



## Reflection & Tips: Classroom Assessment

Take a moment to reflect on your skills and comfort in assessing the multiple teacher, student, and classroom data points to be collected during classroom observations. Look over the list of skills below and then ask yourself the following questions:

### Key Assessment Skills

- Conveying an accepting and nonjudgmental attitude during the interview and observations
- Finding times to observe when the problem behaviors are most likely to occur
- Being able to multitask as you collect a lot of information at the same time during observations
- Being able to make quick "yes" or "no" decisions about whether a behavior happened without second-guessing yourself

- What are the aspects of assessing the classroom that I do especially well?
- What are the aspects of assessing the classroom that I could improve?
- What will get in the way of me conducting classroom assessments with teachers in a productive way?
- How can I overcome these potential challenges?
- What is one thing I would like to improve upon when it comes to classroom assessments?

Complete the following sentences in your own words:

**Improving my classroom assessment skills is important because...**

**I am confident that I can improve my classroom assessment skills because...**



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### Building Your Skills

Challenges	Tips from the Field
<p><i>The teacher says that the students act differently and are better behaved when I am in the classroom observing.</i></p>	<p>Consider coming for multiple visits so that the students grow more accustomed to seeing you. Also, reflect with the teacher on whether the times identified are truly the most challenging during the day.</p>
<p><i>The teacher indicates that they are very anxious when you are in the classroom observing.</i></p>	<p>Attempt to reassure the teacher that you are only there to be helpful. Indicate that you will share your observations with no one else but the teacher. Make sure to smile and be positive when you enter the classroom and be as unobtrusive as possible.</p>
<p><i>The classroom is so disruptive that it is a challenge to collect an accurate frequency of disruptive behaviors.</i></p>	<p>Some classrooms are more challenging than others. Work to capture as many disruptions as possible, making notes of the types and severity of behaviors you observe. This is reflective of how chaotic the classroom is and can be important to share with the teacher. The actual numbers of disruptive behaviors will be less important than the specifics of those behaviors.</p>
<p><i>Unsafe behaviors (e.g., fighting, students running with sharp objects) were observed to occur in the classroom. What should I do?</i></p>	<p>While it is important to be discrete and not interact during observations, when unsafe situations occur, you should feel that you can help the teacher and intervene in a manner that is respectful of the situation. Students' safety is more important than gathering data.</p>