



ASSESSING STUDENT LEARNING BY DESIGN

Principles and Practices for Teachers and School Leaders

Jay McTighe and Steve Ferrara
Foreword by Susan Brookhart

How can we help teachers use classroom assessments to gather appropriate evidence for all valued learning goals, and to use those assessments not just to measure learning but to promote it? This book provides an answer in a practical, proven, and principled Assessment Planning Framework that moves away from solely multiple-choice tests toward a wide range of approaches to classroom assessment activities, including performance-based assessments. The Framework examines four different types of learning goals, considers various purposes and audiences for assessment information, reviews five categories of classroom assessment methods, and presents options for communicating actionable results. To the authors, the primary purpose of classroom assessment is to inform teaching and learning, rather than simply to assign grades. This concise resource will be a reliable go-to reference for teachers, school leaders, mentors, and coaches in guiding classroom assessment practices and understanding their underlying principles.

“McTighe and Ferrara map our collective assessment future by strongly advising teachers and school leaders to tap profound school improvement gains by refocusing their assessment spotlight.”

—Rick Stiggins

“Offers a framework that places assessment where it belongs—as part of the daily practice of teachers and students.”

—Douglas B. Reeves

“In a time when high-stakes standardized tests have become the dominant measure of student and teacher success, this book reminds readers that assessment becomes truly valuable as it improves learning.”

—Carol Ann Tomlinson

“A solid, succinct roadmap to improved classroom assessment.”

—James McMillan

“Every classroom teacher should read this book to affirm, fine tune, or challenge their assessment practices.”

—Ken O'Connor

Book Features

- Builds on the classic book *Understanding by Design*, written by Grant Wiggins and Jay McTighe.
- Offers a practical, nontechnical presentation appropriate for teacher preparation and busy practitioners (K-16).
- Explores different purposes for, and methods of, classroom assessment and grading.
- Addresses assessment of academic standards as well as transdisciplinary outcomes, such as 21st-century skills.
- Describes the principles and practices underlying standards-based grading.

Jay McTighe is an educational consultant, bestselling author, and a regular speaker at national and international conferences and workshops. **Steve Ferrara**, senior advisor at Cognia, Inc., was a high school special education teacher, taught at the preschool and graduate school levels, and is a former Maryland state director of student assessment.

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