

## Figure E.2: Sample Likert Questions for Classroom Assessment Tenets

	1	2	3	4	5	
Teachers should design their own assessments in which they independently assign points to items.						Teachers should design their own assessments but use a clearly defined continuum of knowledge and skills to do so, and assign points to items based on the level of knowledge and skill for each item.
Teachers should use percentages and points to score classroom assessments at their own discretion.						Teachers should use percentages and points to score classroom assessments only if they can be interpreted in terms of a specific continuum of knowledge and skill.
Teachers should assign a single score to each assessment regardless of the content addressed in the test.						Teachers should ensure that any score assigned to an assessment represents a single dimension only. If a test covers more than one dimension, a single score should be assigned to each dimension.
Proficiency scales are not necessary because the state standards and the curriculum in the textbooks used in the school or district adequately define the important content.						Proficiency scales should be designed for all important subject matter content at every grade and course level for the school or district.
There should be no single reference point for the assessments designed in the school or district.						Proficiency scales should be the reference point for designing and scoring all assessments.
Teachers should primarily use traditional forced-choice and short constructed-response assessments to determine what students know and can do.						Teachers should use a wide array of types of classroom assessments to determine what students know and can do.
A summative score for a specific student on a specific topic should be computed from a specific summative test.						A summative score for a specific student on a specific topic should be derived from multiple parallel assessments using a well-articulated system for estimating a true summative score.
Teachers should enter all scores assigned to students without exception.						Teachers should ensure that any score or grade entered into a gradebook is judged to have acceptable reliability and validity.
The reliability of classroom assessments should be computed using the same reliability coefficients used for large-scale assessments.						The reliability of classroom assessments should be determined using methods that estimate the aggregate error across parallel assessments.
The validity of classroom assessments should be determined using the same methods employed with large-scale assessments.						The validity of classroom assessments should be determined using argument-based approaches.