

Beliefs about mathematics assessment

Unproductive beliefs	Productive beliefs
The primary purpose of assessment is accountability for students through report card marks or grades.	The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.
Assessment in the classroom is an interruption of the instructional process.	Assessment is an ongoing process that is embedded in instruction to support student learning and make adjustments to instruction.
Only multiple-choice and other "objective" paper-and-pencil tests can measure mathematical knowledge reliably and accurately.	Mathematical understanding and processes can be measured through the use of a variety of assessment strategies and tasks.
A single assessment can be used to make important decisions about students and teachers.	Multiple data sources are needed to provide an accurate picture of teacher and student performance.
Assessment is something that is done to students.	Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.
Stopping teaching to review and take practice tests improves students' performance on high-stakes tests.	Ongoing review and distributed practice within effective instruction are productive test preparation strategies.