

Common Assessment Vocabulary

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Major Assessment Types

This presentation will provide an overview of commonly used assessments and their purposes:

- Formative
- Diagnostic
- Interim/Benchmark
- Summative



Things to Remember

- Assessments are not mutually exclusive in their use and purpose
- Distinction between formative and diagnostic is complicated
- Formative, by its definition is diagnostic
- Use this as general guide
- Different environmental contexts necessitate different types of assessments



Formative Assessment

Formative assessment:

- Not an event, but a *process*
- “A planned process that takes place continuously during the course of teaching and learning to provide teachers and students with feedback to close the gap between current learning and desired goals.” — Margaret Heritage, *Formative Assessment: Making It Happen in the Classroom*
- Provides evidence that can be used to adapt instruction

This process can be used to:

- Monitor student learning and progress
- Provide immediate or very rapid feedback to students
- Inform teaching and learning



Examples of Formative Assessment

Formative assessment may take the following forms:

- Class discussion
- Observation of student interaction
- Analysis of student class- or homework
- Exit ticket
- “Thumbs up, thumbs down”

For other examples, please see CCSSO’s “Formative Assessment: Examples of Practice” document:

<http://www.csai-online.org/resources/formative-assessment-examples-practice>.



Diagnostic Assessment

Formal strategies and/or tools use to identify:

- A student's specific strengths and weaknesses
- Relative to specific standards and/or learning goals

These methods may be used to:

- Identify a student's learning strengths
- Identify areas where a student may need further development
- Provide teachers with data to inform next possible instructional steps



Examples of Diagnostic Assessment

- Observation protocol
- Written and oral assessment
- May draw on item banks
- May be educator or commercially developed



Interim/Benchmark Assessment

An interim/benchmark assessment:

- Compares student understanding or performance against a set of learning standards or objectives
- May be administered at specified intervals over the course of academic year
- May be common across classes or schools

This type of assessment may be used to:

- Monitor students' academic progress toward longer-term goals
- May predict student's end-of-year performance
- Inform school improvement planning



Examples of Interim/Benchmark Assessment

Interim/benchmark assessments may be educator or commercially developed:

- Common performance tasks
- May include item banks
- Mid-term examinations
- Trimester examinations

For more information, please see CRESST's "District Adoption and Implementation of Interim and Benchmark Assessments" report: <http://www.csai-online.org/resource/68>.



Summative Assessment

A summative assessment:

- May be referred to as a “culminating assessment”
- Provides information on students’ knowledge and skills relative to learning standards
- May be “high-stakes”

This type of assessment may be used to:

- Provides an overall description of student’s learning status
- Monitor and evaluate student achievement at the group level
- Inform program level and school improvement planning



Examples of Summative Assessment

A summative assessment can be given on a large-scale at defined points in time

- National Assessment of Educational Progress (NAEP)
- Smarter Balanced Summative Assessments
- Partnership for Assessment of Readiness for College and Careers (PARCC) Assessments
- Specific statewide examinations
- May include item banks

A summative assessment may also be given at the school or classroom level

- End-of-unit assessment
- End-of-course assessment

For more information on state summative assessments, visit the CSAI site: <http://www.csai-online.org/sos?t=assessment&m=>.

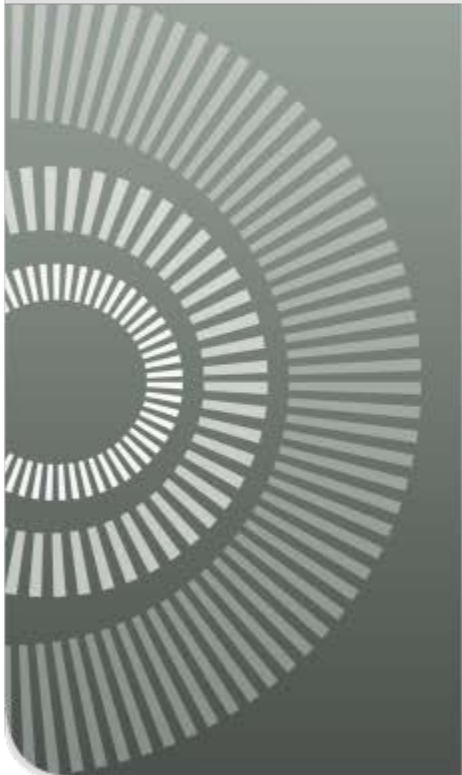


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