

The background features a vibrant, abstract design with a mix of colors including blue, green, red, and purple. On the left side, there are three horizontal bars with a black and red pattern. The word "Assessment" is centered in a large, black, serif font.

Assessment

Grading Rationales

- Norm referenced grading
- Criterion referenced grading

Norm-referenced Grading

- “Grading on the Curve”
- Compares student’s performance to that of other students.
- 10-20% earn the highest grade; 10-20% earn the lowest grade; 40-60% earn grades in the middle range.
- Percentages of grades correspond to bell-shaped curve.
- Students compete for the few high grades that are distributed.
- Learning is a game of winners and losers.

Criterion-referenced Grading

- Compares student's performance to clearly- stated performance standards that differentiate levels of quality.
- Performance is judged against standards, not in relation to other students.
- Teachers identify what learners must do and the evidence that will be used to judge achievement.



Categories of Assessment

- Diagnostic
- Formative
- Summative

Diagnostic

- AKA preassessment
- Used before you start teaching
- Used to discover students' knowledge, interests, abilities and preferences
- Informal questioning, performance tasks, paper-and-pencil tests, inventories

FORMATIVE ASSESSMENT

- Continuous evaluation performed during the course or unit to decide how well the students are learning and what needs to be done next.
 - Quizzes
 - Checkpoint essays
 - Short projects
 - Self-assessment
 - Tutorials
 - Worksheets



Practice

SUMMATIVE ASSESSMENT

- Evaluation performed at the end of a course or unit to grade the students and to judge teaching success.

- Projects
- Tests
- Presentations
- Products
- Portfolio artifacts
- Reports

Performance



Traditional Teacher Created Tests

- Objective
 - True/False
 - Matching
 - Multiple Choice
 - Completion
- Essay
 - Restricted response
 - Extended response

Performance-Based Instruction

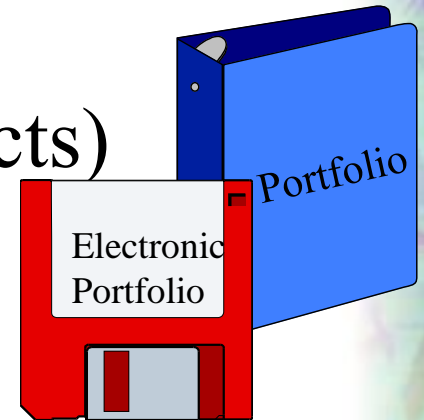
- Real-life/authentic task or creation of a product
- Requires higher-order thinking skills
- Can be done individually or in groups
- Assessed according to previously established criteria.
- Assessed on process and the end result of students' work.

Performance-Based Instruction Assessment Tools

- Observation
- Work Samples
- Checklists
- Journals
- Self Evaluations
- Videotapes
- Audiotapes
- Interviews
- Rubrics
- Scoring Guides
- Anecdotal Records
- Portfolios
- Learning Centers
- Reports

Portfolios

- The purposeful and systematic collection of student work (artifacts) reflecting accomplishments.
- Serves as the basis for ongoing evaluation.
- Is a record of a student's work over time and in a variety of modes to show the depth, breadth, and development of the student's abilities.



Types of Portfolios

- Showcase Portfolio – represents best work
- Documentation Portfolio – evidence of learning/growth
- Evaluation Portfolio – evaluate on preselected task using predetermined criteria
- Process Portfolios – artifacts are typically part of a larger project
- Electronic Portfolio – portfolios stored electronically on disk, CD-ROM, or the web
- Professional Portfolio – Used in the job search or professional development.

Examples of Artifacts

- Audiotapes
- Journal
- Student writing
- Descriptions and Diagrams
- Sketches
- Paintings
- Photographs
- Self-evaluations
- Case studies
- Awards and honors
- Reflections