

## Preface

**T**he purpose of this book is to provide you with a practical guide for (1) using learning groups for assessment purposes by making groups a context for individual and self-assessments and by assessing groups as a whole and (2) using learning groups in more effective ways. Read this book carefully and apply its content immediately and often in the classes you teach.

With the call for increased accountability of schools, there has been an emphasis on assessment. In this book we have presented a wide range of procedures for assessment in a meaningful and practical format that makes them easy to understand. Most of the more powerful and interesting assessment procedures require a group context. Learning groups provide the setting in which assessment procedures can be integrated with instruction and enhance the learning of each individual group member. With the use of learning groups, you can link what is taught with what is measured. The more skillfully instruction and assessment are interwoven in learning groups, the more students will learn and the more successful you will be as a teacher.

This book will be most useful when you read it within the context of a learning group. In reading and discussing this book with others, you are then in position to help each other implement new assessment procedures with real fidelity in your classrooms. Implementing new assessment procedures, as with all teaching, is like being in love—it always goes better with two.

We would like to thank Linda Johnson for her help and assistance. Her creativity and hard work are deeply appreciated.