

## ASSESSMENT BELIEFS: NCTM & CPM

		PRODUCTIVE BELIEF	UNPRODUCTIVE BELIEF
<b>N C T M</b>	1	The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.	The primary purpose of assessment is accountability for students through report card marks or grades.
	2	Assessment is an ongoing process that is embedded in instruction to support student learning and make adjustments to instruction.	Assessment in the classroom is an interruption of the instructional process.
	3	Mathematical understanding and processes can be measured through the use of a variety of assessment strategies and tasks.	Only multiple choice and other “objective” paper-and-pencil tests can measure mathematical knowledge reliably and accurately.
	4	Multiple data sources are needed to provide an accurate picture of teacher and student performance.	A single assessment can be used to make important decisions about students and teachers.
	5	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.	Assessment is something that is done to students.
	6	Ongoing review and distributed practice within effective instruction are productive test preparation strategies.	Stopping teaching to review and take practice tests improves students’ performance on high-stakes tests.
<b>C P M</b>	7	Authentic assessment means assessing in a manner that mirrors the way the students have learned, and focusing on what the students know, rather than what the students do not know.	Authentic assessment means asking students “real world” problems to solve.
	8	Assessment, as with the learning, should focus on the big ideas and the connections to assess for understanding, and not on the fine grain-sized skills.	It is important to assess students multiple times on a single skill or concept, asking every variation of the skill.
	9	Assessment and teaching should be seamlessly interwoven, and time should be spent on both. Because of the lack of time most teachers have, it is important to assess wisely, and use the supports that are in place.	There is not enough time to develop good assessments and good lessons, so the little time there is should be spent on developing lessons.
	10	Assessment is the process of understanding student learning, and grading is evaluating that understanding. The bulk of the teacher’s time should be spent on assessing rather than grading.	Assessment and grading are one and the same, so to assess students, a teacher must spend time grading student papers.