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Nota di contenuto	Book Cover; Title; Copyright; Contents; Preface; CHAPTER ONE Introduction to Classroom Assessment; CHAPTER TWO The Why, What, and When of Assessment; CHAPTER THREE Assessing Achievement Using Selection and Short-Answer Tasks; CHAPTER FOUR Assessing Student Achievement Using Extended Response and Performance Tasks; CHAPTER FIVE Assessing Student Classroom Behavior and Effort; CHAPTER SIX Interpreting Assessment Results; CHAPTER SEVEN Grading and Other Decisions; CHAPTER EIGHT Communicating Assessment Results; References; Glossary; Author Index; Subject Index
Sommario/riassunto	This book is based on the belief that decision making is perhaps the most critical of all teaching skills and that good assessments lie at the core of good decision making. To become better teachers then, teachers must learn to make informed decisions about both individual students (learning decisions) and about groups of students (teaching decisions). This book gives equal status to both types of decisions and shows how assessment is integral to both. The organization of the book is sequential, mirroring the way in which information should be used to make decisions. It begins with a