So What Do They Really Know?  
Assessment That Informs Teaching and Learning  

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Summary

In *So What Do They Really Know?* Cris Tovani explores the complex issue of monitoring, assessing and marking students’ thinking and performance with fairness and fidelity. Like all teachers, Cris struggles to balance her student-centred instruction with school system mandates. Her recommendations are realistic and practical; she understands that what isn’t manageable isn’t sustainable.

Cris describes the systems and structures she uses in her own classroom and shows teachers how to use assessments to monitor student growth and provide targeted feedback that enables students to master content goals. She also shares ways to bring students into the assessment cycle so they can monitor their own learning, maximising motivation and engagement.

*So What Do They Really Know?* includes a wealth of information:

- Lessons from Cris’s classroom
- Templates showing how teachers can use the workshop model to assess and differentiate instruction
- Student work, including samples from linguistically diverse learners, struggling readers and university-bound seniors
- Anchor charts of student thinking
- Ideas on how to give feedback
- Guidelines that explain how conferring is different from monitoring
- Suggestions for assessing learning and differentiating instruction during conferences
- Advice for managing ongoing assessment

Chris’s willingness to share her own struggles continues to be a hallmark of her work. Teachers will recognise their own students and the challenges they face as they join Chris on the journey to figure out how to raise student achievement.

Other Resources

- *Do I Really Have to Teach Reading* (SHP5213)
- *I Read It, but I Don’t Get It: Comprehension Strategies for Adolescent Readers* (SHP8085)
- *The Fluency Factor: Authentic Instruction and Assessment for Reading Success in the Common Core Classroom* (TCP8924)
- *What Every Secondary School Teacher Needs to Know About Reading Tests (From Someone Who Has Written Them)* (SHP6784)