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## ASSESSING STUDENT LEARNING - PART 1

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Teaching has nothing to do with what the teacher covers. Learning has to do with what the student is able to accomplish.

Harry K. Wong & Rosemary T. Wong
In
The First Days of School
AN INTRODUCTION TO ASSESSING STUDENT LEARNING
Part 1

CORE SESSION OBJECTIVES

As a result of this workshop, the participants will:

- Be aware of the differences between standardized tests and classroom assessments.
- Recognize advantages and disadvantages of the four major categories of assessments.
- Recognize the characteristics of effective test/quiz questions.
- Understand and Apply Webb’s Depth of Knowledge to questions.

From Accreditation Standard #4
Assessment of Student Learning
New England Association of Schools and Colleges

- TEACHERS SHALL USE VARIED ASSESSMENT STRATEGIES TO DETERMINE STUDENT KNOWLEDGE, SKILLS, AND COMPETENCIES AND TO ASSESS STUDENT GROWTH OVER TIME.

- TEACHERS SHALL BASE CLASSROOM ASSESSMENT OF STUDENT LEARNING ON SCHOOL-WIDE AND COURSE-SPECIFIC RUBRICS.
**ACTIVITY 3**

**KEY QUESTIONS ABOUT ASSESSING STUDENT LEARNING**

Directions: With 2 or 3 other students, identify three or four key questions about classroom assessment of student learning that you would like answered in this core session. Keep in mind your responses to Activity 1 ("What to Assess") which you completed at home.

<table>
<thead>
<tr>
<th>THREE KEY QUESTIONS ABOUT ASSESSMENT</th>
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<tr>
<td>1.</td>
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<td>2.</td>
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If any of your questions are not answered during the session, email Paul Vicinus with the questions (paul_vicus@whps.org).
BLOOM'S TAXONOMY OF THINKING

Original Version

Evaluate
Synthesis
Analysis
Application
Comprehension
Knowledge

Revised Version

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Source: “Bloom's Taxonomy: Original & Revised” by Mary Forehand (www.coe.uga.edu/epltt/bloom.htm). Permission to use granted by the College of Education at the University of Georgia
# Definitions of Levels of Thinking

<table>
<thead>
<tr>
<th>Level of Thinking</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Creating</td>
<td>Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Making judgments based on criteria and standards through checking and critiquing.</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.</td>
</tr>
<tr>
<td>Applying</td>
<td>Carrying out or using a procedure through executing or implementing.</td>
</tr>
<tr>
<td>Understanding</td>
<td>Constructing meaning from oral, written, and graphic messages.</td>
</tr>
<tr>
<td>Remembering</td>
<td>Retrieving, recognizing, and recalling relevant knowledge from long-term memory.</td>
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Source: “Bloom’s Taxonomy: Original & Revised” by Mary Forehand (Permission to use granted by the College of Education at the University of Georgia.)
## Webb’s Depth of Knowledge

<table>
<thead>
<tr>
<th><strong>DOK-1</strong></th>
<th>Recall &amp; Reproduction</th>
<th>Recall of a fact, term, principle, concept, or perform a routine procedure</th>
</tr>
</thead>
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<tr>
<td><strong>DOK-2</strong></td>
<td>Basic Application of Skills/Concepts</td>
<td>Use of information, conceptual knowledge, select appropriate procedures for a task, two or more steps with decision points along the way, routine problems, organize/display data, interpret/use simple graphs</td>
</tr>
<tr>
<td><strong>DOK-3</strong></td>
<td>Strategic Thinking</td>
<td>Requires reasoning, developing a plan or sequence of steps to approach problem; requires some decision making and justification; abstract, complex, or non-routine; often more than one possible answer.</td>
</tr>
<tr>
<td><strong>DOK-4</strong></td>
<td>Extended Thinking</td>
<td>An investigation or application to real world; requires time to research, problem solve, and process multiple conditions of the problem or task; non-routine manipulations, across disciplines/content areas/multiple sources.</td>
</tr>
</tbody>
</table>

### Depth of Knowledge is about complexity, not difficulty!

The intended student learning outcome determines the DOK level. **What mental processing must occur?**

While verbs may appear to point to a DOK level, it is what comes after the verb that is the best indicator of the rigor/DOK level.

- **Describe** the process of measuring to the nearest unit
- **Describe** how two characters are alike and different; describe an observation you made about these materials
- **Describe** the evidence that supports your solution or conclusions, using words, data, diagrams, etc.
- **Describe** the evidence you found in 2 or more texts that shows different perspectives on this topic; describe the most significant effect of WWII on the nations of Europe

Karin Hess (permission to reprint granted when authorship full cited. khess@ncie.org)
ACTIVITY 4 – CREATING EFFECTIVE ASSESSMENT QUESTIONS

Directions: Each of the following questions has a flaw(s) or weakness(es). At your table, identify the flaw(s) or weakness(es) in the examples assigned to you.

1. Learning Outcome: Students will understand the importance of George Washington as a founding father of our country.

   Which of the following is not true about George Washington?
   A. He was born in 1732 to Augustine and Mary Washington.
   B. He served two terms.
   C. He was not one of the signers of the Declaration of Independence.
   D. He was born in Philadelphia.

   THE FLAW(S):

2. Learning Outcome: Students will understand the importance of algebra as a way of developing higher level thinking.

   TRUE or FALSE- Most people use algebra throughout their lives but just do not realize it.

   THE FLAW(S):

3. Learning Outcome - Students will evaluate the effectiveness of works of art based on a set of established criteria.

   Essay Question: Do you like or dislike Andy Warhol's art?

   THE FLAW(S):

4. Learning Outcome: Students will differentiate between deciduous & coniferous trees.

   Maple trees lose their leaves every fall and thus are ____________________.

   THE FLAW(S):
5. Learning Outcome - Students will be able to explain the importance of studying a second language in a global society.

   Essay Question: List some reasons why studying a world language is so valuable.

THE FLAW(S):

6. Learning Outcome -. Learning Outcome: Students will recognize the impact of divorce on children.

   TRUE OR FALSE: Many studies have shown that it is much worse for children to lose their father through divorce than as a result of death.

THE FLAW(S):

7. Learning Outcome: Students will be able to use correct chemistry terminology.

   Water (H2O) is best classified as a __________.
   A. element
   B. atom
   C. mixture
   D. base
   E. none of the above

THE FLAW(S):

8. Learning Outcome: Students will be able to solve word problems.

   Roger had to pack records in boxes, and 10 records would fit in each box. If he had 178 tapes of one performer and 121 of another performer, how many boxes would he need in order to pack them all and not mix the different types?
   A. 10
   B. 31
   C. 299
   D. 30

THE FLAW(S):
9. Learning Outcome: The students will understand the purposes of different saws.

   TRUE OR FALSE: If you wanted to cut a complicated design from a thin piece of plywood, you would most likely use a scroll saw and if you wanted to quickly cut a 2 x 4 into pieces, you would most likely use a jig saw.

THE FLAW(S):

10. Learning Outcome: Students will recognize the contributions of Spanish authors to world literature.

   Miguel de Cervantes is famous for having said, "He who loses wealth loses much; he who loses a friend loses more; but he who loses ______ loses all."

THE FLAW(S):

11. Learning Outcome: Students will be able to use basic music terminology correctly.

   The sharp symbol (#) indicates that the pitch is:
   A. Hard to listen to.
   B. Lowered by a semitone.
   C. Hardly worth listening to.
   D. Raised by a semitone.

THE FLAW(S):

12. Learning Outcome - Students will understand the causes & dangers of global warming.

   Essay - Global warming has been in the news a great deal lately. According to the National Academy of Sciences, the Earth’s surface temperature has risen by about 1 degree Fahrenheit in the past century, with accelerated warming during the past two decades. Some scientists are even suggesting that global warming is causing an increase in the number of and severity of tropical storms and hurricanes. What do you think about global warming?

THE FLAW(S):
13. Learning Goal: Students will be able to solve word problems.

A lady has a certain number of dollar bills in her purse, and she has no other money. She spends half the money on a purple feathered hat and gives $1 to a street person who is outside the store. She spends half the remaining dollars for lunch at a diner and tips the waiter $2. She then spends half the remaining dollars for a novel at her favorite bookstore, and just before she goes home, she is still hungry so she spends $3 on a hot fudge sundae. She now has $1 left. How many dollars did she begin with?

THE FLAW(S):

14. Learning Outcome: Students will understand the importance of vitamins.

Good sources of vitamin A are ____, ____, and ____.

THE FLAW(S):

15. Learning Outcome: Students will recognize the key characteristics of the periods of English literature.

Which of the following is a Victorian novelist?
   A. William Shakespeare
   B. Charles Dickens
   C. Ernest Hemingway
   D. John Updike
   E. None of them is a Victorian novelist.

THE FLAW(S):

16. Learning Outcome: Students will understand the underlying causes of the Civil War.

Essay – Identify three causes of the U.S. Civil War. Remember the required structure of an essay (introduction, body, and conclusion) and keep your response brief and to the point.

THE FLAW(S):
TIPS FOR DEVELOPING CLASSROOM ASSESSMENTS

1. Create assessments before you teach your lesson/unit. This will help to focus your teaching on what you believe is most important for students to know or understand.

2. Revise an assessment each time you use it. It is always possible and desirable to improve.

3. Develop an assessment so it is possible for some students to get all the questions correct or for some student responses to be rated as excellent. If you have to curve test results, analyze the test and/or your instructions to determine why the results were poor.

4. As you develop the assessment, be conscious of time. Is it possible for students to complete the assessment in the time available?

5. Provide a rubric to students at the time that you assign a performance task, including essays.

6. If your assessment has many questions, put some easier items first to encourage students.

7. Keep questions to the point. Avoid unnecessary information that could confuse the student and mislead or trick them to respond with a wrong answer.

8. Be conscious of the vocabulary level of your questions, making sure it is appropriate for your students at this grade level. Also, avoid complex sentence structure with numerous clauses when writing test questions. If students cannot understand the questions, you won’t know whether they understand the concept you are testing.

9. Don’t overlook the importance of clear directions for students. Directions are meant to clarify expectations, not confuse them.

10. Have someone review your assessment before you administer it, focusing on the clarity of your directions and questions.
The tips presented in this section are intended to assist beginning teachers in developing test questions that are effective in assessing student learning and that are fair to students. Note that these are tips and not hard and fast rules.

### MULTIPLE CHOICE QUESTIONS

1. Be wary of questions that belong in a “trivial pursuit” game. When writing multiple choice questions, ask yourself why students should remember or know this information.

2. Don’t try to trick students into selecting a wrong response. Your goal should be to assess what the students know, not to trick them.

3. Avoid “none of the above” as a choice. This will not show you that the student knows the correct answer.

4. Extreme terms such as “always” and “never” are problematic. Are you really certain there are no exceptions that would invalidate “always” or “never.”

5. Generally avoid using negatives in the stem. If a negative is important, highlight the negative term.

6. Keep stems and choices succinct whenever possible. Students should not be spending time trying to figure out what the question is asking or what a choice means.

7. Be wary of trying to have two responses that are very close in meaning. You could end up with two responses that are really correct. It is better to have one response that is clearly the correct answer.

8. Use capital letters for the responses. Numbers can be confusing if the questions themselves are numbered and some lower case letters can be confused (e.g., “a” and “d” and “c” and “e”) if not written very carefully.

9. Use 3-5 choices in the response choices. Having more choices is likely to cause students to spend too much time on any one question and therefore not finish the assessment.

10. Use the same number of response choices for each question.

11. Incorrect answers should be plausible so students cannot eliminate answers too easily. If you cannot come up with enough plausible “wrong” answers, eliminate the question.

12. Present the response choices in similar grammatical constructions so that the grammar doesn’t suggest correct responses (e.g., all nouns, all phrases, all clauses, etc.)

13. Be careful not to create a pattern with the responses. Randomly vary the position of the correct answer in the lists of choices.
### TIPS FOR DEVELOPING QUESTIONS

**MULTIPLE CHOICE QUESTIONS**

14. Avoid humorous responses that are obviously incorrect. Reducing the choices increased the possibility of guessing the right answer.

15. Try to be certain that there is only one correct answer, and this is not easy. Be prepared to allow students to try and justify another response as correct and accept the alternate answer if the students can successfully defend it.

16. Try to make the choices somewhat equal in length. Students should not be spending time trying to analyze the importance of the length of the choices.

17. Emphasize negative words used in the stem by underlining, italicizing, or highlighting.

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**TRUE/FALSE QUESTIONS**

1. Focus on only one idea or fact in a question. With multiple ideas or facts in one question, the student must grapple with the possibility that one is correct and one is false. That is probably not what you are really trying to learn from the question.

2. If an item is false, it should be false because of an important idea, not because of a trivial fact. As you write the question, ask yourself why students should remember or know this information.

3. Write the statement as a declarative sentence. Avoid long, complex sentences so that the students may be incorrect merely because they did not understand the sentence itself. Remember, you most likely are not testing reading skills.

4. Compound sentences where one half of the statement may be true and the other half is false are usually more difficult for students to handle. If you use compound sentences, be careful to word both halves of the statement clearly and succinctly.

5. Make positive statements rather than negative statements. Negatives may confuse the issue and may not result in your really assessing what students know.

6. Avoid words that suggest extremes such as “all,” “never,” and “completely.” Are you certain there are no exceptions to the statement?

7. Do not try to trick students by including irrelevant information in the statement. Your goal should be to assess what the students know, not to trick them.

8. Avoid using adjectives or adverbs that are ambiguous and which can be interpreted differently such as “usually,” “sometimes,” or “often.”

9. The length of true and false statements should be about the same. Often teachers put more detail in true statements, trying to make them more specific.

10. Do not have students use “T” or “F” as the response. These letters can get confused if not written carefully. Have students write out “True” or “False” or circle responses.

11. Be careful not to have a pattern in the responses (e.g., two “true” statements followed by three “false statements.”

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### TIPS FOR DEVELOPING QUESTIONS (continued)

#### MATCHING QUESTIONS

1. Have more options in the answer column than the stimulus column so that students don't end up with answers as a result of the process of elimination.

2. Make it clear whether answers may be used only once or more than once.

3. Avoid having students draw lines from the stimulus to the response to show the match. This can be confusing for evaluating and cause difficulty for the student who wants to change an answer. Leave blanks to the left of the stimuli for the responses.

4. Stimuli and choices should be short and easy to read.

5. Place stimuli and responses in a logical order (e.g., chronological, numerical, alphabetical, etc.) so that student can more quickly locate answers.

6. Don't build in clues to the correct response based on grammatical construction. Try to keep choices in similar grammatical constructions.

7. Keep answer choices homogeneous meaning that all stimuli and responses are of a similar category or topic (e.g., all names, all events, all definitions, etc.).

8. Try to keep the lists of stimuli and possible matches relatively short. The longer the lists, the more likely what you are testing for will get lost in the question's complexity.

9. All responses should be plausible matches.

10. An entire matching question should be on one page. Do not split a matching question between two pages.

11. Use numbers for the stimuli and letters for the responses, or vice versa.

#### FILL IN THE BLANK QUESTIONS

1. Be wary of qualifiers, such as “some” or “most” unless you are willing to accept multiple answers.

2. Write questions that require only a short response, e.g., one or two words.

3. Keep your questions succinct so that the verbiage of the question doesn’t cloud what you are looking to assess.

4. Normally, include only one blank per question. If you have two blanks, a student may know half the answer but receive no credit.

5. If you do have two blanks in a sentence, keep them the same length or you may be suggesting the length of the responses.

6. When possible, place the blank(s) towards the end of the question. This will help students to more clearly understand what information is being sought.

7. Avoid using quotations with a word(s) as the blank. Is it really all the important that the students memorize quotations?

8. Be careful not to give unplanned clues to the answer, e.g., plurals, a/an, etc.

9. Avoid taking your questions directly from a textbook. This can encourage memorization rather than higher level thinking.
ESSAY QUESTIONS

Note: Essay questions require students to write a response to a question that may be short (e.g., one or two paragraphs) or a fully developed response demonstrating formal essay structure (i.e., introduction, body, transitions, and conclusions).

1. Use fully developed, formal essays only when you want to assess higher level thinking skills. (e.g., analyze, synthesize, and evaluate).

2. For a short answer essay, be certain that the question is focused on a limited scope of understanding so the student doesn't turn what should be a short answer into a long, formal essay. When that happens, the student likely will not finish the test.

3. For a fully developed essay, the question should define the task as clearly as possible (e.g., analyze, compare or contrast, explain, trace, illustrate, etc.). Be careful that your question is not so general that anything the students write will be correct.

4. Make certain that the criteria for success are clear. Provide students with the grading rubric when you assign a formal essay to be written outside of class time.

5. For a fully developed essay, provide the length requirements. "Long enough to cover the subject" is frustrating to most students and their idea of "long enough" and yours could easily be quite different.

6. For a short essay response, provide students with some indication of the appropriate length of a response either by citing length or leaving a specific amount of space on the test paper in which the response is supposed to be written.

7. Let the students know if the quality and correctness of the writing itself will be counted in the grade. Are complete sentences required? Will you give the well-written essay a better grade than one with weaker writing even when the content is equally valid in both?

8. Identify in writing the major points you would expect students to include in their responses before you write your question for a fully developed essay. This will help you to create a question that will more likely test what you want students to demonstrate.

9. Have someone you respect try to describe what students should include in the essay if they are to be successful. If they cannot, your question needs to be clearer.

10. If essays are part of a major examination, suggest the amount of time that students should spend on each essay and/or the grading value of each essay.

11. Use the longer, formal essay to assess depth and/or scope of understanding. A series of short essay responses allows you to assess more subject matter.

12. Don't use an essay question if your goal is simply recall of facts or information. Objective questions are better for assessing recall of information.
1. When evaluating an essay or performance task, use a rubric to assure that all student work will be evaluated based on the same criteria.

2. Provide marginal and final comments on an essay. The final comments should provide a focus for the student for the student to work on to improve his/her writing.

3. Always try to point out what the student did well on and not just focus on what was wrong or weak.

4. Avoid covering an essay with corrections. To get a paper back that is covered in red ink may well result in a student not knowing where to begin to improve.

5. Be careful that neatness and the quality of handwriting do not affect the grade of an essay. Research has shown that a paper that is word-processed is likely to get a higher grade than a hand-written paper even though the content is relatively the same.

6. Be careful about administering a major test or assigning a major project or paper if you still have a test, project, or paper that is not graded and returned to the students.

7. Be careful about trying to evaluate a large set of papers or projects in one sitting. You might well become tired and give less attention to student work as the evaluation session wears on.

8. Read a few papers before actually putting any grades on papers. This will provide you with a sampling of the quality of the papers you will be reading and help you to get a feel for the range of the quality of the papers. Many experts recommend that you read and comment on all papers in a set before you put any grades on papers.
TIPS FOR SCORING/GRADING CLASSROOM ASSESSMENTS (continued)

9. Be open to challenges from students regarding answers you said were incorrect but they think are correct. Be prepared to accept alternate answers if the question was really not clear or if the student can establish that a second answer was possible.

10. Students should be aware of the weight of specific assignments in determining a semester or final grade for a course. Be wary of weighting any one assignment or examination so much that one single grade can inordinately impact the semester or final grade.

11. Be careful not to fall into the “negative grading” mode. Certainly you need to tell students if something is incorrect or in need of improvement, but your comments should not insult or embarrass the student.

12. FERPA (Family Educational Rights and Privacy Act) prohibits teachers from posting grades of students in any manner that would allow others to figure out what a student’s grade is. The only permissible method of posting is to use random numbers assigned to students.

13. When returning graded work, avoid having a student pass out the work or passing papers/tests down a row of students. This could be challenged by parents as violating FERPA because other students would see their child’s grade. It also can be very disheartening to a student who has not done well to have other students see his/her grade.

14. The U.S. Supreme Court has ruled that teachers may have students exchange homework, quizzes, and tests and correct them in class. The court has said that this is not a violation of student privacy. However, be wary of having students call out their scores so that you can record them. This allows all of the class to hear each others’ scores and could embarrass the weaker student. That might be challenged as an invasion of the student’s privacy.
WHAT DID YOU LEARN TODAY ABOUT ASSESSING STUDENT LEARNING THAT YOU EXPECT TO BE A REAL CHALLENGE TO YOU AS A BEGINNING TEACHER?

Suggestion – Use your response in your reflective journal entry about today’s core session.
GLOSSARY OF “ASSESSMENT” TERMS

ANALYTIC ASSESSMENT - Evaluating specific aspects of a performance, usually resulting in a composite score for the performance. Analytic assessments identify both strengths and any areas that need improvement.

ANALYTICAL RUBRIC - An assessment of a student’s relative success in each important component of a product or performance. The rubric contains descriptors of each level of performance for each criterion.

ASSESSMENT - A systematic process to gather information about students, and the information gathered is used to draw conclusions about the students’ achievement and/or potential as well as to make judgments about the efficacy of the curriculum and instruction.

AUTHENTIC ASSESSMENT - Documenting learning in ways that resemble “real life.”

BENCHMARK - An actual example of student work that provides an interpretation of a performance standard according to age, grade, or developmental level.

BLOOM’S TAXONOMY OF THINKING: One of the most commonly used descriptors of levels of thinking. Benjamin Bloom identified the following six levels of thinking, arranged in order of increasing complexity (1=low, 6=high):

1. Knowledge: Recalling or remembering information without necessarily understanding it. Includes behaviors such as describing, listing, identifying and labeling.
2. Comprehension: Understanding learned material and includes behaviors such as explaining, discussing, and interpreting.
3. Application: The ability to put ideas and concepts to work in solving problems. It includes behaviors such as demonstrating, showing, and making use of information.
4. Analysis: Breaking down information into its component parts to see interrelationships and ideas. Related behaviors include differentiating, comparing, and categorizing.
5. Synthesis: The ability to put parts together to form something original. It involves using creativity to compose or design something new.

CONSTRUCTED RESPONSE ASSESSMENT - An assessment on which the student must generate the response to the question(s) asked (e.g., essay, short answer, and essay).
CRITERION-REFERENCED ASSESSMENT - An evaluation that compares a student's performance to an established standard or set of criteria.

CRITICAL THINKING - The process by which individual uses higher order thinking skills (i.e., analysis, synthesis, and evaluation from Bloom's taxonomy) to decide what to believe or what to do. This is also referred to as “higher order or higher level thinking.”

FAIRNESS - The quality of assessment that assures that the nature of the assessment instrument itself makes it possible for all students to achieve excellence, if they are adequately prepared.

FORMATIVE ASSESSMENT - An evaluation made during the process of learning and intended to inform the student of progress being made and thus to guide improvement.

GRADING - An assessment that results in the assigning of a notation (e.g., letter grade, percentage, pass/fail, etc.) to represent the level or extent of the student's achievement.

GRADING RUBRIC - An assessment of a student's relative success in each evaluative criterion for a product or performance and the assessment can be systematically converted to a grade.

HOLISTIC RUBRIC - An overview of student achievement, comparing the student's work to an established standard based on an overall impression rather than an evaluation by specific criteria.

NORM-REFERENCED ASSESSMENT - An evaluation that compares a student's performance relative to the performance of a group of students who previously took the assessment.

OBJECTIVE QUESTION - A question for which there is a clearly correct response, and thus the instructor does not have to make a judgment about correctness.

PERFORMANCE ASSESSMENT - Students demonstrate their learning by making a presentation or by creating a product in response to an assigned task.

PRE-ASSESSMENT - Assessment that occurs prior to instruction to determine a student's existing knowledge and/or abilities.
PERFORMANCE STANDARD - An established level of achievement, quality of performance, or degree of proficiency.

PORTFOLIO ASSESSMENT: A portfolio assessment occurs when a student provides a collection of samples of his/her work to demonstrate progress and achievement. A process portfolio is used to demonstrate growth over a period of time as well as a summative evaluation of mastery. A product portfolio is used to demonstrate achievement and contains only the student's best work.

RELIABILITY - The consistency of the assessment if administered or scored by other evaluators or administered on multiple scoring occasions.

RUBRIC - A tool for evaluating the quality of a student generated performance or product created in response to an assigned task. A rubric clarifies the teacher's expectations.

SELECTED RESPONSE ASSESSMENT - An assessment on which students must select the correct response from choices that are presented to them (e.g., multiple choice, true/false, and matching questions).

STANDARDIZED TEST - A test that is administered, scored, and interpreted in a manner predetermined by the test producer.

STANDARDS - Statements that identify the essential knowledge and skills that should be taught and learned in school.

SUBJECTIVE ASSESSMENT - An assessment which requires a judgment by the teacher as to the level of correctness of the responses.

SUMMATIVE ASSESSMENT - Assessment at the completion of instruction to measure student achievement. Most summative assessments result in a grade being assigned to communicate the level of the achievement.

UNBIASED - The assessment does not offend or penalize a group of students because of their gender, race, socioeconomic status, religion, etc.

VALIDITY - The extent to which an assessment actually measures what it was intended to measure.