

Instructions:

For this activity, you will determine which assessment method or methods are the strongest match for each of the four types of learning targets: knowledge, reasoning, skill, and product. Read through the following four scenarios and record your answer to each question by marking a “Y” in the appropriate box when your answer is “Yes.”

You can put a “Y” in more than one box. You can use a capital “Y” to denote really good matches, and a checkmark to denote an acceptable match under certain conditions. Place an “N” in the boxes that are definitely *not* good matches. On a separate sheet of paper, write your justifications for each answer. To make your choices, ask yourself, “Which methods will provide the most accurate information with the highest degree of efficiency?”

If you are working with a learning team, consider discussing your responses as a group. There are no single correct answers; however, some answers are better than others. You will find our suggestions for best matches in the text of Chapter 4 after Activity 4.2.

| | Selected Response & Short Answer | Extended Written Response | Performance Assessment | Personal Communication |
|-------------------------------|----------------------------------|---------------------------|------------------------|------------------------|
| Knowledge (Scenario 1) | | | | |
| Reasoning (Scenario 2) | | | | |
| Skills (Scenario 3) | | | | |
| Products (Scenario 4) | | | | |
| Dispositions | | | | |

Source: Adapted from *Student-Involved Assessment for Learning*, 4th ed. (p. 84), by R. J. Stiggins, 2005, Upper Saddle River, NJ: Merrill/Prentice Hall. Copyright ©2005 by Pearson Education, Inc. Adapted by permission.

Scenario 1: Assessing Student Mastery of Content Knowledge

Scenario: You want your students to master specific subject matter knowledge because it represents an important foundation for later work. You plan a series of instructional activities to help your students reach this goal. Now you want to assess to be sure they've got it. In this particular case, you want them to know the material outright, not through the use of reference materials.

Question 1: Should you assess mastery of this material using selected response or short answer modes of assessment, such as multiple-choice, true/false, or matching exercises? Briefly explain your response.

Question 2: Should you assess your students' mastery of this material using an extended written response form of assessment? Defend your answer.

Question 3: Should you use a performance assessment to assess students' mastery of this content knowledge? Defend your answer.

Question 4: Do you think the personal oral communication form of assessment—by oral exam, interview, conference, or discussion—could viably assess your students' mastery of this content knowledge? Why or why not?

Scenario 2: Assessing Reasoning Proficiency

Scenario: You are a teacher who has seen to it that your students are able to access important knowledge when required. Now you want to see if they can use that knowledge productively to solve relevant problems. You want to see if they can reason analytically (think about the parts of things) and comparatively (think in terms of similarities and differences), draw inferences, and think critically (take and defend a position on an issue, for example).

Question 1: Can you get at these things with selected response or short answer assessments? Why or why not?

Question 2: Does extended written response assessment work in contexts where you seek to assess reasoning proficiency? Why or why not?

Question 3: Is performance assessment a viable alternative? Why or why not?

Question 4: Can you use personal oral communication as an assessment method to probe a student’s ability to use knowledge to reason effectively and solve problems? Defend your response.

Scenario 3: Assessing Mastery of Skills

Scenario: You teach French and wish to assess your students’ skill at communicating in that language in a conversational situation. So the skill of oral language proficiency is your target.

Question 1: Can you assess oral language proficiency in a conversational context using a selected response or short answer mode of assessment? Defend your answer.

Question 2: Can you assess these skills using extended written response assessment? Why or why not?

Question 3: Will performance assessment work as a basis for assessing the foreign language speaking proficiency of your students? Why or why not?

Question 4: Can you use personal oral communication as a basis for assessing conversational skill in a second language? Defend your response.

Now consider other skills, such as operating a bandsaw, working in a group, or driving a car. Do your answers extend to these other skills?

Scenario 4: Assessing the Ability to Create Quality Products

Scenario: You want your students to be able to create quality products—products that meet certain specified standards. They might be samples of writing, term papers, technology products, craft products, artistic creations, or others. Your instruction has centered on helping students learn the differences between products of high and low quality. You have provided practice in developing products that meet your standards. Now it is time to assess their achievement to see if your instruction was effective.

Question 1: Can you assess the ability to create these kinds of products using selected response or short answer modes of assessment? Why or why not?

Question 2: Will extended written response assessment work for evaluating this kind of achievement? Explain your answer.

Question 3: Can performance assessment provide the evidence of proficiency needed to evaluate this kind of achievement target? Defend your response.