

CHAPTER 11: ASSESSING STUDENT PERFORMANCE

CHAPTER OBJECTIVES

- Describe the role that classroom assessment plays in data-driven decision making.
- Distinguish the purposes and procedures for preassessment, formative assessment, and summative assessment.
- Adjust assessments for English language learners and students with special needs.
- Establish a framework for effective classroom assessment.
- Select ways to conduct performance-based evaluation
- Prepare teacher-made tests using the guidelines provided.
- Fulfill the teacher's role in standardized testing.

CHAPTER OUTLINE

- I. Classroom Assessment
 - A. What is Classroom Assessment? (classroom assessment, measurement, evaluation)
 - B. Data-Driven Decision Making (data-driven decision making)
 - C. Types of Assessments for Decision Making (pre-assessment*, formative assessment, summative assessment)
 - D. Norm-Referenced and Criterion-Referenced Evaluation (norm-referenced evaluation, criterion-referenced evaluation)
 - E. Characteristics of Good Assessment Instruments (validity, reliability, measurement error, practicality)
 - F. Adapting Assessments for English Language Learners
 - G. Adapting Assessments for Students with Special Needs
- II. Establishing a Framework for Assessment
- III. Performance-Based Assessment (performance-based assessment**)
 - A. Product Assessments (portfolio)
 - B. Performance Assessments
 - C. Ways to Rate Student Products or Performances (rating scale, rubric, checklist, anecdotal record, participation chart)
- IV. Teacher-Made Tests
 - A. Planning the Classroom Test (table of specifications***)
 - B. Selecting and Preparing Test Questions (essay questions, objective questions, restricted response essay questions, extended response essay questions)
 - C. Assembling the Test
 - D. Administering the Test
 - E. Scoring the Test
- V. Achievement Tests (standardized tests, test battery, high-stakes tests)
 - A. Types of Achievement Test Scores (raw score, percent correct, percentile score, stanine, grade equivalent score)
 - B. The Teacher's Role in Standardized Testing

* also known as diagnostic assessment

** also known as alternative assessment [i.e., an alternative to traditional pencil/paper tests] or authentic assessment [if the task that students must do is authentic to the subject area being studied, such as actually changing the oil in a car for an automechanics course, or actually playing an athletic game in a phy. ed. course, or actually performing a song in a choir course, etc.)

*** also known as a test blueprint