University of California, Irvine
Department of Education

SOME ASSESSMENT CONSIDERATIONS[2]		
Assessment includes the deliberate use of many methods to gather evidence to indicate that students are meeting standards.		
Formal or Informal Assessment	➢ Will observation and dialogue yield usable information for the teacher? ➢ Will you need something more formal?	Observation of . . . debate, discussion, group work, nonverbal behaviors
		Collection of . . . journal entries, student self-assessment, traditional quizzes and tests, drafts, essays, performance tasks, projects
Declarative or Procedural Knowledge	Are students learning information (declarative) or are they learning strategies and skills (procedural)?	Assessment practices should be congruent with the learning process and the nature of the knowledge being assessed.
Level of accountability and desired depth	➢ Worth being familiar with? ➢ Important to know and do? ➢ To establish enduring understanding?	The choice of assessment will be driven by the level to which students will be held accountable for their learning and the desired depth of learning.

ASSESSMENT MATRIX			
ASSESSMENT TYPE	**TRADITIONAL TEST** *Recall of Previously Presented Information*	**COMPLEX PRODUCT** *Interpretation or Construction of Meaning*	**LIVE PERFORMANCE** *May Exhibit Recall or Higher Level Thinking*
Depth of Learning	Worth being familiar with	Worth being familiar with Important to know and do	Worth being familiar with Important to know and do
Works best when . . .	Testing for declarative knowledge or driven by a need for efficiency	Assessing for procedural knowledge or a need for open ended, complex, authentic assessments	Assessing for procedural knowledge, constructing meaning, wanting to share learning with whole class
Some assessment options	Can be . . . ➢ Traditional quizzes and tests ➢ Paper-pencil ➢ Selected response ➢ Constructed Response	Can be . . . ➢ Traditional quizzes and tests ➢ Selected response ➢ Constructed Response ➢ Essays ➢ Performance tasks and projects	Can be . . . ➢ Oral report of group intellectual product ➢ Dramatic Interpretation

---

[2] *Understanding by Design*, Grant Wiggins and Jay McTighe, Association for Supervision and Curriculum Development, 1998 and *Assessing Student Outcomes, Performance Assessment Using the Dimensions of Learning Model*, Robert J. Marzano, Debra Pickering, and Jay McTighe, 1993.