**Assessment Module (2018/2019)**

**Definitions**

**Source**: Nitko, A.J. & Brookhart, S. M. (2011). *Educational assessment of students*. Boston: Pearson

**Assessment**: A broad term defined as a process for obtaining information that is used for making decisions about students; curricula; programs and schools, and educational policy

**Test**: an instrument or systematic procedure for observing and describing one or more characteristics of a student using either a numerical scale or a classification scheme. Test is a concept narrower than assessment

**Measurement:** a procedure for assigning numbers (usually called scores) to a specified attribute or characteristic of a person in such a way that the numbers describe the degree to which the person possesses the attribute

**Evaluation**: the process of making a value judgment about the worth of a student’s product or performance. Evaluations are the bases for decisions about what course of action to follow.

**High stakes testing**: used for decisions that result in serious consequences for schools, administrators, teachers, or students.

**Alternative and authentic assessment**: The terms are not interchangeable. The ‘alternative’ in alternative assessment usually means in opposition to standardized achievement tests and to multiple choice (true/false, matching; completion) item formats. The ‘authentic’ usually means presenting students with tasks that are directly meaningful to their education

**Formative uses of assessment**: Using assessment results to improve your teaching and to help you guide students’ learning

**Summative assessment**: judgment of the quality or worth of students’ achievement after the instructional process is completed

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| Level of assessment/Key issues | Formative Applications | Summative applications |
| Classroom assessment   * Key decision (s) to be informed? * Who is the decision maker? * What information do they need? * What are the essential assessment conditions? | What comes next in the student’s learning?  Students and teachers  Evidence of where the student is now on the learning continuum toward each standard?   * Clear curriculum maps per standard * Accurate assessment results * Descriptive feedback * Results point student and teacher clearly to next steps | What standards has each student mastered?  What grade does each student receive?  Teacher  Evidence of each student’s mastery or each relevant standard   * Clear and appropriate standards * Accurate evidence * Focus on achievement only * Evidence well summarized * Grading symbols that carry clear and consistent meaning for all |
| Interim/benchmark assessment   * Key decision to be informed? * Who is the decision maker? * What information do they need? * What are the essential conditions? | Which standards are our students not mastering? Where can we improve instruction right away? Which students need specific help?  Instructional leaders; building teams  Teachers  Standards students are struggling to master   * Clear and appropriate standards * Accurate assessment results * Results reveal how *each* student did in mastering *each* standard | Did the program of instruction deliver as promised? Should we continue to use it?  Instructional leaders  Evidence of mastery of particular standards  Accurate assessments of mastery of program standards aggregated over students |
| Annual accountability testing   * Key decision (s) to be informed? * Who is the decision maker? * What information do they need? * What are the essential assessment conditions? | What standards are our students not mastering? Where and how can we improve instruction next year?  Curriculum & instructional leaders  Standards students are struggling to master  Accurate evidence of how *each* student did in mastering *each* standard aggregated over students | Are enough students meeting standards?  School and community leaders  Percent of students meeting *each* standard  Accurate evidence of how *each* student did in mastering *each* standard aggregated over students |