Module 1b: Assessment Categories and Types

The essential components of the assessment process:

- A good curriculum that is taught sequentially
- Appropriate instructional delivery that accomplishes the goals of the course and the program curriculum
- Rigorous assessments that allow students to demonstrate what they have learned relevant to your expectations
- Well-designed tests with items that function well
- Well-designed assignments with aligned rubrics that clearly describe the measurement criteria and the measurement scales to be used
- Analysis of student data that improves teaching and learning

Assessment Categories and Types
Student roles as learners

- Responding: places the student in the role of writer, discussant, reviewer, critical thinker
- Creating: places the student in the role of originator of newly created work that expresses knowledge, ideas, and skills
- Performance: places the student in the role of presenter or interpreter of an existing work (for example, presenting a PowerPoint of an assignment or performing a musical piece)

Student roles in assessment

- Corollary to the learner roles
- Responding
  - Direct content assessment – what they know
  - Provide evidence critical thinking, analysis, and evaluation – what they are able to do
- Performance – provide evidence of what they are able to do, particularly acquired skills demonstrated in real time
- Creating – what they know, what they are able to do, and the creation new works
- In these modes, students are engaged for the purpose of providing evidence of what they know and are able to do – specific knowledge and skills demonstrated through well-designed assessments

Two Categories of Assessment: Formative and Summative

Formative assessments are those that occur in the process of learning to gather evidence of progress toward a larger goal, such as a standard or course/program expectation.

Summative assessments are those that occur during the formative process that are used to evaluate the knowledge, skills, and understandings that are requisite to the larger goal. Results are used to identify areas of need and strength in order to guide instruction.
Two Categories of Assessment: Formative and Summative

Summative Assessments are those whose primary purpose is to gather culminating evidence of the student’s knowledge, skills, and understanding as expected at a particular stage in the course or program. Data from both categories are used for grading.

Pause to think

- Think about the assessment of student learning in your teaching situation. Would you say that your assessments are more formative, more summative, or a combination of both? Why?
- Review the assessments you currently administer. How would you classify them?