
Anthology Guidelines

- a. Tests, prompts and tasks should be placed into each anthology in different sections.
- b. All student work should be labeled by date and, at the secondary level, by subject.
- c. Attached to student work should be a copy of the assessment instrument and, where used, the scoring scale.
- d. Within each of the sections, all student work should be kept in the order in which it was done.
- e. Anecdotal records are valuable if specific enough in detail to reveal to the reader what behaviors were observed that warrant the conclusion in the records.
- f. Student journals are valuable if they reflect on what the student is learning and the rationale for the strategies of learning and/or problem solving being employed.
- g. The anthology as a whole should give a reliable, holistic picture of the student across the subjects, across the modes, and in the content standards and performance competencies spelled out by the district, the state and/or a national organization.

1. CRITERIA FOR TESTS/QUIZZES

- A. Comprehensive evidence of the factual knowledge as set out in the district's, state's and/or national standards
- teacher-made tests that assess factual information, concepts and skills
 - teacher-made tests that indicate growth in knowledge through pre- and post-testing
 - end-of-grade/course test results
 - standardized norm-referenced or criterion-referenced test results together with a key to explain the material covered by the test or the criterion measured
 - skills checklist when attached to materials supporting the judgment of the teacher.
- B. Comprehensive evidence of student work showing or explaining the strategies used to answer the question(s)
- multiple-step questions revealing the knowledge used and the student's capacity to skillfully process the information called for
 - questions requiring the student to reflect upon and explain what was learned in taking the test.

These tests best reveal the breadth of the student's knowledge against the district, state and/or national content standards.

2. ACADEMIC PROMPTS

- A. Complex questions that require the student to think critically, not just recall knowledge, and to prepare a product or performance.
- questions that require the student to make connections among concepts and subjects
 - questions that have more than one right answer and require a defense of the answer given
 - questions that required the development of a strategy for solving them, and the strategy is multi-stepped
 - questions that require a student to reveal mastery of knowledge in complex, direct ways
 - questions that require the student to move through several drafts, rarely completed in one sitting (and where the anthology includes the final product and the drafts it when through)
 - questions that require an inter-disciplinary approach.
- B. Complex questions that require a student to reveal the capacity to see a concept from a variety of perspectives.
- C. Complex questions require the student to apply knowledge in a new or novel way.
- D. Complex questions require students to create new knowledge.

These prompts best reveal the depth of the student's understanding of the concepts , the sophistication of the student's skills , and the student's performance competencies as set forth in the district's , state's and /or national standards.

3. TASKS

These challenges can be both short-term and long-term, multi-staged projects. Like a prompt, they are complex and require production or performance. They differ from prompts in the following ways:

- They mirror the challenges faced by adults.
- They require the student to address an audience that is meaningful.
- There is an intent that relates to the identified audience, and the kind of restraints and opportunities an adult would find in a similar setting.

This type of assessment explores the student's capacity "to know what to do when they don't know what to do"; it is, thus, student directed, not teacher led.

The sum of these tasks should reveal the depth of the student's understanding of the concepts and the student's sophistication of skills, as set forth in the district's, state's and/or the national standards, and the student's capacity to deal with this understanding and sophistication in the situations he or she will face as adults.