



Types of Assessment

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**What type of assessment do
you use?**

Why do you use it?



Survey

How Learner-centered is your
classroom?



Types of assessment

- **Summative**: to provide information about performance at the end of a course;
- **Formative**: to provide support for future learning;
- **Certification**: selecting by means of qualification and
- **Evaluative**: a means by which stakeholders can judge the effectiveness of the system as a whole



Summative Assessment

- Evaluation at the conclusion of a course of study
- Judges student skills or knowledge
- Evaluates degree to which course met its goals
- May determine whether a student earns credit for a course



Examples of Summative Assessment

- State assessments
- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams
- Scores that are used for accountability for schools and students (report card grades).

<http://www.nmsa.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>



Formative assessment

- Provides feedback to students about their learning progress
- Informs teachers of areas of mastery and areas for growth
- Occurs during the unit of learning
- Ongoing
- May be informal
- Shapes future learning



Examples of Formative Assessment


- ***Criteria and goal setting*** with students engages them in instruction and the learning process by creating clear expectations.
- ***Observations*** go beyond walking around the room to see if students are on task or need clarification because they are recorded and used in feedback.
- ***Questioning strategies*** should be embedded in class activities allowing learners to think critically about what they are learning.



Examples continued

- ***Self and peer assessment*** helps to create a learning community within a classroom.
- ***Student record keeping*** helps students better understand their own learning as evidenced by their classroom work.

• http://www.nmsa.org/portals/0/pdf/publications/Web_Exclusive/Formative_Summative_Assessment.pdf



What are some examples of student-centered assessment techniques?

- Peer or group (team) tutoring, editing, assessing
- Oral presentations, debates, discussion boards
- Portfolios, journals, projects
- Readiness assessments, quick assignments
- Self-assessments, reflection papers



Examples continued...

- Exhibits, performances, demonstration of skills
- Case studies, scenarios, problem solving exercises
- Papers, reports, essays, creative writing
- Conducting experiments, research
- Capstone experiences
- Grading rubrics



Alternative assessment and Authentic assessment

- **Alternative assessment** is considered to be an approach to finding out what students know or can do that deviates from standard, traditional testing.
- **Authentic assessment** are procedures for evaluating student achievement or performance using activities that represent classroom goals, curricula, and instruction or real-life performance.



Ideas for Authentic Assessment:

- Oral interviews, storytelling, text retelling, writing samples, thematic projects, exhibitions, experiments, demonstrations, constructed-response items, observations, portfolios, (including showcase portfolios, collections portfolios, assessment portfolios), self-assessment exercises, oral interviews, pictured-cued descriptions, radio broadcasts, video clips, information gaps, improvisations, role plays, simulations, oral reports, debates, oral language portfolios, literature response journals, literature discussion groups, reciprocal teaching, think-aloud exercises, reading logs, interviews, reading/writing portfolios, dialogue journals, writing conferences, learning logs, book talks...



Traditional vs. Authentic Assessment Methods

Traditional Assessment

- Generally relies on forced-choice, written measures
- Relies on proxy measures of student learning to represent target skills
- Encourages memorization of correct answers
- Goal is measure acquisition of knowledge
- Curriculum directs assessment.

Authentic Assessment

- Promotes integration of various written and performance measures
- Relies on direct measures of target skills
- Encourages divergent thinking in generating possible answers
- Goal is to enhance development of meaningful skills
- Assessment directs curriculum.

Comparison continued ...

Traditional Assessment

- Emphasis on developing a body of knowledge
- Promotes “what” knowledge
- Provides a on-time snapshot of student understanding
- Emphasizes competition
- Targets simplistic skills or tasks in a concrete, singular way
- Priority on summative outcomes or product

<http://net.educause.edu/ir/library/pdf/ELI3019.pdf>

Authentic Assessment

- Emphasis on ensuring proficiency in the real world.
- Promotes “how” knowledge
- Provides an examination over a period of time
- Emphasizes cooperation
- Prepares students for ambiguities and exceptions that are found in realistic problem settings
- Priority on the learning sequence or process



Now its time for an activity!

- **Word Journals**

- **Choose** one word that you think represents this session, and write a journal entry explaining your choice.




Another activity

- **One Sentence Summary -**
- Write a one sentence summary of what we have covered up to this moment.



What kind of activities have you just finished?



Yes, they are examples of
classroom assessment
techniques. (CAT)
There are more types.



Examples of Classroom Assessment Techniques (CAT)

- **Background Knowledge Probe** - student familiarity with terms or basic problems in topic area is assessed.
- **Appropriate Analogies** - students generate linkages between class material and other knowledge.
- **One-Minute Paper/Summaries** - students identify key points from the class session.
- **Muddiest Point** - students identify the most unclear part of the class session.



Examples continued...

- **Applications Card** - students pull out key ideas and how they might apply them.
- **One Sentence Summary** - class material is boiled down to one sentence.
- **Group Informal Feedback on Teaching** - students work in small groups to generate course feedback.
- **Pro and Con Grid** - analysis of a key idea or approach.



Examples continued...

- **Word Journals** - one word is chosen to represent the class/week around which the student writes a journal entry explaining their choice of words.
- **Punctuated Lecture** - teacher stops lecture at 1-2 points and asks students to reflect on what they are learning and how.
- **Electronic Mail Feedback** - feedback about the course is requested over email/list-serv.



Examples continued...

- **Concrete Maps** - free association of terms and subsequent visual mapping of relationships.
- **Human Tableau/Class Modeling** - different points of the room are used to represent choices, students are posed questions and then locate appropriately.
- **Classroom Opinion/Problem Poll** - teacher poses multiple choice questions, students respond on held-up cards.



Selecting methods of assessment

- When selecting methods of assessment, one must think of learning outcomes produced for the course being taught.
- The handout you will get will help you choose appropriate assessments methods for “eight broad categories of learning outcomes”.

Nightingale et al (1996)



Activity

- Try to modify one or more assessment activity/ies to match one of the learning goals you have created in your course.



Thank you