Assessment Terms, Types, and Tools

Goals of Assessment
- Informs students about the quality of their performance
- Informs parents about students’ achievement
- Informs the teacher about teaching effectiveness
- Provides evidence of learning to students, teachers, parents and administrators

Terms
- Alternative – This assessment term refers to performance and authentic types of assessment that are different from the traditional paper and pencil test format
- Authentic – This is an assessment that occurs in a “real-life” situation or an open skill approach such as, assessing dribbling while a student is using it in a game.
- Criteria – A standard on which an assessment is made. In Physical Education criteria are applied to skill performance which describes the essential components of a skill.
- Evaluation – This term is synonymous with assessment.
- Performance – This assessment promotes a physical response where the student demonstrates a skill, a dance, a routine or a game, instead of writing or drawing responses.
- Rubric – A rubric is a scoring guide that defines different levels of performance based on specific criteria.

The following information is helpful in understanding rubrics:
http://edtech.kennesaw.edu/intech/rubrics.htm#features  Retrieved 11/18/07

Many experts believe that rubrics improve students' end products and therefore increase learning. When teachers evaluate papers or projects, they know implicitly what makes a good final product and why. When students receive rubrics beforehand, they understand how they will be evaluated and can prepare accordingly. Developing a grid and making it available as a tool for students' use will provide the scaffolding necessary to improve the quality of their work and increase their knowledge.

Rubrics offer several advantages:
- Rubrics improve student performance by clearly showing the student how their work will be evaluated and what is expected.
- Rubrics help students become better judges of the quality of their own work.
- Rubrics allow assessment to be more objective and consistent.
- Rubrics force the teacher to clarify his/her criteria in specific terms.
- Rubrics reduce the amount of time teachers spend evaluating student work.
- Rubrics promote student awareness about the criteria to use in assessing peer performance.
- Rubrics provide useful feedback to the teacher regarding the effectiveness of the instruction.
Rubrics provide students with more informative feedback about their strengths and areas in need of improvement.
Rubrics accommodate heterogeneous classes by offering a range of quality levels.
Rubrics are easy to use and easy to explain.

Types

- Qualitative – Measures a skill performance by how well the student applies the criteria for the correct form or technique. The assessment is recorded on a checklist, rating scale or anecdotal description.
- Quantitative – Measures a skill performance using speed (how fast), distance (how far), height (how high), repetitions (how many). How well the student performs the skill is recorded in a number.
- Analytic – In this type of assessment each element of skill performance is assessed. For example, in assessing the overhand throw the assessment would evaluate arm position, follow through, opposition, trunk rotation, weight shift, or other essential elements of the skill.
- Holistic – Performance levels include several skill components. The student’s performance is viewed as the entire movement or sequence instead of its individual parts. For example; a complete overhand throw movement is assess as opposed to only the foot opposition or follow through.
- Formative – This assessment is ongoing throughout a unit or a school year. Students are assessed periodically during the unit or school year to evaluate progress.
- Summative – This assessment occurs at the end of a unit and includes all skills and/or knowledge accumulated throughout the learning experience.
- Formal – Assessment that is planned and conducted according to a defined procedure such as a skill test or written quiz.
- Informal – This assessment involves teacher observation of student responses to a task or discussion of the lesson content. Results are usually not recorded however, the teacher gathers information that helps in future planning and recognizes when lesson content needs review or to be retaught or needs to be more challenging.
- Entry – Assessment that occurs at the beginning of the lesson or unit. This assessment evaluates prior knowledge or skills before students engage in learning.
- Exit – Assessment completed at the end of a unit of lessons. Evaluates progress as a result of participating in a series of learning experiences.
- Process – This assessment type focuses on the ongoing development and progress a student demonstrates throughout the lesson or unit.
- Product – This assessment type focuses on the end result of a learning experience; what the student produces such as, the game score, the final dance or a gymnastics routine.
- Psychomotor – This assessment is focused on the physical performance of how well a student can perform a skill. It involves assessment of form, technique, accuracy, coordination, fitness components and application of skills in open and closed skill tasks.
- Cognitive – Through cognitive assessment, understanding, knowledge, and comprehension are evaluated. Students demonstrate their ability to recall facts and sequences, synthesize and analyze information, and apply information in a variety of situations.
Affective – This assessment emphasizes how the student feels about his or her performance, their likes and dislikes, their effort to learn, how they cooperate, share and respect others, respects rights, opinions and abilities of others.

Teacher – The teacher assesses students’ skills, knowledge, learning behaviors and attitudes. Teacher assessments can be conducted formally through performance and written tests or informally through observation of how students respond to a task.

Peer – This type of assessment is conducted in cooperation with peers. Students observe each other performing a skill, listen to a student’s answer or review written responses and use discussion or written form to communicate their observations and responses.

Student Self – In self assessment, students reflect on their own performance, knowledge, feelings or cooperation with others and express their thinking in written, oral or kinesthetic forms.

Tools

- Rating Scale – This tool identifies specific criteria and how it appears at different performance levels.
- Checklist – Indicates the presence or lack of presences of a particular skill technique, behavior or information piece. The checklist usually has two response categories.
- Portfolio – A portfolio is a collection of student work that occurs over time. The portfolio can be kept in a folder and include, tests, drawings, journal entries, homework or other work accomplished during a class session.
- Written Test or Quiz - This assessment instrument assesses student knowledge about the content. The questions can be, true/false, matching, multiple choice, short answer, fill in the blank, short essay or illustrations.
- Video – The students’ performance is videotaped and the teacher conducts an assessment of skill or the students can review and respond to their performance.
- Observation – The teacher watches a student perform a skill and records her or his observation using a checklist, rating scale, or anecdotal notes. Students can also use observation in peer assessments.
- Anecdotal Notes – The teacher writes a description of students’ performance as a result of an observation. The notes can be short phrases or several sentences.
- Interview – The teacher or a student can conduct an interview with a student to gather information about the lesson content. The interviewer develops one or more relevant questions.
- Drawing – Students draw their response to a question that reflects their knowledge or feelings about the lesson content.
- Journal Writing – Students write a response to a lesson that describes their performance, likes and dislikes or how they felt about the content. The teacher usually provides a question or prompts to focus the journal entry.