **MARZANO COMPENDIUM** OF INSTRUCTIONAL STRATEGIES

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INTRODUCTION

In 2007, Dr. Robert J. Marzano published *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*. The framework, composed of three lesson segments, ten design questions, and forty-one elements, was based on research showing that teacher quality is one of the strongest influences on student achievement—that is, an effective teacher can positively and significantly impact student learning. As such, *The Art and Science of Teaching* sought to identify specific action steps teachers could take to improve their effectiveness.

In 2015, Dr. Marzano updated *The Art and Science of Teaching* framework to reflect new insights and feedback. The Marzano Compendium of Instructional Strategies is based on this updated model, presenting forty-three elements of effective teaching in ten categories. Each folio in the series addresses one element and includes strategies, examples, and reproducible resources. The Compendium and its folios are designed to help teachers increase their effectiveness by focusing on professional growth. To that end, each folio includes a scoring scale teachers can use to determine their proficiency with the element, as well as numerous strategies that teachers can use to enact the element in their classrooms. Indeed, the bulk of each folio consists of these strategies and reproducibles for implementing and monitoring them, making the Compendium a practical, actionable resource for teachers, instructional coaches, teacher mentors, and administrators.

FORMAL ASSESSMENTS OF INDIVIDUAL STUDENTS

This element involves teachers using formal assessments of individual students to determine student proficiency with specific content. Formal assessment determines a student's status at a point in time, which is then translated into a score and recorded in a grade book. The assessment of individual students is one of the most powerful tools teachers have at their disposal, but in order to be effective it must be administered frequently and be formative in nature. Teachers should use formal assessments to provide feedback that encourages students, shows them their progress, and identifies ways in which they can improve.

Monitoring This Element

There are specific student responses that indicate this element is being effectively implemented. Before trying strategies for the element in the classroom, it is important that the teacher knows how to identify the types of student behaviors that indicate the strategy is producing the desired effects. General behaviors a teacher might look for include the following.

- Students complete individual formal assessments as assigned.
- Students can describe the relationship between specific assessments and specific learning goals and proficiency scales.

Desired behaviors such as these are listed for each strategy in this element.

Teachers often wonder how their mastery of specific strategies relates to their mastery of the element as a whole. Successful execution of an element does not depend on the use of every strategy within that element. Rather, multiple strategies are presented within each element to provide teachers with diverse options. Each strategy can be an effective means of implementing the goals of the element. If teachers attain success using a particular strategy, it is not always necessary to master the rest of the strategies within the same element. If a particular strategy proves difficult or ineffective, however, teachers are encouraged to experiment with various strategies to find the method that works best for them.

Scoring Scale

The following scoring scale can help teachers assess and monitor their progress with this element. The scale has five levels, from Not Using (0) to Innovating (4). A teacher at the Not Using (0) level is unaware of the strategies and behaviors associated with the element or is simply not using any of the strategies. At the Beginning (1) level, a teacher attempts to address the element by trying specific strategies, but does so in an incomplete or incorrect way. When a teacher reaches the Developing (2) level, he or she implements strategies for the element correctly and completely, but does not monitor their effects. At the Applying (3) level, a teacher implements strategies for the element and monitors their effectiveness with his or her students. Finally, a teacher at the Innovating (4) level is fluent with strategies for the element and can adapt them to unique student needs and situations, creating new strategies for the element as necessary.

Scale for Formal Assessments of Individual Students

4 Innovating	3 Applying	2 Developing	1 Beginning	0 Not Using
I adapt behaviors and create new strategies for unique student needs and situations.	I use formal assessments of individual students to determine students' proficiency with specific content and I monitor the extent to which students respond to assessment-guided feedback and instruction.	I use formal assessments of individual students to determine students' proficiency with specific content, but I do not monitor the effect on students.	I use the strategies and behaviors associated with this element incorrectly or with parts missing.	I am unaware of strategies and behaviors associated with this element.

The following examples describe what each level of the scale might look like in the classroom.

Not Using (0): A teacher does not use assessments that address the content that is being taught.

Beginning (1): A teacher conducts formal assessments of individual students and records their scores in the grade book, but he does not frequently use those assessments to provide students with helpful feedback about their progress toward learning goals.

Developing (2): A teacher conducts frequent formal assessments of individual students and records their scores in the grade book. She provides students with clear feedback about their progress, though she does not monitor whether students respond to that feedback with improved understanding of the content.

Applying (3): A teacher conducts frequent formal assessments of individual students and records their scores in the grade book. He provides them with clear feedback about their progress and his monitoring of their assessment scores allows him to refine his classroom instruction for further improvement.

Innovating (4): A teacher uses various strategies to conduct frequent formal assessments of individual students in order to provide them with clear feedback that will help them improve their understanding of the content. When her classroom observations reveal that one of her students seems to be struggling with the assessments, she seeks alternative forms of assessment that provide the student with different ways to demonstrate his understanding.

STRATEGIES

Each of the following strategies describes specific actions that teachers can take to enact this element in their classrooms. Strategies can be used individually or in combination with each other. Each strategy includes a description, a list of teacher actions, a list of desired student responses, and suggestions for adapting the strategy to provide extra support or extensions. Extra support and extensions relate directly to the Innovating (4) level of the scale. Extra support involves steps teachers can take to ensure they are implementing the strategy effectively for all students, including English learners, special education students, students from low socioeconomic backgrounds, and reluctant learners. Extensions are ways that teachers can adapt the strategy for advanced students. In addition, some strategies include technology tips that detail ways teachers can use classroom technology to implement or enhance the strategy. Finally, each strategy includes further information, practical examples, or a reproducible designed to aid teachers' implementation of the strategy.

Common Assessments

Teachers who are responsible for the same content taught at the same level work together to design common assessments that are used to provide formative and summative feedback to students on specific topics. Ideally, topics are expressed as proficiency scales.

Teacher Actions

- Working with other teachers who teach the same content to design common assessments
- Administering the common assessments and comparing results

Desired Student Responses

- Completing the common assessments
- Understanding how the common assessments related to other assessments they take

Extra Support

- Providing visual cues (such as pictures, symbols, and diagrams) on common assessments

Extension

- Asking students for input on how common assessments should be structured

Designing a Common Assessment

1. Create a proficiency scale for the topic that will be the focus of the common assessment. (For a discussion of how to create proficiency scales, see the folio entitled "Providing Scales and Rubrics.") The following proficiency scale is for a geometry topic at the middle school level.

Score 4.0	Students will be able to compare the angle sum of triangles to those of other polygons.	
	Score 3.5	In addition to score 3.0 performance, partial success at score 4.0 content
Score 3.0	Students will be able to use evidence to informally explain relationships among the angles of triangles, including the sum of interior angles and angle-angle similarity.	
	Score 2.5	No major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content
Score 2.0	Students will be able to recognize and recall basic vocabulary terms such as *interior angle*, *exterior angle*, *angle sum*, *corresponding angles*, *congruent*, and *similarity*. Students will be able to recognize and recall basic facts such as *the measures of the interior angles of a triangle add up to 180°* and *when two corresponding angles of two triangles are congruent, the triangles are similar*.	
	Score 1.5	Partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content	
	Score 0.5	With help, partial success at score 2.0 content, but not at score 3.0 content
Score 0.0	Even with help, no success	

2. Design an assessment that includes items and tasks for score 2.0, 3.0, and 4.0 content. The following is an example of an assessment at three levels for the middle school geometry scale.

Section A (Score 2.0)

1. Choose the best answer from the options below.

   When two triangles are congruent . . .

   A. They have the same interior and exterior angle sum.

   B. One has an area twice as large as the other.

   C. They tessellate.

   D. Their corresponding sides and angles have the same length and measure.

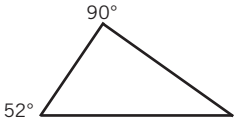
2. Fill in the blank.

   The measures of the interior angles of a triangle always add up to _____.

3. Draw lines between the corresponding angles of these triangles.

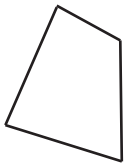
Section B (Score 3.0)

4. Determine the unknown angle measure in the triangle below. Explain how you know.



Section C (Score 4.0)

5. Use the diagram below to determine the angle sum of a convex quadrilateral. Explain your thought process.



3. Score the assessment individually or in cooperation with the other teachers and discuss the results for all students who have taken the common assessment.

4. Identify those students with common needs based on the assessment results and group students for instruction according to their needs.

Selected-Response and Short Constructed-Response Items

The teacher creates and scores traditional assessments that employ selected-response and short constructed-response items. Selected-response items require students to select an answer from a set of options. Multiple choice and true/false assessments are examples of selected-response items. Constructed-response items require students to generate a correct answer as opposed to merely recognizing one. Short-answer assessments and oral responses are examples of constructed-response assessments. Selected response items and short constructed-response items are used in obtrusive assessments (see the folio entitled "Tracking Student Progress").

Teacher Actions

- Creating and administering assessments that employ selected-response and short constructed-response items
- Scoring assessments and recording scores in the grade book for each student

Desired Student Responses

- Completing assessments and responding to items appropriately based on whether the item is a selected-response or short constructed-response item

Extra Support

- Creating the assessment to feature predominantly selected-response items

Extension

- Asking students to create selected-response and short constructed-response items

Types of Selected Response Items

The following definitions and examples originally appeared in *Classroom Assessment and Grading That Work* by Robert J. Marzano (2006).

1. **Traditional multiple choice:** provides a stem and alternatives, some of which are distractors and one of which is the correct choice.

   The best definition of a *region* is . . . (stem)

   a. An area of land between two bodies of water (distractor)
   b. An area of land that has common topographical or political features (correct choice)
   c. An area of land that is a specific size (distractor)
   d. An area of land that has a specific shape (distractor)

2. Matching: provides multiple stems and multiple options.

Match the math problem in the left column to its answer in the right column.

1. 3×5 _____	a. 28
2. $7 \div 6$ _____	b. 1.05
3. 12×13 _____	c. 120
4. 7×6 _____	d. 156
	e. 22
	f. 15
	g. 1.28
	h. 114
	i. 42
	j. 1.17

3. Alternative choice: provides a stem and two choices that are quite similar.

The part of speech used to link two clauses is . . .

a. a preposition
b. a conjunction

4. True/false: provides statements that must be judged as true or false.

a. The first thing to do with an automobile that does not start is to check the battery.
b. A cause of premature tire wear is improper tire pressure.
c. The automobile's onboard computer should be replaced if the automobile drives poorly.
d. Under harsh driving conditions, an automobile's oil should be changed every three months or 3,000 miles, whichever comes first.

5. Fill-in-the-blank: provides a stem for which only one correct answer is reasonable.

As it relates to the cell membrane, the term *selectively permeable* means that it allows in _____ but keeps out _____.

6. Multiple response: allows for two or more correct responses.

Which of the following can be the end punctuation for a sentence?

1. A period	2. A dash
3. An exclamation point	4. A question mark

a. 1 and 2
b. 2, 3, and 4
c. 1, 3, and 4
d. 2 and 3

Student Demonstrations

The teacher asks students to generate presentations that demonstrate their understanding of a topic. Demonstrations are a type of obtrusive assessment and are typically used with skills, strategies, or processes. Different content areas lend themselves more readily to certain types of demonstrations. For example, subject areas that focus on physical skills (such as physical education, art, and music) frequently use student demonstrations. For those content areas where demonstrations are primarily mental in nature the teacher might ask a student to "think aloud" while they are using the skill, strategy, or process.

Teacher Actions

- Asking students to plan and execute demonstrations
- Reviewing student demonstrations, asking questions where appropriate
- Recording students' scores in the gradebook

Desired Student Responses

- Planning a demonstration for a particular topic
- Executing a demonstration for a particular topic
- Answering questions about the content of their demonstration

Extra Support

- Asking groups of students to generate cooperative demonstrations

Extension

- Asking students to create posters, graphics, or models to supplement their demonstration

Technology Tips

- Ask students to create screencasts (using screen casting tools such as Jing) in which they narrate a demonstration of a particular element of knowledge or skill.

Student Demonstration Assessment Questions

Questions like the following might be asked of students during or after a demonstration.

Question	Notes and Comments
What specific skills were you demonstrating?	
What parts do you think you did well?	
On which parts did you struggle?	
What would you do differently if you were to do it again?	

Student Interviews

The teacher holds conversations with individual students about a specific topic and then assigns a score to each student that depicts his or her knowledge of the topic. Conversations are one-on-one, in which the teacher asks the student to explain his or her knowledge of the topic through logical and coherent conversation. The teacher asks probing questions in response to the student's statements in order to clarify what he or she knows and does not know. Student interviews are also referred to as probing discussions. They are a form of obtrusive assessment.

Teacher Actions

- Conversing with individual students about a specific topic
- Asking probing questions of students
- Recording scores from student interviews for each student into the grade book

Desired Student Responses

- Showcasing their knowledge of a topic through logical and coherent conversation
- Remaining on topic during the student interview by responding to prompts from the teacher

Extra Support

- Announcing the topic of student interviews in advance to allow students time to prepare

Extension

- Asking students to interview one another to assess their individual knowledge of a topic

Strategies for Interviewing Students

The following interview strategies may be useful in exploring the student's knowledge of the interview topic.

- **Have a clear progression to the interview:** Instead of asking the student to tell you everything he or she knows about a particular topic, start with the score 2.0 content in the proficiency scale for that topic and then move up through score 3.0 and 4.0 content.
- **Prompt for further information:** If a student can't think of anything else to say, gently prod him or her for further information using the proficiency scale as a prompt.
- **Revisit previous statements:** Ask a student to recall topics from earlier in the conversation. Help him or her make connections with the current topic by asking "How is what you said earlier affected by what we're talking about now?" Or, you might simply ask the student to explain a previous topic over again. Revisiting a topic can help the student recall information he or she missed the first time around.
- **Ask the student to defend conclusions:** When a student draws an inference, makes a prediction, or otherwise states a conclusion, ask him or her to defend or justify the statement. Explore gaps in reasoning by asking "How did you form that conclusion from this particular information?" Encourage him or her to think about alternative possibilities by asking "How might these same events have resulted in a different outcome?" or "What sort of information might disprove your conclusion?"

Observations of Students

The teacher observes students interacting with the content and assigns a score that represents their level of knowledge or skill regarding the specific topic observed. Observations are referred to as an unobtrusive assessment (see "Tracking Student Progress"). Students may display their proficiency in the knowledge or skill through demonstration or verbally in response to the teacher's questions. For example, a teacher may observe a student incorrectly executing the order of operations when working a math problem. The teacher might point out the mistake and then observe the student rework the problem with the correct method.

Teacher Actions

- Walking around the classroom and observing students interacting with the content
- Assigning a score that depicts a student's level of knowledge or skill regarding the specific topic observed
- Recording a score in the grade book for each student observed

Desired Student Responses

- Depicting their level of knowledge or skill regarding a specific topic verbally or through demonstration during the observation
- Asking questions of the teacher about what he or she observed

Extra Support

- Intervening if a student incorrectly uses knowledge or skills during an observation and assessing the student's level of knowledge or skill after the initial correction

Extension

- Asking students to identify their own errors that occurred during the observation and explain how they would correct their own performance

Student Observation Chart

Teachers can use this chart during class to quickly record their unobtrusive observations of students, which can be transferred to the gradebook later.

Student Name	What I Observed	Score on the Proficiency Scale

Student-Generated Assessments

The teacher invites students to devise ways they will demonstrate competence on a particular topic at a particular level of the proficiency scale. When coupled with obtrusive and unobtrusive assessments, student-generated assessments provide a wide variety of ways in which students can demonstrate competence.

Teacher Actions

- Explaining the concept of student-generated assessments to students
- Inviting students to generate their own assessments
- Coaching students as they create their own assessments

Desired Student Responses

- Creating assessments that are highly focused on specific topics
- Creating assessments with which they feel comfortable
- Gradually requesting the use of student-generated assessments more often

Extra Support

- Providing special invitations for reluctant learners to generate their own assessments
- Coaching students as they generate their own assessments

Extension

- Asking students to help their peers create student-generated assessments

Student-Generated Assessment Planning Guide

Name: _____

Learning goal or topic: _____

_____

I want to demonstrate that I am at the _____ level of the proficiency scale for this topic.

To achieve this level, I have to understand or be able to do (describe the score-level content in your own words):

I will demonstrate my understanding or skill by (describe your student-generated assessment):

Examples:

- Writing an essay
- Demonstrating a process
- Explaining a concept to my teacher
- Making a model
- Creating a multimedia project

My student-generated assessment proves my understanding or skill because:

Response Patterns

The teacher identifies response patterns at score 2.0, 3.0, and 4.0 levels as opposed to adding up points to create an overall score on an assessment. This generative score indicates the content on which students are doing well and the content on which they must improve to move to the next level.

Teacher Actions

- Classifying items as correct, incorrect, or partially correct for various levels of difficulty on the scale
- Analyzing students' patterns of responses to assign a score
- Generating scores for level 2.0 content, level 3.0 content, and level 4.0 content

Desired Student Responses

- Explaining why they were assigned specific scores on an assessment

Extra Support

- Giving students feedback about what they could have done to make partially correct or incorrect answers fully correct

Extension

- Asking students to suggest the overall score they think they should receive for an assessment and having them explain why it is an appropriate score

Examining Response Patterns

There are three approaches a teacher might use to examine response patterns: (1) percentage scores, (2) response codes, and (3) flow charts.

Percentage Scores

To illustrate the percentage approach, consider the following example.

The Percentage Approach to Scoring Assessments

Section	Item Number	Possible Points per Item	Obtained Points per Item	Section Percentage
Score 2.0	1	5	5	22/25 = 88%
	2	5	4	
	3	5	3	
	4	5	5	
	5	5	5	
	Total	25	22	
Score 3.0	6	10	7	15/30 = 50%
	7	10	4	
	8	10	4	
	Total	30	15	
Score 4.0	9	10	1	3/20 = 15%
	10	10	2	
	Total	20	3	

The assessment scored includes ten items—five at the score 2.0 level, three at the score 3.0 level, and two at the score 4.0 level. Each item has a specific number of points that students can possibly earn (third column). The fourth column reports the number of points a specific student earned on each item.

In this method, the teacher computes percentage scores for each score level. In this example, the student acquired 88 percent of the possible points for the score 2.0 level, 50 percent of the points for the score 3.0 level, and 15 percent of the points for the score 4.0 level. Examining the overall pattern, the teacher then determines how well the student performed overall in reference to the scale. This is done by making decisions about the student's proficiency moving from score 2.0 through score 4.0. The score 2.0 percentage is 88 percent, so the teacher concludes that the student obtained at least a score of 2.0 on the assessment. Next, the student's percentage score for the 3.0 content was 50 percent. The teacher concludes that this is not enough to warrant an overall score of 3.0, but it is enough to warrant a score of 2.5. The teacher stops at this point. If a student has not provided enough evidence to warrant a score at one level, then he or she is not scored at the next level up.

Using Response Codes

With this approach, each student's response on each item is coded as *correct*, *partially correct*, or *incorrect*, as opposed to assigning points to each item. For more specificity, a teacher can use *high partial* and *low partial* in place of *partially correct*. After scoring individual items, the teacher determines the pattern of responses and assigns a score accordingly. For example, if a student's answers are correct on all items of the score 2.0 section of the test, partially correct on two items of the score 3.0 section of the test and correct on the third item of the score 3.0 section, and incorrect on the two items of the score 4.0 section of the test, that student would receive a score 2.5. The following table displays this pattern of responses.

The Response Codes Approach to Scoring Assessments

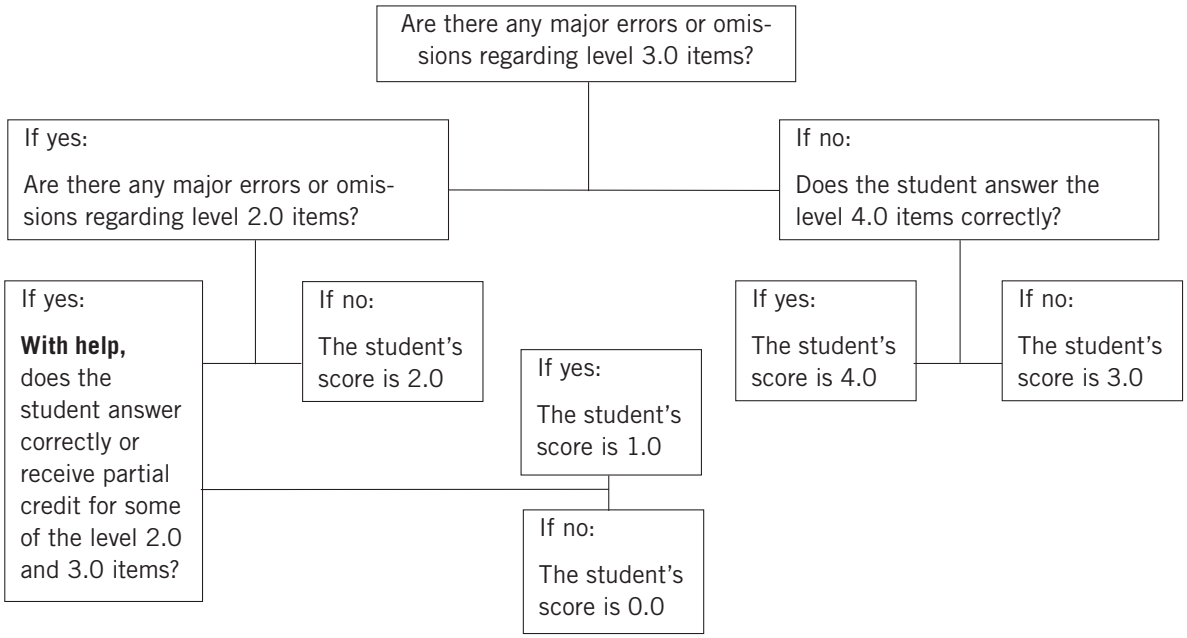
Section	Item Number	Correct, Partially Correct, or Incorrect?	Section Pattern
Score 2.0	1	C	Correct
	2	C	
	3	C	
	4	C	
	5	C	
Score 3.0	6	PC	Partially Correct
	7	C	
	8	PC	
Score 4.0	9	I	Incorrect
	10	I	
Overall Score			2.5

Source: Adapted from Formative Assessment and Standards-Based Grading *by Robert J. Marzano (2010).*

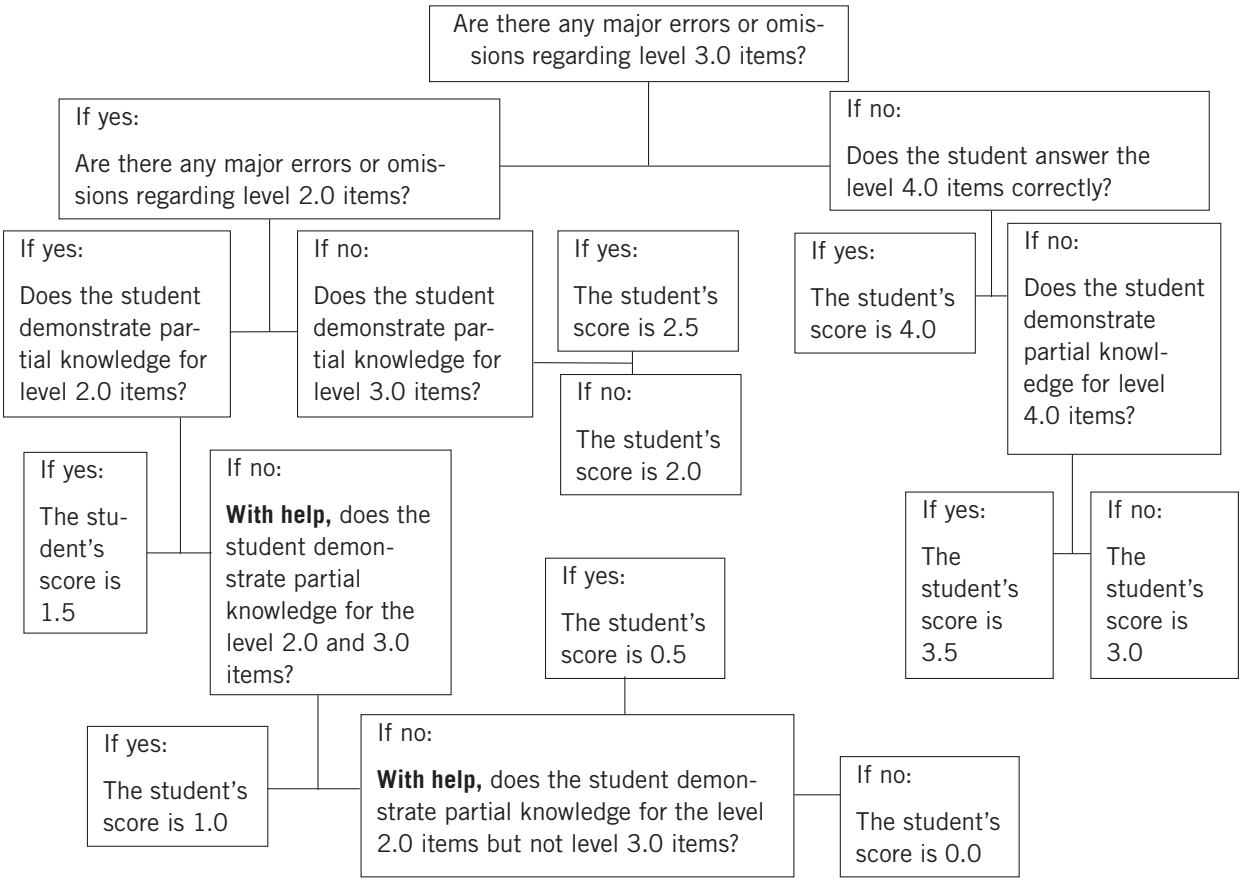
It is important to note that if the assessment addresses more than one proficiency scale, students will receive one score per scale, rather than one overall score. That is, if an assessment includes items that cover two different topics and was designed using two proficiency scales, a student might receive an overall score of 2.5 for one topic and an overall score of 3.0 for the second topic. The teacher does not assign an overall score for the entire test.

Flow Charts

The following flow chart can be used to score an assessment using the simplified scale.



Teachers can also use the following flowchart to score assessments on the complete scale.



REPRODUCIBLES

Teachers can use the following reproducibles to monitor their implementation of this element. The reproducible titled Tracking Progress Over Time helps teachers set goals related to their proficiency with this element and track their progress toward these goals over the course of a unit, semester, or year. Tracking Teacher Actions and Tracking Student Responses allow observers in classrooms to monitor specific teacher and student behavior related to this element. Teachers themselves can also use the Tracking Student Responses reproducible to document instances of student behaviors during class. The Strategy Reflection Log provides teachers a space to write down their thoughts and reflect on the implementation process for specific strategies related to this element. Finally, this section provides both a student survey and a teacher survey, the results of which provide feedback about teachers' proficiency with this element.

Tracking Progress Over Time

Use this worksheet to set a goal for your use of this element, make a plan for increasing your mastery, and chart your progress toward your goal.

Element: _____

Initial Score: _____

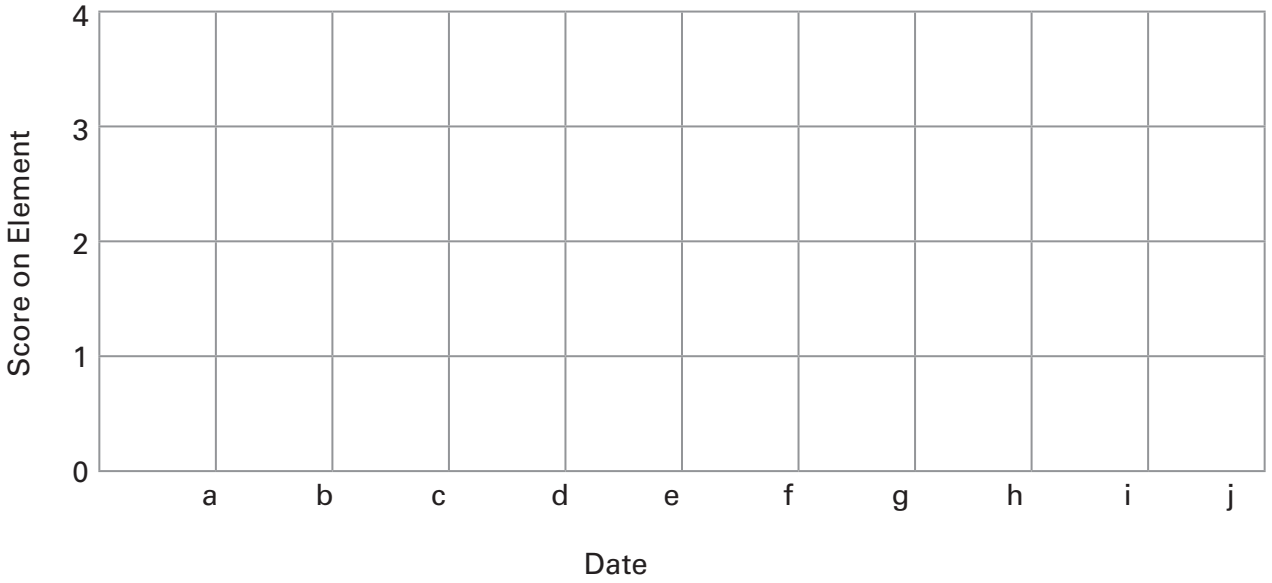
Goal Score: _____ by _____ (date)

Specific things I am going to do to improve: _____

_____

_____

_____



a. _____ f. _____

b. _____ g. _____

c. _____ h. _____

d. _____ i. _____

e. _____ j. _____

Tracking Teacher Actions

During an observation, the observer can use this form to record the teacher's usage of strategies related to the element of formal assessments of individual students.

Observation Date and Time: _____ Length of Observation: _____

Check Strategies You Intend to Use	Strategies	Description of What Was Observed
	Common Assessments	
	Selected-Response and Short Constructed-Response Items	
	Student Demonstrations	
	Student Interviews	
	Observations of Students	
	Student-Generated Assessments	
	Response Patterns	
	Other:	
	Other:	

Tracking Student Responses

A teacher or observer can use this worksheet to record instances of students demonstrating understanding of a topic to inform planning and implementation of strategies associated with formal assessments of individual students. Any item followed by an asterisk is an example of undesirable behavior related to the element; the teacher should look for a decrease in the number of instances of these items.

Observation Date and Time: _____ Length of Observation: _____

Behavior	Number of Instances
Discussing scores on assessments	
Responding appropriately to selected-response and short constructed-response items	
Demonstrating understanding of a topic through a presentation	
Demonstrating understanding of a topic through logical and coherent conversation	
Demonstrating understanding of a topic through observed activity	
Responding appropriately to questions or corrections by the teacher	
Using student-generated assessments	
Other:	
Other:	

Strategy Reflection Log

Use this worksheet to select a strategy, set a goal, and reflect on your use of that strategy.

Element: _____

Strategy: _____

Goal: _____

_____

_____

Date	How did it go?

Student Survey for Formal Assessments of Individual Students

1. **My teacher uses lots of different assignments and classroom activities to assign scores.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

2. **My teacher makes me aware of my scores on assignments and classroom activities.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

3. **My teacher frequently uses my scores on assignments and classroom activities to inform me about areas in which I have room for improvement.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

4. **My teacher helps me to understand specific errors in my assignments and classroom activities and gives me helpful advice on how to correct them.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

5. **My teacher frequently observes me during classroom activities and offers helpful feedback about what I am doing.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

6. **My teacher guides me in examining my own work and the work of others to discover ways in which improvements might be made.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

7. **My teacher allows us to create our own assessments.**

Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree

Teacher Survey for Formal Assessments of Individual Students

1. I use common assessments.

Often Sometimes Rarely Never I don't know

2. I use selected-response items.

Often Sometimes Rarely Never I don't know

3. I use short constructed-response items.

Often Sometimes Rarely Never I don't know

4. I use student demonstrations as a type of assessment.

Often Sometimes Rarely Never I don't know

5. I use student interviews as a type of assessment.

Often Sometimes Rarely Never I don't know

6. I observe students as a type of assessment.

Often Sometimes Rarely Never I don't know

7. I use student-generated assessments.

Often Sometimes Rarely Never I don't know

8. I score assessments using response patterns.

Often Sometimes Rarely Never I don't know