

ASSESSMENT STRATEGIES

I Classroom Presentation

- Is an assessment which requires students to verbalize their knowledge, select and present samples of finished work and organize thoughts, in order to present a summary of learning about a topic.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provide summative assessment upon completion of a project or an essay; • Assess students when it is inappropriate or difficult to test a student's understanding or knowledge with pencil and paper. 	<ul style="list-style-type: none"> • Can provide students with an opportunity to use concrete materials to express their ideas and talents; • May be a teaching tool if the presentation is designed to further the learning of the audience. 	<ul style="list-style-type: none"> • With the students or alone sets the criteria for the assessment of the presentation (i.e., rubric); • Monitors student progress at selected stages during student preparation; • Provides oral or written feedback after the presentation. 	<ul style="list-style-type: none"> • Is a natural form of assessment for speeches, debates and subjects such as the study of languages; • Holds the potential to increase peer comparisons which may be harmful to some students because of the oral and visual aspects of presentations.

II Conference

- Is usually a meeting held between the teacher and a student to review progress in learning;
- Might be an informal discussion involving the student and the teacher, another student, a parent, or a combination of these;
- Has a clear focus on learning for discussion.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Exchange information or share ideas between the individuals at the conference; • Explore the student's thinking and to suggest next steps; • Assess the student's level of understanding of a particular concept or procedure; • Enable a student to move ahead more successfully on a particular piece of work; • Review, clarify, and extend what the student has already completed. 	<ul style="list-style-type: none"> • Provides a clear focus for discussion (i.e., a specific piece of work); • Requires that responsibility for the success of the conference is shared by all participants; • May take place as the learner is exploring a new concept or topic, or be a goal-setting session or a report on progress; • Is brief, informal and occurs routinely; • Can be effective for both diagnostic and formative assessment. 	<ul style="list-style-type: none"> • Comes to the conference prepared with specific questions to be answered; • Gives individual feedback and clarifies misconceptions; • Puts students at ease, and supports student progress. In the case of a writing conference, for example, a mini-lesson may be given by the teacher; • Focuses on the process of reasoning followed by the student; • Records information (conference record) during or immediately following the communication. 	<ul style="list-style-type: none"> • Can be part of collaborative planning and decision-making; • Is assisted by prepared questions; • Can be an extremely useful formative assessment strategy for students involved in major projects or independent studies.

III Essay

- Is a writing sample used to assess student understanding and/or how well students can analyze and synthesize information;
- Is a pencil and paper assessment where a student constructs a response to a question, topic, or brief statement;
- Provides the student with opportunity to communicate his/her reasoning in a written response.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Assess the student's ability to communicate ideas in writing; • Measure understanding and mastery of complex information. 	<ul style="list-style-type: none"> • Measures a student's ability (e.g., in making comparisons, applying principles to new situations, organizing information, drawing inferences, being persuasive, integrating knowledge and applications, summarizing information); • Assesses knowledge, reasoning, organization and communication skills; • Directly measures the performance specified by the expectations; • Includes a scoring plan which specifies attributes for a quality answer (e.g., conciseness, factual knowledge, connection between argument and supporting facts) and indicates the value associated with each of the attributes; 	<ul style="list-style-type: none"> • Uses professional judgment to develop the problem, question, or statement, and the scoring of the final product. 	<ul style="list-style-type: none"> • Is used to assess separately the student's ability to communicate ideas, write proficiently and comprehend context; • Is less time-consuming to construct compared to objective item testing, but can require considerable time to evaluate; • Is not an effective means of assessing a student's entire domain of content knowledge, or assessing more than one or two reasoning skills at any one time.

IV Exhibition/Demonstration

- Is a performance in which a student demonstrates individual achievement through application of specific skills and knowledge;
- Is used to assess progress in tasks that require students to be actively engaged in an activity (e.g., performing an experiment).

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Allow students to show achievement of a skill or knowledge by requiring the student to demonstrate that skill or knowledge in use. 	<ul style="list-style-type: none"> • Is either an actual situation or a simulation (emphasis in a simulation is upon mastery of the fundamentals of the knowledge/skill); • Is often used in the Arts; • Is accompanied by a list of performance attributes as well as the assessment criteria, which should be determined prior to the demonstration; • Is frequently organized in assessment stations where the stations are used to test a variety of skills 	<ul style="list-style-type: none"> • Assesses how well a student performs a practice, behaviour or skill. 	<ul style="list-style-type: none"> • May be interdisciplinary; • May require student initiative and creativity; • May be a competition between individual students or groups; • May be a collaborative project that students work on over time; • Should be constructed and administered in a manner, which is equivalent for all students (e.g., all candidates in a music demonstration play the same piece on the same piano).

V Interview

- Is a form of conversation in which both parties (usually teacher, student) increase their knowledge and understanding.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Focus on inquiry where the purpose of the meeting is based on investigation; • Explore the student's thinking; • Assess the student's level of understanding of a particular concept or procedure; • Gather information, obtain clarification, determine positions and probe for motivations. 	<ul style="list-style-type: none"> • Tends to be a meeting which involves inquiry; • Can be adapted to probe any problem or any consideration; • Occurs routinely; • Usually is guided by planned questions. 	<ul style="list-style-type: none"> • Is responsible for the initial questions that guide the conversation, as well as the flow and movement of the exchange; • Generates information during the interview that may lead to decisions, agreements, solutions. 	<ul style="list-style-type: none"> • Needs time built in for conversations especially when the purpose is an honest and thoughtful exchange.

VI Learning Log

- Is an ongoing record by the student of what he/she does while working on a particular task or assignment;
- Makes visible what a student is thinking and/or doing through frequent recordings over time.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Show student progress and growth over time; • Provide the student with the opportunities to gather and interpret information, to ask questions, and to make connections. 	<ul style="list-style-type: none"> • Is a useful tool if students are working on a project which stretches over several days or even weeks; • Can provide a helpful focus for discussion during a conference where progress is assessed; • Provides unlimited opportunities for individualized reading and writing on a consistent basis. 	<ul style="list-style-type: none"> • Provides the guidelines for the maintenance of the learning log; • Provides regular feedback to the students 	<ul style="list-style-type: none"> • May present a challenge for some students who have a difficult time expressing their thoughts in writing; • Provides students with opportunities for reflection about their progress toward a stated goal.

VII Observation

- Is a process of systematically viewing and recording student behaviour for the purpose of making programming decisions;
- Permeates the entire teaching process by assisting the teacher in making the decisions required in effective teaching.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provides systematic, ongoing information about students in relation to areas of strengths and weaknesses, preferred learning styles, unique interests, learning needs, skills, attitudes, behaviour, and performance related to expectations. 	<ul style="list-style-type: none"> • Can be used every day to assess students of different ages, across subject areas, and in different settings (alone, in partners, small groups or whole class); • Is structured with a clear purpose and focus; • Includes a written record, which should be as close to the time of the event as possible. The record should be objective and concise; • Is preceded by a sampling to determine appropriate duration and frequency in order to provide an accurate representation of a student's behaviour/skills/work; • Includes notes regarding the setting, the events surrounding the observation, the behaviour actually performed or demonstrated, sequence of behaviours, time (of year, length of behaviour, changes over time which should indicate growth or progress); • Is often used in combination with other assessment strategies (performance tasks, oral presentations, interviews) to achieve comprehensive information about student progress. 	<ul style="list-style-type: none"> • Watches students respond to questions, study, complete assigned tasks; • Listens to students as they speak and discuss with others; • Observes nonverbal forms of communication (e.g., attentiveness to lessons, signs of frustration); • Outlines the purpose of the observation by using the following questions as guidelines: Who will make the observations? Who or what is observed? Why will the observation take place? Where will the observation take place? When will the observation occur? How will the observation be recorded (notes, audio/videotape)? • Observes the students in a variety of situations/settings; • Draws inferences on the basis of the observations gathered; • Observes the student's performance, then records observations on recording devices (checklist, rating scale, anecdotal record), which outline the framework and criteria for observation. 	<ul style="list-style-type: none"> • Are made using a checklist, a set of questions, and/or a journal as a guide to ensure focused, systematic observation; • Are often the only assessment tool used for demonstration (e.g., oral speaking, drawing, playing musical instruments, applying motor skills in the physical education program, using equipment in Design and Technology); • Can be collected by audio tape or videotape (allows the teacher more detailed assessment of the performance after the fact); • Can limit students' ability to act naturally if audio tape or videotape is used; • Can be influenced by bias in the interpretation of an observation; • Can be considered subjective, where the meaning of the observation is derived only by the professional judgment of what is observed; • Should not interfere with the natural learning environment.

VIII Performance Task

- Is an assessment which requires students to demonstrate a skill or proficiency by asking them to create, produce, or perform;
- May be an observation of a student or group of students performing a specific task to demonstrate skills and/or knowledge through open-ended, "hands-on" activities.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provide an efficient means of assessment where the skill cannot be demonstrated with a pencil and paper test; • Enable learners to demonstrate abilities, skills, attitudes, and behaviours; • Provide information about a learner's ability to organize, draw on prior knowledge and experience, improvise, choose from a range of strategies, represent learning, and make decisions to complete a task; • Test skills in the affective, cognitive, psychomotor, and perceptual domains. 	<ul style="list-style-type: none"> • Can be diagnostic, formative or summative assessment; • Uses ongoing feedback; • Allows most learners to participate successfully to varying degrees; • Provides opportunities for learners to work individually, as well as in small groups; • Focuses on the process as well as the product; • Provides contexts that have relevance to the students (may enhance motivation as students work on "real" tasks; tasks are meaningful, "real world" applications); • Provides the most realistic assessment of job-related competencies; • Includes tasks such as painting, speeches, musical presentations, research papers, investigations, athletic performance, projects, exhibitions, and other products that require students to construct a unique response to a task. 	<ul style="list-style-type: none"> • Observes a student or group of students performing a specific task; • Shares with the student the responsibility of developing and organizing the performance task, and setting assessment criteria; • Assigns a level of proficiency based on the performance. 	<ul style="list-style-type: none"> • Provides an excellent way to assess reasoning skills; • Must have clearly defined criteria for the assessment.

IX Portfolios

- Is a purposeful collection of samples of a student's work that is selective, reflective, and collaborative;
- Demonstrates the range and depth of a student's achievement, knowledge, and skills over time and across a variety of contexts;
- Has student involvement in selection of portfolio materials as part of the process;
- Is a visual presentation of a student's accomplishments, capabilities, strengths, weaknesses, and progress over a specified time.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Document typical student work and progress; • Provide a comprehensive view of the student's progress, efforts and achievements; • Reflect growth and progress but may serve different purposes during the year; • Provide a focus for student reflection their own learning; • Build a student's sense of responsibility for his/her own learning; • Build a student's confidence in her/his abilities as a learner; • Promote an ongoing process where students demonstrate, assess and revise in order to improve and produce quality work. 	<ul style="list-style-type: none"> • Tracks student progress on a variety of assessments over a period of time; • Promotes the skills of student self-assessment and goal setting; • Has a stated purpose and intended audience which are important to the entire process; • May include entries that the student and teacher consider important representations of learning; • Can provide a focus for a conference or an interview involving the student, the teacher and parents; • Provides the opportunity for students to practice, assess, and select their own work. 	<ul style="list-style-type: none"> • Makes regular formative assessments during the portfolio process to determine individual needs and progress toward specified learning expectations in order to provide further instruction; • Provides regular feedback to students regarding their performance related to pre-stated criteria in order to help the students to improve. • Determines or negotiates with the students the purpose for the portfolios, the criteria for selections (e.g., number of items, categories) and the time frame for use; • Reads the reflections and comments on the student's assessment of personal learning. 	<ul style="list-style-type: none"> • Is developed collaboratively by teachers and students, including shared development of the purpose of the portfolio and criteria for selecting samples for inclusion; • Requires standardization regarding what is included if the portfolio is used for evaluative purposes; • Includes a summary of content to assure that the contents of the portfolio are complete as outlined by the guidelines and criteria given at the start of the process (e.g., 3 pieces of writing, one area of difficulty in mathematics); • Is started early in the school year and should include samples which demonstrate progress over time; • Is shared with other important partners (i.e., parents, peers, teacher) through a conference giving the student an opportunity to review the contents, student reflections and teacher's feedback and with all of the partners present.

X Oral Questions & Answers

Questions

- Are posed by the teacher to determine if students understand what is being/has been presented or to extend thinking, generate ideas or problem-solve.

Answers:

- Provide opportunities for oral assessment when the student responds to a question by speaking rather than by writing.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Provide a mechanism which monitors a student's understanding while assessing student progress (what they know and can do); • Gather information about a student's learning needs. 	<ul style="list-style-type: none"> • Help teachers and students clarify their purpose for learning and link previous information with new understandings. 	<ul style="list-style-type: none"> • Notes how students answer questions during instruction to know if the students understand what is being presented or are able to perform skills; • Should ensure that all students participate, not just those individuals who typically respond with answers. 	<ul style="list-style-type: none"> • Can help to ensure that all students are involved if tracking is done to ensure that all students participate; • Is used with consideration that some individuals are not comfortable or fluent expressing themselves orally.

XI Quizzes, Tests, Examinations

- Are assessments in which the students write what they know (knowledge) and, in some cases, perform what they are able to do (skills).

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Assess students' acquisition of knowledge (cognitive skills) 	<ul style="list-style-type: none"> • May be in the form of a comprehensive end of term examination, a unit test, a weekly quiz; • May vary in length, location, formality and scheduling; • May be presented in any of a variety of formats: fixed response (multiple choice, matching, filling in the blank, true-false), open-ended written responses (short answer, essay, problems), or a combination of these; • Are constructed by the classroom teacher and measure expectations specific to a particular class, subject, or unit. 	<ul style="list-style-type: none"> • Designs the quiz, test, or exam (number and type of questions, length); • Evaluates the responses; • Should provide students with a detailed marking scheme outlining precisely how marks are to be awarded; • Should compose sample answers for all questions before giving or marking a test; • Provide sample student model answers when "taking up" the test. 	<ul style="list-style-type: none"> • Allow for modifications for exceptional students and for re-teaching and retesting so that students have the greatest possible opportunities to successfully demonstrate their learning; • Have a basic guiding principle--there should be no surprises on the test; • Should have an appropriate balance among the levels of thinking required by students so that performances at any of the 4 levels of achievement are possible; • Are limited in that some aspects of learning may not be evident within the context of a paper and pencil test.

XII Response Journal

- provides frequent written reflective responses to material that a student is reading, viewing, listening to, or discussing.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Record personal reflections, observations, and interpretations. 	<ul style="list-style-type: none"> • Allows time for students to formulate well-considered responses; • Includes both factual information and the student's personal reflections; • Is provided within a climate which is non-threatening and open, and which encourages risk-taking; • Can provide the focus for a student-teacher conference; • Is a vehicle for communication with teachers, peers, parents; • Can include visual representations (e.g., artwork, sketches); • Can be used in all subject areas. 	<ul style="list-style-type: none"> • Writes comments in the spirit of a dialogue (by asking questions and sharing thoughts). 	<ul style="list-style-type: none"> • Focuses on the process of reflective thinking; • Includes depth of thought and connection with understandings and experience as appropriate criteria for assessment; • The personal nature of a journal and the learner's desire for privacy should be respected; • Does not emphasize the formal aspects of writing style or correctness.

XIII Select Response

- Is a pencil and paper assessment in which the student is to identify the one correct answer;
- Is a commonly-used procedure for gathering formal evidence about student learning, specifically in memory, recall and comprehension.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Test student learning of subject/content knowledge (facts, concepts, principles or generalizations, procedures); • Assess prerequisite knowledge (e.g., when communicating in a second language, students can be assessed on vocabulary prior to a conversation in that language). 	<ul style="list-style-type: none"> • Can be in the form of multiple-choice, true/false, matching, and fill-in-the-blank; • Can be used for diagnostic, formative or summative purposes; • Can be an accurate and efficient assessment of mastery that can be a key to student growth and development; • Can be administered to large numbers of students at the same time; • Can be scored very quickly; • Is stated in clear, simple language. 	<ul style="list-style-type: none"> • Identifies the format (e.g., multiple choice, true/ false); • Selects the content to be covered; • Designs the questions. 	<ul style="list-style-type: none"> • Is always influenced by the student's ability to read and understand the items; • Can utilize computer and optical scanning technology to save time and effort with item development, item storage and retrieval, test printing, and optical scan scoring; • Can make it more difficult to determine how the student arrived at an answer with true/false and multiple-choice.

XIV Self Assessment

- Is the process of gathering information and reflecting on one's own learning;
- Is the student's own assessment of personal progress in knowledge, skills, processes, or attitudes;
- Leads a student to a greater awareness and understanding of himself or herself as a learner.

PURPOSE	CHARACTERISTICS	TEACHER'S ROLE	CONSIDERATIONS
<ul style="list-style-type: none"> • Assist students to take more responsibility and ownership of their learning; • Provide insights and information that enable students to make decisions about their learning and to set personal learning goals; • Use assessment as a means of learning; • Focus on both the process and products of learning; • Help students critique their own work. 	<ul style="list-style-type: none"> • Promotes the development of metacognitive ability (the ability to reflect critically on one's own reasoning); • May involve an introspective observation, a product assessment or a test; • May include attitude surveys, interest inventories, and personal journals; • Involves questions such as "How do I learn best?", "What are my areas for growth?", "Where do I need to improve?"; • Is used to determine if a student's beliefs about his/her performance correspond to the actual performance observed by the teacher. 	<ul style="list-style-type: none"> • Guides students by helping students understand how to reflect on learning; • Provides time and opportunities for self-assessment; • Designs the questions or selects the self-assessment tool. • Can use student self-assessment to determine change or growth in the student's attitudes, understandings, and achievement; • Complete the assessment based on personal reflection about achievement or performance. 	<ul style="list-style-type: none"> • Is used to compare whether the student and the teacher have similar views of expected performance and criteria for evaluation; • Develops gradually as students begin to use the process in daily activities; • Can help students to witness personal growth through comparison with their own previous work, regardless of ability.