that the authors use to illustrate the practical strategies for student achievement and for organizational improvement is noteworthy. The chapters are designed to engage multigrade-level teachers and administrators in the importance of using data to drive instruction, with assessment being the central focus. As such, the content and foreword summaries help the reader make connections among the chapters and provide valuable information for critical thinking. The text skillfully connects to the reader with figures, real examples of children’s work, and easy-to-use templates that demonstrate the points being made and provide relevant material to apply in the classroom.

Though many of the chapters included in the book are grounded in the Backward Design Model (Wiggins and McTighe 2001), which suggests that learning experiences should be planned with the final assessment in mind, this framework was not explicit until later in the book, leaving one to wonder whether this was deliberate or an afterthought to the theoretical construct. Teachers not familiar with starting with the end in mind might not be able to grasp the importance of assessment in this context. Having said this, perhaps Chapter 6, “Refining Instruction,” would have served better as Chapter 1. Furthermore, professional development, as Dunaway, Kim, and Szad (2010) found in their Individual Growth Plan (IGP) study, sets standards of research and best practice, expands teacher knowledge, enhances skills, and boosts performance, thereby increases student learning. Yet, the book stops short of thoroughly exploring professional development, a critical element in applying assessment rigorously and effectively.

The chapters could serve as examples of assessment retooling. Multigrade-level teachers and administrators will value the illustrations and narratives throughout the book. Normally, implementation of assessment without theoretical construct and professional development—the areas not included in this book—can be overcome through discussions, critical friends’ groups, and professional learning communities.

References