

Figure 6.1
Types of Assessment Items and Formats Related to Different Aspects of Grading

Aspects of Grading	Assessments						
	Forced-Choice	Essay	Short Written Response	Oral Reports	Performance Tasks	Teacher Observation	Student Self-Assessment
Informational Topics	M	H	H	H	H	M	H
Process Topics	L	M	L	M	H	H	H
Thinking and Reasoning	M	H	M	H	H	L	H
Communication	L	H	L	H	H	L	H
Non-achievement Factors	L	L	L	L	M	H	H

KEY **H** = High, **M** = Medium, **L** = Low
 Access to student understanding

Forced-Choice Items

Conventional Multiple Choice	Stem Number of Distractors –Challenge is viable designing Correct Choice	
Matching	Correct choice for one item is the distractor for another More choices than items prevents deducing right answers Students knowledge of a number of factors can be proved	
Alternate Choice	Multiple choice item with only two options Useful in testing students' knowledge of terms and phrases Disadvantage is that 50/50 guessing	
True-False	Statement accurate or inaccurate Writing false statements is challenging Student may only seek out errors & 50/50 guessing possibility	
Multiple Response Items	More than one correct response Not only correct response but combination of responses that is correct Caution to not let analysis and comparison requirements cloud desire to assess knowledge	
	Other form determine if each separate item is correct or incorrect Advantage is more than one feature of a student's knowledge on a given topic can be assessed	
Fill-In-The-Blank	Used for when there is generally only one right answer	
Using Rubrics to Score	If a set of forced-choice items address a single topic taken as a whole can be scored as performance level. Might make a valid decision about levels of understanding and skill presented in a rubric	
Recommended if using Forced-Choice Items	At least 4 forced-choice items on a given topic Expanded matching format Multiple-response items Fill-in-the-Blank	<ol style="list-style-type: none"> 1. Minimize the amount of reading time required for each item 2. Avoid trick items where the intent is to deceive or confuse students 3. Avoid verbatim phrasing from textbooks 4. Avoid verbiage when writing items 5. Avoid negative phrasing 6. Include the central idea and most of the phrases in the stem. 7. Phrase all options in a parallel manner with similar length.

Essays**Short Answer** “Mini-essays” Flexibility beyond information is limited to shortness of responses**Oral Reports** Communication Skill measured is oral rather than written**Performance Tasks** Communication Skill being measured will vary

Information	The question should include information that can be used in answering the question taking emphasis off recall.	
Process	Gives teachers useful but not optimal information about process knowledge	
Thinking and Reasoning	Questions Useful for Assessing Thinking and Reasoning Skills	
	Thinking and Reasoning Process	Related Questions
	1. Comparing and Contrasting	<input type="checkbox"/> Do you want to determine how things are similar or different?
	2. Analyzing Relationships	<input type="checkbox"/> Do you see a relationship or patten that is central to the information? How would you describe the relationship or pattern?
	3. Classifying	<input type="checkbox"/> Do you want to organize things into groups? Do you want to identify the rules or characteristics that have been used to form groups?
	4. Argumentation	<input type="checkbox"/> Is there a position you want to defend on a particular issue? <input type="checkbox"/> Are there differing perspectives on an issue that you want to explore?
	5. Making inductions	<input type="checkbox"/> What conclusions can you make based on what has been observed?
	6. Making deductions	<input type="checkbox"/> What rule or rules are operating in this situation? Based on these rules, what can be concluded? <input type="checkbox"/> Are any rules not being followed in this situation?
	7. Experimental inquiry	<input type="checkbox"/> Is there a prediction you want to make and then test? <input type="checkbox"/> Do you have a new theory or idea that you want to explore?
	8. Investigation	<input type="checkbox"/> Do you have a hypothesis about a past or future event that you want to explore?
	9. Problem Solving	<input type="checkbox"/> Do you want to describe how some obstacles can be overcome?
	10. Decision Making	<input type="checkbox"/> Is there an important decision to study or make?
Communication Skills	Writing answer is opportunity to assess writing skills Directions should include letting students know specifically what skill will be assessed	
Using Rubrics to Score Essays Oral Reports, & Performance Tasks	Separate criteria for each element being assessed.	
Using Rubrics to Score Short Answer	Usually only one criteria	

Teacher Observation

Process	<p>Effective for assessing process-oriented topics</p> <p>In order to be useful, clarity is needed about what skills are being assessed through observation</p> <ul style="list-style-type: none"> - Interaction or informal interview allows for prompting to elicit elaboration and depth of comprehension - Interviews produce far more information than other measures about knowledge on a topic
Non-Achievement Factors	<p>Performance levels of desired behaviors should be identified and established for teachers to use with students in giving observational feedback</p> <p>Not meant to establish right or wrong but current performance level on a continuum</p> <p>Best suited method to evaluate non-achievement factors since they are behavioral in nature and need to be observed in order to be evaluated.</p>
Using Rubrics to Score	Separate criteria for each element being assessed.

Student Self-Assessment

Use	<p>Utilized in at least two ways: 1) individual assessments 2) final topic scores</p> <p>Most effective when students are aware of the specific elements (topics) on which they are to assess themselves and the specific criteria they are to use in making their assessment.</p>
Individual Assessments	<p>Students rate themselves based on each topic addressed in the assessment before teacher scores using the same criteria a teacher uses.</p> <p>Teachers determine for themselves whether to score without knowledge of self-assessment to be free of bias OR Utilize Self-Assessment with accompanying justification for assessment as further evidence of student's understanding</p>
Final Topic Scores	Students provide a summative account, end of marking period, of how well they did on each topic. Students present evidence to justify the rating they give themselves.
Assessment Conference	Teacher and student jointly analyze strengths and weaknesses relative to specific outcomes and discuss performance throughout the marking period. Comparison of teacher's topic scores and student's self-assessment. Discrepancies are discussed in depth.
Using Rubrics to Score	Separate criteria for each element being assessed.