



Office of Planning, Assessment and Institutional Research
Department of Assessment and Institutional Effectiveness

OPEN ASSESSMENT DAYS – FALL 2020

“Types of Assessment Methods”

November 2, 2020

10:00-11:00 AM

Assessment Resources

There are different types of assessment in education. All assessment methods have different purposes before, during and after instruction. This document surveys seven categories of assessment methods that are useful to the development and implementation of instruction, which contributes to improved student learning.

Pre-assessment or Diagnostic Assessment

Before creating the instruction, it's necessary to know for what kind of students you're creating the instruction. Your goal is to get to know your student's strengths, weaknesses and the skills and knowledge they possess before taking the instruction. Based on the data you've collected you can create your instruction. Diagnostic assessments can also help benchmark students' progress. Consider administering the same assessment at the end of the unit, course or program to determine how well they have advanced. Some examples include:

Mind maps
Flow charts
KWL charts
Short quizzes

Anticipation journals
Student interviews
Student reflections

Classroom discussions
Comprehensive exam
Graphic organizers

Formative Assessment

Formative assessment is used in the first attempt of developing instruction. The goal is to monitor student learning to provide feedback. It helps identifying the first gaps in your instruction. Based on this feedback you'll know what to focus on for further expansion for your instruction. When creating formative assessments, it is best to keep the short, easy to grade and consistent. Some examples include:

Portfolios	Group projects	Progress reports
Class discussions	Entry or exit tickets	Short quiz
In-class surveys (Kahoot!) 2 Yes, 1 No	One-minute papers	Red, Yellow, Green

Ipsative Assessment

It measures the performance of a student against previous performances from that student. With this method you're inspiring the student to improve their performance by comparing their present and future gains with previous results. With this form of assessment, the student is not compared to other students but against themselves and their own potential, which builds self-confidence in them. When ipsative assessment can be helpful:

Wide range of student ability	Underperforming students	Gifted students
Advanced courses	Assessing progress	Assessing development
Tutor performance	Earned credentials	

Norm-referenced Assessment

Norm-referenced assessments are tests designed to compare an individual student's performance to a group of their peers, usually based on national standards or norms and occasionally adjusted for age, ethnicity or other demographics. Unlike ipsative assessments, where the student is only competing against themselves, norm-referenced assessments draw from a wide range of data points to make conclusions about student achievement. Some examples include:

National standardized test	State standardized tests	Industry standards
Program standards test		

Criterion-referenced Assessment

It measures student's performances against a fixed set of predetermined criteria or learning standards. It checks what students are expected to know and be able to do at a specific stage of their education. Criterion-referenced tests are used to evaluate a specific body of knowledge or skill set, it's a test to evaluate the curriculum taught in a course. Some examples include:

Competency assessment
Placement tests

Skill test
Membership eligibility

Personality profiles
Temperament tests

Summative Assessment

Summative assessment is aimed at assessing the extent to which the most important outcomes at the end of the instruction have been reached. But it measures more: the effectiveness of learning, reactions on the instruction and the benefits on a long-term base. The long-term benefits can be determined by following students who attend your course, or test. You are able to see whether and how they use the learned knowledge, skills and attitudes. Some examples include:

Mid-term exam
Final project
Final performance

End-of-term exam
Creative portfolio
Writing sample

Cumulative work
Standardized test

Confirmative Assessment

When your instruction has been implemented in your classroom, it's still necessary to take assessment. Your goal with confirmative assessments is to find out if the instruction is still a success after a year, for example, and if the way you're teaching is still on point. You could say that a confirmative assessment is an extensive form of a summative assessment. Some examples include:

Employer reference
Interviews
Tutor performance

Performance evaluation
Teaching assistants
Earned credentials

Observation
Advanced course success