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© 2016 [Grading, Reporting, and Professional Judgment in Elementary Classrooms](#) by Sandra Herbst and Anne Davies

Effective classroom assessment supports student learning and achievement. There is no single right answer to the challenges of assessment in the service of learning, but rather many right answers that reflect the subject being taught and the ways of learning and knowing that students need to demonstrate.

Preparing to teach means preparing for students to learn. Within an instructional framework, it involves identifying what comes before. We organize the “before” around the following four professional and instructional responsibilities when teachers:

- determine the learning destination
- research the expected quality levels
- plan to collect reliable and valid evidence of learning
- collect baseline evidence of learning

What happens *during the learning* calls us to constantly adjust, revise, and refine based on a continuous flow of information feedback. As we activate and engage our learners, teachers:

- describe the learning destination and expected quality
- involve students and provide time and support for them to learn
- teach to student needs based on assessment evidence
- collect reliable and valid evidence of learning

Then, at the *end of learning*, we evaluate the degree to which learning has occurred and communicate that to others. This requires that teachers:

- finalize the collection of evidence of learning
- make informed professional judgments
- report learning and achievement
- involve students in the communication process

This framework - which includes before, during, and after - is both familiar and powerful, and a proven practice in achieving informed and quality classroom assessment.