

Types of assessment

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Formal v. informal

Formal: planned in advance; lack spontaneity; disrupt instructional process; students know how will be administered and how utilized

Informal: often spontaneous; less obvious; allow continuous flow of instruction

Quantitative v. qualitative

Standardized v. non-standardized

Standardized: compare students from different groups; require/involve specific standards and procedures

Non-standardized: teacher made; focus on particular areas of instruction; used to determine if subject is being effectively taught; does not require comparison beyond the classroom

Norm-referenced v. criterion-referenced

Norm-referenced: shows where student's performance lies in comparison to other students

Criterion-referenced: shows student performance as compared to set of criteria or objectives; helps determine degree to which students have mastered material; evaluates individual student, not whole group

Traditional v. alternative (authentic)

Traditional: only one correct response; usually pencil and paper; quick and easy way to check comprehension for whole group; quick and easy to score; typically focus on lower-level thinking skills

Alternative (authentic): concentrates on application of knowledge, often in real-world setting; usually more meaningful; generate higher-order thinking; time consuming to develop and score

Objective v. subjective

Objective: one right answer per item; scorer cannot influence score; structured response assessments through recognition task instruments

Subjective: several possible answers or one single answer with several ways to get there; scorer can influence score/ variance dependent upon scorer; constructed response assessments through verbalization task instruments

What are the characteristics of a good assessment instrument?

- one that students are prepared for
- one that is not out to trick students
- one that serves to help students demonstrate knowledge
- one that is clearly organized and constructed
- one that is administered fairly
- one that engages students in a number of thinking activities across multiple levels of the taxonomy
- one that allows students to exercise test-taking skills

What are the characteristics of a bad assessment instrument?

- one that favors one group of students over another (design or hints)
- one that encourages cheating through construction, form, etc
- one that is designed or administered as a punishment
- one that does not allow students to demonstrate comprehension and knowledge

Planning to assess

Assessment must begin in planning phase of instruction

This is because:

- guide decisions about instructional process
- serve as basis for determination of instructional goals and objectives
- determines what materials to use
- determines how will address differing learning styles
- determine pace
- assure balance b/w formal and informal
- determine at what point shift from formative to summative

In order to assure that there is symbiosis b/w instruction and assessment, must account for assessment in both **UNIT** and **LESSON** plan

When planning and planning to assess, keep a few things in mind:

- there is no one right way to plan – the only wrong way is not to plan at all
- you can still be creative and flexible (you should be)
- your instructional objectives should be directly and overtly linked to your assessment intentions (lead to what you want to achieve by end of unit)
- you are doing more than just teaching and assessing “stuff”
 - o Bloom’s taxonomy classifies then other “stuff” into 3 domains
 - Cognitive (knowledge, comprehension, application, analysis, synthesis, and evaluation)
 - Affective (emotions, values, beliefs)
 - Psychomotor (physical movement)

As you plan to deliver instruction across these domains and levels, you should also plan to **ASSESS** across these domains and levels.