

Welcome

Dear Educator,

The boards and school authorities in the North East Region Professional Network Centre have decided to work together to better understand and support assessment in schools. This survey asks about your classroom assessment practices. The results will be used to celebrate the region's successful practices, identify areas that need work, and develop appropriate professional support for educators.

Aporia Consulting Ltd. has been asked to collect, analyze, and report on the data from this survey. Your participation will be anonymous and confidential.

Thank you for your participation.

General Information

This section asks questions about some basic information about you and your experience as an educator. This information will only be used to help us understand the data.

1. I currently teach the following level:

Elementary

Secondary

2. I am a:

Male

Female

3. Including this scholastic year, I have been teaching for:

0-2 years

3-5 years

6-10 years

Over 10 years

4. I have leadership responsibilities in my school that directly involve classroom assessment.

Yes

No

5. In the last five years, I participated in professional development sessions that addressed classroom assessment practices.

I have not participated in any sessions of this nature

Once

Once a year

Once a term

Once a month

Assessment For Learning in NEOSA

6. Over the last five years, I have changed my classroom assessment practices

- Not at all
- A little
- A lot
- I don't know

7. In my school, the resources to which I have access that support classroom assessment practices:

- Don't exist
- Are too old
- Are limited
- Are too new
- I don't know what kind of resources we have that support classroom assessment practices

8. I have a professional community that helps me improve my classroom assessment practices

- Strongly agree
- Agree
- Moderately agree
- Moderately disagree
- Disagree
- Strongly disagree
- I don't know

9. When I think about what I need to improve in my teaching practices, classroom assessment ranks:

- First
- In the top 3
- In the top 10
- It is not something that I need to improve
- I don't know

The Purposes of Classroom Assessment

The questions in this section are about the purpose of your classroom assessment practices.

10. Since September 2006, I have developed classroom assessment activities to be able to do the following:

	Never	Once a term	Once a month	Twice a month	Once a week	Twice a week	Daily	I don't know
To determine student achievement	jn	jn	jn	jn	jn	jn	jn	jn
To give feedback on the strategies students use when completing their work	jn	jn	jn	jn	jn	jn	jn	jn
To help me understand student progress in understanding any given concept in a unit	jn	jn	jn	jn	jn	jn	jn	jn
To help me decide what to do next in my teaching	jn	jn	jn	jn	jn	jn	jn	jn
To collect information that I can share with parents/guardians about student achievement	jn	jn	jn	jn	jn	jn	jn	jn

11. Indicate to what extent you agree with the following statements.

	Strongly agree	Agree	Moderately agree	Moderately disagree	Disagree	Strongly disagree	Don't know
I think about the different purposes of classroom assessment as I develop my teaching plans.	jn	jn	jn	jn	jn	jn	jn
Many classroom assessment purposes are not relevant to my teaching.	jn	jn	jn	jn	jn	jn	jn
I purposefully choose classroom assessments to discriminate between which students really deserve a level 4 (an A).	jn	jn	jn	jn	jn	jn	jn
I am confident in which classroom assessment strategy to use so that I can find out what I need to know for my teaching.	jn	jn	jn	jn	jn	jn	jn
I am confident in which classroom assessment strategy to use so that I can find out what I need to know for my students' learning.	jn	jn	jn	jn	jn	jn	jn

Developing Assessment

The questions in this section asks about your practices when you develop assessments for your classes.

12. Since September 2006, how often have you done the following:

	Never	Once a term	Once a month	Twice a month	Once a week	Twice a week	Daily	Don't know
I developed the classroom assessment strategies I used for a unit while I was developing the unit for a class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I developed classroom assessment activities after I taught a unit.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I developed classroom assessment activities while I was teaching a unit.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I used the classroom assessment resources available with my teaching resources.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I used both formal and informal ways of questioning students during a single unit.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
Before I decided if a student had learned a concept, I corroborated information from several assessment sources.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ

Using Classroom Assessment Information

The questions in this section are about how you use classroom assessment information in your classroom.

Assessment For Learning in NEOSA

13. Since September 2006, I have used information from classroom assessments:

	Never	Once a term	Once a month	Twice a month	Once a week	Twice a week	Daily	Don't know
To provide students with grades or marks.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To examine student work to understand what students have learned.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To examine student work to understand how students are learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To report to parents on students success.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To diagnose a student's learning problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To provide feedback to students on their learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To think about what is working in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To think about what is not working in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop new instructional strategies in my class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To rework my lesson plans for the rest of the unit.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make decisions about how to support the learning of individual students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To show students where they are on a learning continuum.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment For Learning in NEOSA

14. Indicate to what extent you agree with the following statements.

	Strongly agree	Agree	Moderately agree	moderately disagree	Disagree	Strongly disagree	Don't know
I use the learning expectations to develop classroom assessment activities.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I connect the learning expectations in a unit to the classroom assessment activities.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I use informal assessments to help decide to teach a learning expectation again to my class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I correct homework assignments so that I can determine what learning expectations students have learned in my class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
When I return homework assignments to students, I tell them that the results are an indication of what level they have achieved.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
When I return homework assignments to students, I tell them that the results are an indication of what they need to still work on learning.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I interpret information from classroom assessments to inform my use of the curriculum learning expectations.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I show students an example of the work expected before they engage in the work.	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I explicitly identify what students will learn throughout a lesson.	jñ	jñ	jñ	jñ	jñ	jñ	jñ

Instruction and Learning

The questions in this section are about how your classroom assessment is linked to your instruction and student learning.

Assessment For Learning in NEOSA

15. Since September 2006, how often have you done the following:

	Strongly agree	Agree	Moderately agree	Moderately disagree	Disagree	Strongly disagree	Don't know
I required students to explain their reasoning when completing an activity.	jn	jn	jn	jn	jn	jn	jn
I asked students to explain concepts to one another.	jn	jn	jn	jn	jn	jn	jn
I used informal assessments to help decide on which teaching strategy I should use next.	jn	jn	jn	jn	jn	jn	jn
I used the results of an assignment as a basis for class discussion.	jn	jn	jn	jn	jn	jn	jn
I used what students did not get right on a classroom assessment to explain what they needed to do next to better understand the concept.	jn	jn	jn	jn	jn	jn	jn
I explicitly connected the results of classroom assessments to my instructional practices.	jn	jn	jn	jn	jn	jn	jn
I used provincial assessment information to think about what is working in my class.	jn	jn	jn	jn	jn	jn	jn
I used provincial assessment information to think about what is not working in my class.	jn	jn	jn	jn	jn	jn	jn
I synthesized and integrated assessment data to make decisions about instructional strategies for individual students.	jn	jn	jn	jn	jn	jn	jn
I synthesized and integrated assessment data to make decisions about the performance level of individual students.	jn	jn	jn	jn	jn	jn	jn
I purposefully examined classroom assessment information to decide how well I taught a lesson.	jn	jn	jn	jn	jn	jn	jn
I changed a lesson after looking at classroom	jn	jn	jn	jn	jn	jn	jn

Assessment For Learning in NEOSA

assessment information.

I changed a unit plan after considering the provincial assessment information.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I used the results of an assignment to change my lesson plan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
---	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

I developed a new way of teaching a concept after having considered the results of classroom assessment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
--	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------	-----------------------

16. Indicate to what extent you agree with the following statements.

	Strongly agree	Agree	Moderately agree	Moderately disagree	Disagree	Strongly disagree	Don't know
I teach a lesson first, then I assess student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I know what to do when a student is not learning a concept.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I do not recognize when I'm teaching and when I'm assessing students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I integrate formal and informal assessment activities in my lessons.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are few readily available assessment activities that I can use in my classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I don't really have time to develop classroom assessment activities that will help me learn about my students' learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
No matter how hard I try, I can't make the connection from assessment results to my instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some concepts are too hard for all students to learn in the grade level I teach.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I don't really know how to develop classroom assessment activities that will expose my students'	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Assessment For Learning in NEOSA

misconceptions.

Testing is the only form of real assessment.

jñ

jñ

jñ

jñ

jñ

jñ

jñ

Assessment and Students

The questions in this section ask about your classroom assessment practices in relation to the students.

17. Since September 2006, how often have you done the following:

	Never	Once a term	Once a month	Twice a month	Once a week	Twice a week	Daily	Don't know
I used informal assessment to help report on student performance.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I had students correct their own homework in class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I had students exchange assignments to correct in class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I gave feedback on homework to the whole class.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I gave feedback on homework to individual students.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I asked students about how they were making decisions while they were working on an assignment.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I reflected on the responses of students in class to understand how they were learning.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I interpreted and communicated assessment information to students to help them use it for their learning.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I record all of the assessment information that I collect from my students.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ
I observed students while they work on an assignment.	jñ	jñ	jñ	jñ	jñ	jñ	jñ	jñ

Assessment For Learning in NEOSA

18. Since September 2006, how often have you done the following:

	Never	Once a term	Once a month	Twice a month	Once a week	Twice a week	Daily	Don't know
I combine learning for several topics to have a better understanding of students learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I assess student learning of a concept before I teach a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used diagnostic assessment results to develop a lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I provide students with examples of student work from previous years to present to my students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I required students to review their work and compare it to what they need to accomplish.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I allowed students to work at their own pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I made sure all students moved to the next lesson as a whole group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I found time to stop teaching the curriculum and to review concepts some students did not understand.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I used assessment information to group students in class for learning groups.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I organized groups of students to work at their own group pace.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I required students to explain their reasoning when they give an answer in classroom discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Optional Section

This page welcomes comments from you regarding classroom assessment.

Assessment For Learning in NEOSA

19. If you have any comments that you would like to share regarding classroom assessment practices, please do so in the text box provided below.

Thank you

Thank you for completing this survey. The results will be available in a report sent to all the participating boards and school authorities.