

ASSESSMENT/EVALUATION RECORDING DEVICES

I Anecdotal Record

- is a short narrative describing both a behaviour and the context in which the behaviour occurred;
- should objectively report specific and observed behaviours;
- describes student performance in detail in writing.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provide an ongoing record of written observations of student progress; • To record objectively, significant observations that are not part of a formal assessment which might otherwise be forgotten or remembered incorrectly; • Record observations of unanticipated performances, behaviours, incidents, or events. 	<ul style="list-style-type: none"> • Provides rich portraits of an individual student's achievement; • Records observations which have special significance and cannot be obtained from other classroom assessment strategies; • May appear unstructured since this tool is used to record spontaneous, unexpected demonstrations and/or behaviours, statements; • Records information on a form which specifies the learner, the date of observation, and a factual description of the event or behaviour; • Shows information collected over time and carefully analyzed in order to make accurate judgments about student achievements; • Provides a mechanism to recognize patterns of student growth over time; • Is often used to document a student's behaviour for later reference. 	<p>The teacher:</p> <ul style="list-style-type: none"> • Determines which observations are to be considered significant and important; • Pre-plans the general format of the form with labels (e.g., name of student, date, time, setting, description); • States in clear, concise language exactly what is observed; • Should record information while the event or behaviour is fresh in the teacher's mind; • Records incidents with a purpose (e.g., in terms of instructional decisions, progress related to a specific student goal); • Establishes a systematic procedure for collecting records on all students, ensuring that no individual is overlooked. 	<ul style="list-style-type: none"> • Is time-consuming to read, write, and interpret; • is often used in conjunction with other assessment strategies; • Records interpretations or recommendations separately from the description of the student's performance; • Is interpreted separately from the actual recording of the incident, and the interpretation should be made after multiple anecdotes are available for reflection; • Collects information over time and needs to be carefully analyzed in order to make accurate judgments about students' achievements; • Records unanticipated performances/ behaviours which are not likely to be included on other recording devices. If anecdotal records are not used, this information would probably be lost, or at least recalled inaccurately; • Does not include information of a personal, situational or judgmental nature; • is written separately for each individual student if more than one student is involved in the performance/behaviour.

II Checklist:

- Is a list of actions or descriptions that a rater (teacher) checks off as the particular behaviour or expectation is observed;
- Is a written list of performance criteria which is used to assess student performance through observation, or may be used to assess written work;
- Is a list of skills, concepts, behaviours, processes, and/or attitudes that might, or should, occur in a given situation.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Record whether a specific skill or behaviour was "evident" or "not evident". • Record the presence or absence of specific behaviours in given situations. • Record a performance that can and should be shown to students to help them see where improvement is needed. 	<ul style="list-style-type: none"> • Is used when the process or product can be broken into components that are judged to be present or absent; adequate or inadequate; • Provides a list of key attributes of good performance that are checked as either present or absent; • Is quick and useful with large number of criteria; • Can be used in a variety of settings to establish the presence or absence of a series of conditions; • Enables the teacher to record whether a specific skill or behaviour was "evident" or "not evident", or more specifically, whether the behaviour was observed or not at the time the checklist was used; • Includes specific concepts, skills, processes, and/or attitudes which are to be assessed; • Is diagnostic, reusable and capable of charting student progress; • Is an efficient way to obtain information about a student's improvement over time by using the same checklist more than once; • Is useful for diagnosing an individual student's strengths and weaknesses; • consists of a list of statements which are expected to be exhibited; • Usually uses a check mark, or other indicator, which is placed, in the appropriate space on the checklist form to indicate that it has occurred. 	<ul style="list-style-type: none"> • Observes, judges, and determines if a student's performance meets the criteria outlined on the checklist; • Records the occurrence of the skill, behaviour, concept, process, and/or attitude on the checklist; • Does not evaluate the quality of the work or contribution but indicates that it occurred or was completed; • Should make a sufficient number of observations about a student before an evaluative judgment is applied. 	<ul style="list-style-type: none"> • Allows for the collection of results in a fashion that can lack detail; • Limits the teacher's options as the teacher makes an absolute decision whether the performance criteria was seen or not seen; • Can be used to structure observations of a student within a performance task; • Can be particularly useful in indicating whether a student has effectively completed a series of steps involved in a performance task or demonstration.

III **Rating scale**

- Is a simple tool for assessing performance on a several-point scale ranging from low to high. It may have as few as 3 points, or as many as 10 points, with 5 being recommended;
- Assesses the extent to which specific facts, skills, attitudes, and/or behaviours are observed in a student's work or performance;
- Is based on a set of criteria which allows the teacher to judge performance, product, attitude, and/or behaviour along a continuum.
- Is used to judge the quality of a performance;
- May be detailed enough to be a rubric.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provide detailed diagnostic information on a student's performance, product, attitude, behaviour in reference to pre-stated criteria. • Record the frequency or even the degree to which a student exhibits a characteristic; • Record the range of student achievement in relation to specific behaviours; • Describe performance along a continuum. 	<ul style="list-style-type: none"> • Provides a scale or range of responses for each item that the teacher is assessing. • Can be analytic or holistic. Analytic rating scales describe a product or performance on multiple dimensions (e.g., in a writing task the dimensions or criteria that might be rated are organization, mechanics, and creativity). Holistic ratings consider all the scoring criteria simultaneously, rather than assigning separate scores. • Provides a scale or range of responses for each item that the teacher is assessing. • Can be analytic or holistic. Analytic rating scales describe a product or performance on multiple dimensions (e.g., in a writing task the dimensions or criteria that might be rated are organization, mechanics, and creativity). Holistic ratings consider all the scoring criteria simultaneously, rather than assigning separate scores. 	<ul style="list-style-type: none"> • Uses a scale to describe the student; • Makes decisions about the student's work on the basis of descriptions, categories, or topic and assigns a numerical or qualitative description. 	<ul style="list-style-type: none"> • Uses statements to rank, describe or identify criteria; • Uses carefully chosen words to describe the meaning of various points on the scale so that they have the same meaning to different raters (teacher, student, peer). • Is used best as a single rating scale and applied across all performance criteria. Using many different scales requires the teacher to change focus frequently, distracting attention from the performance and decreasing rating accuracy.

IV Rubric

- is a series of statements describing a range of levels of achievement of a process, product or a performance;
- contains brief, written descriptions of the different levels of student performance;
- defines desired expectations with specific performances outlined for each level;
- is a descriptive rating scale which requires the rater to choose among the different levels;
- uses criteria and associated descriptions to assess the actual performance.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Summarize both student performance and product against pre-stated criteria; • Make scoring of student performance more precise than using a list of items; • Provide a clear description of what "quality" work looks like. 	<ul style="list-style-type: none"> • Consists of several descriptions, each for a different level of quality; • Addresses several qualities (criteria) simultaneously within the same scale and at different levels; • Uses the same set of variables to judge at each level of rating; • Uses specific descriptions of each of the variables for each point along the continuum; • Communicates to students, teachers and parents what is expected in terms of "quality" work; • Provides a summative representation of a student's performance; • Is used effectively in conjunction with exemplars, which are concrete examples of student work at various levels. 	<ul style="list-style-type: none"> • Selects which of the descriptions comes closest to the student's performance. 	<ul style="list-style-type: none"> • Can be used in conjunction with self-assessment and peer review; • Involves student in the process of identifying important performance criteria which gives them ownership of the criteria and provides concrete examples of good and poor performance or products; • Can be designed for a specific task such as a design project, or it may be designed for a generic skill such a problem-solving.