



# Creating Meaningful Assessments



# Six Types of Assessment

- Selected Response/Forced Choice
- Essay
- Short, Constructed Response
- Oral Response/Report
- Performance Tasks and Portfolios
- Informal Observation/Personal Communications



# Selected Response

- Classic, “objective” pencil & paper test
- Answers are “right” or “wrong”
- Typical item formats include:
  - Multiple choice
  - True/false
  - Matching
  - Short answer/fill-in



# Essay

- Students write an extended response to a question
- Students react to and use information to construct response – not just recall
- Students comment on general concepts or relationships among ideas



# Short, Constructed Response

- “Mini-essays”
- Students explain or describe important learning related to core knowledge and skills



# Oral Response/Report

- Essays in oral format
- Either long or short
- Students need time to construct and practice
- Probe individual student strengths and weaknesses
- Evaluate knowledge and skill levels



# Performance Tasks and Portfolios

- Students apply knowledge and defend their reasoning
- Often “real life” situations
- Engender deeper understanding of content
- Portfolios are purposeful collections of student work that exhibit efforts, progress, or achievement in given areas



# Informal Observation/Personal Communications

- Watching students go about daily business
- Informally talking to students during lessons
- Listening to questions students ask/answer
- Conferencing
- Daily logs can be used to record behaviors

# Which Type of Assessment is Appropriate?



# Questions to Ask



- Why
  - Who will use the info?
  - How will it be used?
- What
  - What are the targets?
  - Are they clearly communicated?


# Questions to Ask



- How
  - What is the best method to get the target information?
- How much
  - How many test items do you need to get the necessary information?

# Link Assessment Methods to Assessment Targets

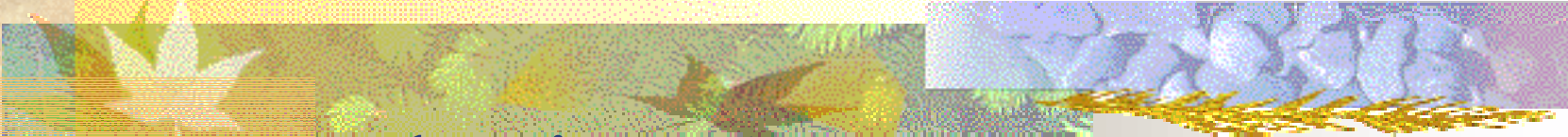
•SPECIFIED TARGET	•Selected Response	•Essay	•Performance	•Personal Communications
•Knowledge Mastery	•Can sample mastery of elements of declarative knowledge	•Can tap understanding of relationships among elements of declarative knowledge	•Not a good choice for this target	•Can ask questions, evaluate answers and infer mastery – time-consuming option
•Reasoning Proficiency	•Can assess understanding of basic patterns of reasoning	•Descriptions of complex problem solutions can provide window into reasoning	•Can watch students solve problems and infer about reasoning proficiency	•Can ask students to “think aloud” or ask questions to probe reasoning
•Performance Skills	•Can assess mastery of underlying knowledge – cannot judge the skill itself	•Can assess mastery of underlying knowledge – cannot judge the skill itself	•Can observe and evaluate procedural knowledge skills as they are performed	•Strong match when skill is oral communication proficiency
•Ability to Create Products	•Can assess mastery of underlying knowledge – cannot judge the quality of the product	•Can assess mastery of underlying knowledge – cannot judge the quality of the product	•A strong match to assess: (a) proficiency in carrying out steps, (b) attributes of product itself	•Can probe procedural and knowledge of attributes of quality products – not product quality



# Which Method is Appropriate?

## Questions to Ask

- What do my students need to know and understand to be able to meet this standard?
- What patterns of reasoning must my students master to be ready to meet this standard?
- What performance skills, if any, must my students have mastered in order to be ready to meet this standard?
- What product design and development capabilities must my students have mastered in order to be ready to meet this standard?



# Developing Assessments: Problems that Arise

- Potential problems within the student
- Possible problems within the assessment context
- Problems that arise from the assessment itself



# Potential Problems Within the Student

- Lack of reading skill
- Language barriers
- Emotional upset
- Poor health
- Physical handicap
- Lack of motivation at time of assessment
- Lack of testwiseness
- Lack of personal confidence



# Possible Problems Within the Assessment Context

- Noise distractions
- Poor lighting
- Discomfort
- Lack of rapport with the assessor
- Cultural insensitivity in assessor or assessment
- Lack of proper equipment



# Problems that Arise from the Assessment Itself

- Directions lacking or vague
- Poorly worded questions
- Poor reproduction of test questions

When you fully understand your assessment options, you can decide which kind of assessment suits your needs.

