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**Digital Module 20: Classroom Assessment Standards**

Caroline Wylie, Educational Testing Service

Available in the ITEMS Portal at <https://ncme.elevate.commpartners.com>

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**Module Overview**

In this digital ITEMS module, Dr. Caroline Wylie reviews the *Classroom Assessment Standards* developed under the auspices of the *Joint Committee on Standards for Educational Evaluation* and briefly contrasts their role with the *Standards for Educational and Psychological Testing* (2014) issued by APA, AERA, and NCME, which are commonly used to inform quality metrics for high stakes and large-scale assessments. She includes details on the three categories of standards: (1) *Foundations* (these six standards provide the basis for developing and implementing sound and fair classroom assessment); (2) *Use* (these five standards follow a logical progression from the selection and development of classroom assessments to the communication of the assessment results); and (3) *Quality* (these five standards guide teachers in providing accurate, reliable, and fair classroom assessment results for all students). The module contains audio-narrated slides, reflection questions, and a set of resources to support application of the *Classroom Assessment Standards* to classroom assessments within teams of teachers and/or curriculum and assessment developers.

**Keywords:** assessment design, classroom assessment, formative assessment, professional development

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**Prerequisite Knowledge**

Learners should have working knowledge of:

- classroom instructional practices at the K-12 level
- classroom assessment practices at the K-12 level

Learners may also benefit from having had some prior experience in the following areas:

- selecting developmentally appropriate instructional materials
  - linking curriculum standards and objectives to instructional and assessment strategies
  - selecting, implementing or developing classroom assessments
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## Learning Objectives

Upon completion of this ITEMS module, learners should be able to:

- explain the differences between classroom assessment and other forms of assessment used in K-12 contexts (e.g., standardized testing, benchmark tests, common assessments, etc.)
  - identify how the classroom assessment standards apply to different aspects of assessment use: development/selection, use, analysis, application, and reporting/communication
  - apply the standards to specific examples of classroom practice
  - develop a plan for applying the classroom assessment standards in their context
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## Module Structure

The digital module is divided into the sections listed below. After the Introduction, Section 2, 3 and 4 can be reviewed sequentially or independently.

- Module Introduction [*5 minutes*]
- Section 1: Foundation Standards [*60 minutes*]
- Section 3: Use Standards [*60 minutes*]
- Section 2: Quality Standards [*60 minutes*]
- Section 4: Application of the Standards [*30 minutes*]

In the portal site, you can also find a video version of the core content as well as a handout with all core content slides along with other material to support application of these standards to classroom assessment.

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## Module Components

This ITEMS module includes the following components, which are delivered within a web-delivered unified design shell that is compatible across platforms (i.e., laptops, desktops, tablets, cell phones) and was created with modern course development software (Articulate 360):

- - integrated content slides that provide a structured walk-through of the content
- - interactive reflection activities linked to each standard
- - application activities to deepen engagement with the standards

Additional materials may be added over time so check back periodically!

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## Instructor



**E. Caroline Wylie**, *Educational Testing Service*

Caroline Wylie is a Research Director in the Student and Teacher Research Center and Senior Research Scientist at ETS. Her current research centers on issues around balanced assessment systems, with a focus on the use of formative assessment to improve classroom teaching and learning. She has led studies related to the creation of effective, scalable and sustainable teacher professional development, focused on formative assessment, on the formative use of diagnostic questions for classroom-based assessment, assessment literacy and on the role of learning progressions to support formative assessment in mathematics and science. She is specifically interested in issues of rater quality as it relates to formative classroom observations, and the relationship between observations, feedback and changes to practice. She was one of the co-authors of the *Classroom Assessment Standards*, and currently serves as the co-chair for the NCME *Classroom Assessment Task Force*.

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## Instructional Design Team

**André A. Rupp**, *Mindful Measurement*



André A. Rupp is the co-author and co-editor of two award-winning interdisciplinary books entitled *Diagnostic Measurement: Theory, Methods, and Applications* (2010) and *The Handbook of Cognition and Assessment: Frameworks, Methodologies, and Applications* (2016) and has just published the *Handbook of Automated Scoring: Theory into Practice* (2020). His research synthesis- and framework-oriented work has appeared in a wide variety of prestigious peer-reviewed journals. Among other things, he is passionate about improving processes for interdisciplinary collaborations during the development and implementation of scoring solutions for digitally-delivered assessments. Consequently, he is very excited to serve as the associate editor / lead instructional designer of the ITEMS portal for NCME whose mission is to provide free digital resources to support self-directed learning and professional development.

**Xi Lu, Doctoral Candidate at Florida State University**



Xi is a doctoral candidate in the Instructional Systems and Learning Technologies program at Florida State University. Her current research interest focuses on designing and developing optimal learning supports to facilitate STEM learning in digital interactive environments. She also works as a research assistant with Dr. Val Shute on an NSF project targeted at designing various learning supports for a 2D physics game called *Physics Playground* to help middle school kids learn physics. Before coming to FSU, Xi taught Chinese for six years in Monterey Bay, California.

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