



Assessment and Design Strategies for Improving Student Learning EDUC 698V



Deciphering the Jargon

Evaluation - judgment regarding the quality, value, or worth of a response, product, or performance based upon established **criteria** (guidelines, rules, or principles by which student responses, products, or performances are judged).

Evaluations are usually based on multiple sources of information

- **Criterion-Referenced** - an approach for describing a student's performance according to established criteria; e.g., she typed 55 words per minute without errors
- **Norm-Referenced** - an approach for describing a student's performance by comparison to a normalized group; e.g., she typed better than 80 percent of her classmates.

Evaluation done on the **Assessment** - any systematic basis for making inferences about characteristics of people, usually based on various sources of evidence; the global process of synthesizing information about individuals in order to understand and describe them better. These assessments can be:

- **Embedded Assessment** - classroom assessments that occur simultaneously with instruction; in other words, the assessment occurs as part of the curriculum. Students extend their learning as they engage in the assessment task or project. The results of curriculum/instruction-embedded assessments are typically used as feedback to inform the teacher and the students about how they are doing and what adjustments are needed. (feedback from class - do they look like they understand, can they answer questions - if so teacher moves on/if not teacher tries to explain another way)
- **Formative Assessments** - ongoing diagnostic assessment providing information to guide instruction and improve student performance (quizzes/tests) like **Tests**- a set of questions or situations designed to permit an inference about what an examinee knows or can do in an area of interest
- **Interdisciplinary or Integrated Assessment** - refers to tasks that assess students' abilities to apply concepts, principles, and processes from two or more subject disciplines to a central question, theme, issue, or problem.(perhaps a unit or semester

activity that draws from material learned throughout the course). Similar to: **Performance Assessment** - an assessment activity that requires students to construct a response, create a product, or perform a demonstration. Since performance assessments generally do not yield a single correct answer or solution method, evaluations of student products or performances are based on judgments guided by criteria; **Task** - a complex assessment activity requiring multiple responses to a challenging question or problem; some **Tests** - a set of questions or situations designed to permit an inference about what an examinee knows or can do in an area of interest; can also include a **Portfolio** - a purposeful, integrated collection of student work showing effort, progress, or achievement in one or more areas;

- **On-Demand Assessment** - assessments that are required at a specific time and place. Most large-scale, standardized tests are “on-demand”. (mid term and end of year finals as well as standardized tests) - similar to **Summative Assessment** - culminating assessment for a unit, grade level, or course of study providing a status report on mastery or degree of proficiency according to identified learning outcomes. Examples are SAT-9, Competency Tests, SAT

All these assessments are based on **Indicators** - provides a more specific description of an outcome in terms of observable and assessable behaviors. In other words, an indicator specifies what a person who possesses the qualities articulated in an outcome understands or can do (specific outcomes that can be assessed or tested or measured). These are to be measured from a list of **Essential Knowledge and Skills** - which are statements specifying desired knowledge, skills/processes, and attitudes to be developed as a result of educational experiences (specifying desired knowledge and skills we expect) which are based on the broader **Goals** or performance expectations. Working towards these goals we try to reach **Benchmarks** - an interpretation of a performance standard according to age, grade, or developmental levels which are based on an overall **Scope and Sequence** and are organized around a recommended **Pacing chart** time guideline. Standards can be **Content Standards** - goal statements that specify “what students should know and be able to do”, identifying the knowledge, skills, and dispositions to be developed through instruction in the content areas or **Performance Standards** - an established level of achievement, quality of performance, or degree of proficiency. Performance standards specify how well students are expected to achieve or perform.

