**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 teachersEvidence 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?TeacherEvidence 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
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| 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 TeachersStandards 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 leadersEvidence of mastery of particular standardsAccurate 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 leadersStandards students are struggling to masterAccurate evidence of how *each* student did in mastering *each* standard aggregated over students | Are enough students meeting standards?School and community leadersPercent of students meeting *each* standardAccurate evidence of how *each* student did in mastering *each* standard aggregated over students |