

## Types of Assessment

Assessment can be classified in to various types or approaches based on the purpose for which it is designed. It can be classified as follows:

**Formative Assessment:** Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The following are a few representative examples of formative assessments:

- Questions that teachers pose to individual students and groups of students during the learning process to determine what specific concepts or skills they may be having trouble with. A wide variety of intentional questioning strategies may be employed, such as phrasing questions in specific ways to elicit more useful responses.
- Specific, detailed, and constructive feedback that teachers provide on student work, such as journal entries, essays, worksheets, research papers, projects, ungraded quizzes, lab results, or works of art, design, and performance. The feedback may be used to revise or improve a work product, for example.
- "Exit slips" or "exit tickets" that quickly collect student responses to a teacher's questions at the end of a lesson or class period. Based on what the responses indicate, the teacher can then modify the next lesson to address concepts that students have failed to comprehend or skills they may be struggling with. "Admit slips" are a similar strategy used at the beginning of a class or lesson to determine what students have retained from previous learning experiences.
- Self-assessments that ask students to think about their own learning process, to reflect on what they do well or struggle with, and to articulate what they have learned or still need to learn to meet course expectations or learning standards.
- Peer assessments that allow students to use one another as learning resources. For example, "workshopping" a piece of writing with classmates is one common form of peer assessment, particularly if students follow a rubric or guidelines provided by a teacher.

## USE OF FORMATIVE ASSESSMENT

- Refocus students on the learning process and its intrinsic value, rather than on grades or extrinsic rewards.
- Encourage students to build on their strengths rather than fixate or dwell on their deficits. (For a related discussion, see [growth mindset](#).)
- Help students become more aware of their learning needs, strengths, and interests so they can take greater responsibility over their own educational growth. For example, students may learn how to self-assess their own progress and self-regulate their behaviors.
- Give students more detailed, precise, and useful information. Because grades and test scores only provide a general impression of academic achievement, usually at the completion of an instructional period, formative feedback can help to clarify and calibrate learning expectations for both students and parents. Students gain a clearer understanding of what is expected of them, and parents have more detailed information they can use to more effectively support their child's education.
- Raise or accelerate the educational achievement of all students, while also reducing learning gaps and achievement gaps.

**Summative Assessment:** Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process.

## USE OF ICT IN ASSESMENT

- The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment "summative" is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.
- Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

- Summative-assessment results are often recorded as scores or grades that are then factored into a student's permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

**Diagnostic Assessment:** Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it.

A **diagnostic assessment** refers to an assignment written at the beginning and end of a course. Post-course assessments can be compared with pre-course assessments and can show students' potential improvement in certain areas. These assessments allow the instructor to adjust the curriculum to meet the needs of current—and future—students.

#### ADVANTAGES

1. It helps you to tie learning outcomes to specific goals and objectives.
2. Diagnostic assessments provide substantial data for creating an effective curriculum that improves learning outcomes for students.
3. It makes the teaching and learning process more efficient by zeroing in on content that needs to be taught.
4. It creates a rewarding and amicable learning environment for the teacher and the students.
5. Diagnostic assessment allows the teacher to map out a meaningful and efficient instruction plan for the course duration.
6. It creates a baseline for future assessment. At the end of the course, the teacher can compare students' performance viz a viz their level of knowledge at the beginning of the course, and record any improvements.
7. Diagnostic assessment allows the teacher to individualize instruction. From the data, you can identify students who need extra tutoring on a particular portion of a unit or course of study. In the same vein, if a teacher discovers that a group of students has already mastered a large portion of a unit of study, he can design activities that allow that group to go beyond the standard curriculum for that topic through independent or small group study

#### DISADVANTAGES

## 1. Large Class Size

It's easy to carry out a diagnostic assessment when you're dealing with very few students. However, if you have a large class, it becomes more difficult to conduct this type of assessment, analyze results and arrive at a realistic conclusion. One way to get past this challenge is using an online form for administering the assessment.

With Form plus, you can create powerful surveys and questionnaires, and collect responses fast. Read on to learn more about using Form plus forms for diagnostic assessments.

## 2. Time-consuming

Again, this is a challenge if you're dealing with a large class. In fact, many instructors argue that diagnostic assessments are impractical in large classrooms. Conducting this type of assessment means sacrificing useful time that can be used for teaching and learning.

Other challenges you should expect with diagnostic assessments include:

3. They generally require special training in order to be administered and scored reliably.
4. If the teachers lack commitment, then you wouldn't get the best results from this process.
5. Diagnostic assessments can trigger anxiety in students.
6. It can lead to false inferences about a child's knowledge or abilities in the classroom.

**Authentic Assessment:** The term **authentic assessment** describes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. It Emphasizes what students know, rather than what they do not know or requires students to develop responses instead of selecting them from predetermined options. An **authentic assessment** usually includes a task for students to perform and a rubric by which their performance on the task will be evaluated.

## ADVANTAGES

- Motivates students to deeply engage with the subject matter leading to more constructive and productive learning
- Builds a portfolio of academic work, which is helpful for students to:
  - Reflect on and assess their own work and effort
  - Seek admission into advanced degree programs and continue their academic career
  - Pursue career opportunities after earning their degree
- Aids students in preparing for the complexities of professional life by equipping them with relevant workplace skills
- Prepares students for lifelong learning

## DISADVANTAGES

- Authentic assessments must be structured well or the application and results could become unpredictable
- Unpredictably increases the potential for things going wrong, which may jeopardize students' chance to demonstrate their ability
- Creating and applying authentic assessments is time-consuming and resource intensive
- Assessment tasks must be carefully articulated at the outset to help students manage course workload

**Performance Assessment:** Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

**Performance assessment** involves students taking part in skill building activities rather than answering questions about how to perform those skills on paper. Features of a performance assessment task are: a) real-world scenarios, b) authentic and a complex process, c) higher-order thinking and d) transparent evaluation criteria. Performance assessment is a good opportunity for professors to personalize their courses and can act as an effective formative assessment when combined with other forms of assessment.

### Examples

Because performance-based assessments allow students the opportunity to demonstrate what they have learned, there are many ways to assess their learning. Some examples of performance assessments include:

- Answering open-ended questions. Open-ended questions require an answer with an explanation, as opposed to a yes or no question. When students are asked to compose a short paragraph response to an open-ended question they show their thinking process. Answering open-ended questions can be considered a performance-based assessment because students must explore how they got to their answers. For example, instead of asking, "Was Macbeth ambitious?", an instructor could ask, "How did Macbeth's ambitions affect him?" Changing the yes or no question into an open-ended question allows for a detailed, rational answer.
- Developing an analysis. By developing a thorough analysis in an essay format, students must perform a detailed investigation on a subject. An analytic essay is a lengthy assignment that requires many steps from research to compiling evidence. This type of essay allows students to show their abilities at multiple benchmarks and gives them time to develop and perform their knowledge.
- Conducting an investigation. Conducting a laboratory investigation is a hands-on approach to a performance-based assessment. Conducting an investigation puts students in charge of carrying out their project and allows them the space to explore avenues of inquiry and examination.
- Curating a portfolio. Student portfolios are a creative and exhaustive compilation of a student's work. By compiling their work over a course of a project, students reflect on their learning and show their developments. Most importantly, it helps students think about their thinking process. Additionally, student portfolios help students with lifelong skills like setting goals and planning, which are required for a strong portfolio.