



*Classroom Assessment*  
ISSUES AND PRACTICES



STEVEN R. BANKS

# Classroom Assessment

## Issues and Practices

**Steven R. Banks**

*Marshall University*



Boston New York San Francisco  
Mexico City Montreal Toronto London Madrid Munich Paris  
Hong Kong Singapore Tokyo Cape Town Sydney

**Senior Editor:** *Arnis E. Burvikovs*  
**Series Editorial Assistant:** *Megan Smallidge*  
**Marketing Manager:** *Tara Whorf*  
**Manufacturing Buyer:** *Andrew Turso*  
**Cover Designer:** *Joel Gendron*  
**Production Coordinator:** *Pat Torelli Publishing Services*  
**Editorial-Production Service:** *Lynda Griffiths*  
**Electronic Composition:** *TKM Productions*

For related titles and support materials, visit our online catalog at [www.ablongman.com](http://www.ablongman.com).

Copyright © 2005 Pearson Education, Inc.

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without written permission from the copyright owner.

To obtain permission(s) to use material from this work, please submit a written request to Allyn and Bacon, Permissions Department, 75 Arlington Street, Boston, MA 02116 or fax your request to 617-848-7320.

Between the time Website information is gathered and then published, it is not unusual for some sites to have closed. Also, the transcription of URLs can result in typographical errors. The publisher would appreciate notification where these occur so that they may be corrected in subsequent editions.

### **Library of Congress Cataloging-in-Publication Data**

Banks, Steven R.

Classroom assessment practices / Steven R. Banks.

p. cm.

Includes bibliographical references and index.

ISBN 0-205-36672-4

1. Educational tests and measurements. I. Title

LB3051.B254 2005

371.26--dc22

2004046345

Printed in the United States of America

10 9 8 7 6 5 4 3 2 1 08 07 06 05 04

# P R E F A C E

## Issues and Practices

One advantage of a new textbook is the fresh look it can provide about contemporary issues and practices. This is especially important in the classroom assessment field. In recent years, few areas in education have changed so dramatically as classroom assessment. First and foremost, the No Child Left Behind Act has transformed the role of assessments in schools by mandating annual assessments as part of a federal system of educational accountability. Second, national accreditation organizations, such as National Council for Accreditation of Teacher Education (NCATE), have mandated standards-based performance and emphasized specific assessment benchmarks in meeting these standards. Third, the inclusion movement has brought about a change in many classroom assessment practices in order to accommodate the inclusion of special students in the regular education classroom.

*Classroom Assessment: Issues and Practices* addresses these topics as major themes of the book. The impact of No Child Left Behind is examined in Chapters 1 and 10 with a detailed summary of this legislation provided in an appendix. Standards-based performance is examined in Chapters 1 and 14. A full chapter, Chapter 11, is devoted to the issues of special education and assessment.

Other topical features of this textbook are separate chapters on informal assessment practices, performance assessment, and the assessment of teachers. Some additional unique highlights of this textbook include a review of Anderson and Krathwohl's revision of Bloom's Taxonomy (Chapter 3); a full chapter on diversity and gender issues (Chapter 4); and a full chapter on assessment and student motivation (Chapter 12).

## Organization of the Book

The overall organization of the book falls into three basic sections. The first section (Chapters 1–4) examines some of the basic aspects of assessment practices, including state standards, instructional objectives, and assessments; taxonomies and assessments; and gender and diversity issues. The second section (Chapters 5–9) examines the actual construction of various types of classroom assessments. The third section (Chapters 10–14) examines a variety of other classroom assessment issues and practices, such as standardized testing, motivation and assessments, special education and assessments, and the assessment of teachers.

## Chapter Features

The organization of each chapter follows the same basic sequence. Each chapter begins with the case study of a practicing teacher. The sequence continues with an introduction, a sectioned discussion of assessment practices and issues, a series of point/counterpoint debates, a set of teacher applications, a case study epilogue, a chapter summary,

and a series of end-of-chapter activities. The activities include opportunities for students to construct their own portfolios as well as websites and activities for websites; to confirm their understanding of key concepts; and to answer self-assessment questions and chapter review questions. There are 14 case studies, 32 teacher application exercises, 42 websites, and over 200 multiple-choice and review questions in the book. The end-of-chapter activities provide the basis for a series of directed learning activities for your students. Additional instructor's resources can be accessed electronically by contacting your local representative.

## Acknowledgments

I express my deep appreciation to the editorial staff at Allyn and Bacon. Their patience and perseverance are a central part of this book. In particular, I thank Arnis E. Burvikovs, senior editor; Megan Smallidge, editorial assistant; Tara Whorf, marketing manager; Andrew Turso, manufacturing buyer; and Joel Gendron, cover designer. Also thank you to freelancer Lynda Griffiths for her editorial-production services.

My appreciation goes to the following reviewers for their helpful comments on the manuscript: Jane Benjamin, Mansfield University; Susan M. Brookhart, Duquesne University; Beth E. Gridley, Ball State University; Courtney Johnson, University of South Carolina; Audrey Kleinsasser, University of Wyoming; Anuradhaa Shastri, SUNY Oneonta; Brian G. Smith, Minnesota State University of Moorhead; Cindy M. Walker, University of Wisconsin-Milwaukee; and Dale Whittington, John Carroll University.

I thank David Holliway for writing Chapter 5 and Jane McKee and Karen Lucas for cowriting Chapter 8. I also express my appreciation to Jane McKee for her continued editorial help, support, and good counsel with this book.

Finally, it is important to give many thanks to family. To my beautiful wife, Anna, and to my wonderful daughter, Cathleen, I owe so much. They suffered through this book project just as I did. It is good for them to see it finally come to fruition. To my brothers and sisters, Marilyn, John, Anne, and Tom, I appreciate your keen wit and constructive critiques over these many years. To my parents, on your far distant shore, I give thanks and hope that you remain forever together.

# CONTENTS

Preface	xv
---------	----

## 1 Instruction and Assessment 1

Case Study	1
Introduction	2
Linking Assessment with Instruction	4
The Missing Link	4
Types of Objectives	6
Objectives, Lesson Plans, and Assessments	8
Policy and Practice	10
The No Child Left Behind Act, Assessment, and Accountability	10
Privacy Issues in Providing Assessment Feedback	11
Individual Differences: Gender and Diversity Issues	14
Inclusion Policies and Assessment Practices	17
Chapter Summary	19
Case Study Epilogue	19
Chapter Activities	20
Key Concepts	21
Review Questions	21
Self-Assessment	22
References	23

## 2 Types of Assessments 24

Case Study	24
Introduction	25
Assessment Definitions and Distinctions	25
Categorizing Assessment Procedures	26
By Method of Development: Teacher-Constructed or Standardized Assessments	28
By Level of Formality: Informal or Formal Assessments	28
By Instructional Purpose: Formative or Summative Assessments	30

By Type of Grading Standard: Criterion-Referenced or Norm-Referenced Assessments	31
By Item Format: Objective or Constructed-Response Assessments	31
By Degree of Authenticity: Performance or Traditional Assessments	32

<b>Quality Control with Assessments</b>	<b>34</b>
Reliability	34
Validity	35
Item Analysis	36
Using Reliability, Validity, and Item Analysis	37
<b>Chapter Summary</b>	<b>39</b>
<b>Case Study Epilogue</b>	<b>40</b>
<b>Chapter Activities</b>	<b>41</b>
<b>Key Concepts</b>	<b>42</b>
<b>Review Questions</b>	<b>42</b>
<b>Self-Assessment</b>	<b>42</b>
<b>References</b>	<b>43</b>

### **3 Planning for Instruction and Assessments 45**

<b>Case Study</b>	<b>45</b>
<b>Introduction</b>	<b>46</b>
<b>Bloom's Taxonomy</b>	<b>47</b>
Constructing Instructional Objectives and Assessments for Bloom's Taxonomy	48
Lower-Level Cognitive Domains	48
Higher-Level Cognitive Domains	49
<b>The Anderson and Krathwohl Revision of Bloom's Taxonomy</b>	<b>51</b>
Knowledge Dimension	52
Cognitive Process Dimension	53
Description of the Cognitive Process Dimension	53
Using the Revised Taxonomy	54
Assessment Practices with the Revised Taxonomy	57
Comparing the Revised Taxonomy with Bloom's Original Taxonomy	58
<b>Hunter's Model of Planning</b>	<b>59</b>
Description	59
<b>The Constructivist Approach</b>	<b>62</b>
<b>Making Sense of It All</b>	<b>64</b>

<b>Chapter Summary</b>	<b>66</b>
<b>Case Study Epilogue</b>	<b>67</b>
<b>Chapter Activities</b>	<b>67</b>
<b>Key Concepts</b>	<b>68</b>
<b>Review Questions</b>	<b>68</b>
<b>Self-Assessment</b>	<b>69</b>
<b>References</b>	<b>70</b>

## **4 Diversity, Gender, and Assessments 71**

<b>Case Study</b>	<b>71</b>
<b>Introduction</b>	<b>72</b>
<b>Ethnic Issues and Assessments</b>	<b>74</b>
Culture and Identity	74
Learning Style Differences	75
Ethnicity and Student Achievement	78
Ethnicity, Language, and Appropriate Assessments	80
<b>Gender Differences and Assessments</b>	<b>83</b>
Achievement and Aptitude	84
Academic Performance, Self-Esteem, and Self-Efficacy	85
Type of Assessment Format	87
<b>Chapter Summary</b>	<b>88</b>
<b>Case Study Epilogue</b>	<b>89</b>
<b>Chapter Activities</b>	<b>89</b>
<b>Key Concepts</b>	<b>90</b>
<b>Review Questions</b>	<b>90</b>
<b>Self-Assessment</b>	<b>91</b>
<b>References</b>	<b>92</b>

## **5 Informal Assessments 94** *by David Holliway*

<b>Case Study</b>	<b>94</b>
<b>Introduction</b>	<b>95</b>



<b>Informal Assessment and Reflective Teaching</b>	<b>96</b>
<b>Student-Centered Basis of Informal Assessments</b>	<b>97</b>
<b>Constructing Informal Assessments</b>	<b>100</b>
<b>Journaling and Collecting Informal Writing Samples</b>	<b>100</b>
Journaling	100
<b>Questioning as an Informal Assessment</b>	<b>104</b>
Divergent Questions and Mathematics	106
Levels of Questioning and Response	107
Questions in Action: Questioning History	108
<b>A Performance Profile</b>	<b>109</b>
<b>Observational Checklists</b>	<b>110</b>
<b>Self-Assessment</b>	<b>111</b>
Summing up the Construction of Informal Assessments	112
<b>Challenges to Informal Assessments</b>	<b>113</b>
<b>Chapter Summary</b>	<b>116</b>
<b>Case Study Epilogue</b>	<b>116</b>
<b>Chapter Activities</b>	<b>117</b>
<b>Key Concepts</b>	<b>118</b>
<b>Review Questions</b>	<b>118</b>
<b>Self-Assessment</b>	<b>119</b>
<b>References</b>	<b>120</b>
<b>6 Constructing Formal Classroom Assessments</b>	<b>122</b>
<b>Case Study</b>	<b>122</b>
<b>Introduction</b>	<b>123</b>
<b>Making Choices</b>	<b>123</b>
The Who Question	123
The What Question	124
The Where Question	125
The When Question	126
The How Question	128
<b>Constructing Objective Assessments</b>	<b>128</b>
Constructing Multiple-Choice Items	128
Constructing Matching Items	134

	Constructing True/False Items	136
	<b>Challenges to Objective Assessments</b>	<b>137</b>
	<b>Strengths of Objective Assessments</b>	<b>138</b>
	<b>Chapter Summary</b>	<b>138</b>
	<b>Case Study Epilogue</b>	<b>139</b>
	<b>Chapter Activities</b>	<b>140</b>
	<b>Key Concepts</b>	<b>140</b>
	<b>Review Questions</b>	<b>140</b>
	<b>Self-Assessment</b>	<b>141</b>
	<b>References</b>	<b>142</b>
<b>7</b>	<b>Constructed-Response Assessments</b>	<b>143</b>
	<b>Case Study</b>	<b>143</b>
	<b>Introduction</b>	<b>144</b>
	<b>Constructing Essay Items</b>	<b>144</b>
	<b>Grading Decisions with Essay Assessments</b>	<b>149</b>
	Developing Grading Policies for Essays	149
	Rubrics for Essay Assessments	149
	Standardized Assessments and Essays	152
	Critical Thinking Skills, Essays, and Rubrics	153
	Communicating Teacher Expectations	157
	<b>Other Constructed-Response Assessments</b>	<b>157</b>
	<b>Challenges to Constructed-Response Assessments</b>	<b>158</b>
	<b>Chapter Summary</b>	<b>159</b>
	<b>Case Study Epilogue</b>	<b>159</b>
	<b>Chapter Activities</b>	<b>160</b>
	<b>Key Concepts</b>	<b>161</b>
	<b>Review Questions</b>	<b>161</b>
	<b>Self-Assessment</b>	<b>161</b>
	<b>References</b>	<b>162</b>

<b>8</b>	<b>Performance Assessment</b>	<b>163</b>
	<i>by Jane McKee and Karen Lucas</i>	
	<b>Case Study</b>	<b>163</b>
	<b>Introduction</b>	<b>164</b>
	<b>Pathway to Performance Assessment</b>	<b>166</b>
	Inquiry	167
	Investigation	169
	Research	170
	<b>Types of Performance Assessment</b>	<b>170</b>
	Portfolio	170
	Product	172
	Presentation	175
	<b>Measuring Performance</b>	<b>176</b>
	Rubrics	176
	Evaluation Checklists	182
	Common Evaluation Instruments	183
	<b>Comparison and Contrast of Assessment Types</b>	<b>185</b>
	<b>Chapter Summary</b>	<b>188</b>
	<b>Case Study Epilogue</b>	<b>188</b>
	<b>Chapter Activities</b>	<b>189</b>
	<b>Key Concepts</b>	<b>190</b>
	<b>Review Questions</b>	<b>190</b>
	<b>Self-Assessment</b>	<b>191</b>
	<b>References</b>	<b>191</b>
<b>9</b>	<b>Assessments and Grades</b>	<b>193</b>
	<b>Case Study</b>	<b>193</b>
	<b>Introduction</b>	<b>194</b>
	<b>Why Have Grades?</b>	<b>195</b>
	<b>Grading Policies</b>	<b>195</b>
	<b>Choosing the Type of Grading Practice</b>	<b>195</b>
	Grading on the Basis of Process	197
	Grading on the Basis of Progress	199

Grading on the Basis of Effort	199
Diversity and Grades	200
Children with Disabilities and Grades	200
Grading on the Basis of Achievement	201

## **Types of Grades 203**

## **The Relationship between Assessments and Final Grades 205**

## **Preparing Final Grades 206**

## **Quality Control Issues with Grades 208**

## **Grades and Retention 208**

## **Avoiding Grade Challenges 209**

## **Communicating with Parents 210**

## **Chapter Summary 210**

## **Case Study Epilogue 211**

## **Chapter Activities 211**

## **Key Concepts 212**

## **Review Questions 212**

## **Self-Assessment 213**

## **References 214**

# **10 Using Standardized Assessments 215**

## **Case Study 215**

## **Introduction 216**

## **Background of Standardized Assessments 216**

### **Types of Standardized Assessments 216**

### **Binet's Test 217**

### **American Hereditarians 218**

### **Transition to Achievement Tests 218**

## **The No Child Left Behind Act and Standardized Assessments 219**

## **Standardized Achievement Tests 219**

### **Types of Standardized Achievement Tests 219**

### **Standardized Group Achievement Tests 220**

### **Available Group Achievement Tests 220**

### **Group Achievement Test Content 221**

Administering Group Achievement Tests	222
<b>Statewide Assessments</b>	<b>222</b>
<b>Diagnostic Achievement Tests</b>	<b>224</b>
Content of Diagnostic Achievement Tests	224
Administering and Interpreting Diagnostic Achievement Tests	224
<b>Aptitude Tests</b>	<b>225</b>
American College Test (ACT)	225
Scholastic Assessment Test (SAT)	226
<b>Intelligence Tests</b>	<b>226</b>
Stanford-Binet Intelligence Scale (4th Edition)	226
Wechsler Test Battery	227
<b>Statistical Measures in Testing</b>	<b>227</b>
Measures of Central Tendency	227
Measures of Variability	228
Scoring Procedures for Standardized Assessments	230
<b>Conducting Conferences about Test Scores</b>	<b>231</b>
<b>Chapter Summary</b>	<b>232</b>
<b>Case Study Epilogue</b>	<b>232</b>
<b>Chapter Activities</b>	<b>233</b>
<b>Key Concepts</b>	<b>234</b>
<b>Review Questions</b>	<b>234</b>
<b>Self-Assessment</b>	<b>234</b>
<b>References</b>	<b>236</b>

## **11 Assessments, At-Risk Students, and Special Education 237**

<b>Case Study</b>	<b>237</b>
<b>Introduction</b>	<b>238</b>
<b>Children at Risk</b>	<b>239</b>
Fetal Alcohol Syndrome	239
Childhood Exposure to Lead	240
Environmental Risk Factors	240
Early Assessment and Education for At-Risk Children	241
<b>Children with Disabilities and Assessment Issues</b>	<b>242</b>

The Defining Aspects of Special Education	242
Special Education Regulations and Procedures	243
Special Education Categories	243
<b>Assessment and Diagnosis of Children with Disabilities</b>	<b>245</b>
Standard Deviation and Special Education	246
<b>Diagnostic Characteristics of Major Special Education Categories</b>	<b>246</b>
Speech Impairments	246
Mental Retardation	247
Learning Disabilities	248
Emotionally Disturbed	251
Attention-Deficit/Hyperactivity Disorder	252
<b>Other Assessment Issues</b>	<b>253</b>
Functional Assessments	253
Assessment Accommodations	253
Assistive Technology	254
Conventional Accommodations	255
<b>Chapter Summary</b>	<b>255</b>
<b>Case Study Epilogue</b>	<b>256</b>
<b>Chapter Activities</b>	<b>256</b>
<b>Key Concepts</b>	<b>257</b>
<b>Review Questions</b>	<b>257</b>
<b>Self-Assessment</b>	<b>258</b>
<b>References</b>	<b>259</b>

## 12 Motivation and Assessment 261

Case Study	261
Introduction	262
<b>Cognitive Views of Motivation</b>	<b>263</b>
Motives and Actions	263
Negative Motivation and Assessments	263
Attribution Theory	266
Locus of Control	267
Learned Helplessness	268
Achievement Motivation	268
<b>Social Cognitive View of Motivation</b>	<b>269</b>

Intrinsic Motivation versus Extrinsic Motivation	270
Development, Motivation, and Assessments	271

<b>Chapter Summary</b>	<b>272</b>
------------------------	------------

<b>Case Study Epilogue</b>	<b>273</b>
----------------------------	------------

<b>Chapter Activities</b>	<b>273</b>
---------------------------	------------

<b>Key Concepts</b>	<b>274</b>
---------------------	------------

<b>Review Questions</b>	<b>274</b>
-------------------------	------------

<b>Self-Assessment</b>	<b>275</b>
------------------------	------------

<b>References</b>	<b>276</b>
-------------------	------------

## **13 Special Considerations with Assessments 277**

<b>Case Study</b>	<b>277</b>
-------------------	------------

<b>Introduction</b>	<b>278</b>
---------------------	------------

<b>Classroom Environment and Assessments</b>	<b>278</b>
--	------------

Creating a Positive Environment	279
Classroom Assessment Environment	280
Classroom Structure and Conditions	281
Seating Arrangements	281

<b>Test Preparation and Assessments</b>	<b>283</b>
---	------------

Formal Preparatory Programs and Assessments	284
Test Preparations Activities	285

<b>Test Anxiety</b>	<b>286</b>
---------------------	------------

<b>Academic Dishonesty and Classroom Assessments</b>	<b>294</b>
--	------------

<b>Chapter Summary</b>	<b>295</b>
------------------------	------------

<b>Case Study Epilogue</b>	<b>296</b>
----------------------------	------------

<b>Chapter Activities</b>	<b>296</b>
---------------------------	------------

<b>Key Concepts</b>	<b>297</b>
---------------------	------------

<b>Review Questions</b>	<b>297</b>
-------------------------	------------

<b>Self-Assessment</b>	<b>298</b>
------------------------	------------

<b>References</b>	<b>299</b>
-------------------	------------

# **14 Teacher Assessment and Teacher Development 301**

**Case Study 301**

**Introduction 302**

**Standards-Based Teacher Assessment 302**

No Child Left Behind and Teacher Quality Standards 303

State Standards 304

National Board Certification 304

School District Standards 307

**Formal Assessment of Teachers 307**

**Preparing for Formal Teacher Assessments 314**

Challenges for New Teachers 316

Teacher Self-Assessment 318

**Chapter Summary 322**

**Case Study Epilogue 322**

**Chapter Activities 323**

**Key Concepts 324**

**Review Questions 324**

**Self-Assessment 324**

**References 325**

**Appendix: No Child Left Behind 327**

**Index 337**



## CHAPTER

# 1 Instruction and Assessment

### Case Study

### Introduction

### Linking Assessment with Instruction

The Missing Link

Types of Objectives

Objectives, Lesson Plans, and Assessments

### Policy and Practice

The No Child Left Behind Act, Assessment,  
and Accountability

Privacy Issues in Providing Assessment Feed-  
back

Individual Differences: Gender and Diversity  
Issues

Inclusion Policies and Assessment Practices

### Chapter Summary

### Case Study Epilogue

### Chapter Activities

### Key Concepts

### Review Questions

### Self-Assessment

### References

## CASE STUDY

Ms. Dupree was hired to teach chemistry in a large urban school district in the New England region. The school district had chronic teacher shortages in recent years. The school system actively recruited people in industry for the district's growing shortages in the physical sciences and mathematics. One recent hire was Ms. Dupree, who formerly was a chemist for eight years at a Fortune 500 company. She decided to teach for a number of reasons, including a long time interest in teaching and a desire to help young people.

Since Ms. Dupree had no education courses, she agreed to an alternative certification program that has two parts: a Master's of Art in Teaching (MAT program) and an intensive four-week in-service program before the start of the fall term. During her first week of the in-service program, Ms. Dupree was handed a bulletin that listed the 47 state-mandated objectives and 22 school district objectives for high school chemistry courses. A school administrator spent three hours explaining that these objectives are directly linked to the statewide accountability plan required by federal legislation under the No Child Left Behind Act. These objectives must be aligned with the curriculum, and Ms. Dupree must demonstrate