



GRIFFITH PUBLIC SCHOOLS

DISTRICT-WIDE ASSESSMENT PLAN

2013-14



GPS Assessment Team Mission and Vision

Established November 12, 2013

VISION
Griffith Public Schools implements a comprehensive assessment system that measures and communicates student learning and program effectiveness to all stakeholders.
MISSION
The assessment of student progress at Griffith Public Schools: <ul style="list-style-type: none">➤ Represents evidence of learning➤ Drives instructional practices and curriculum modifications➤ Aligns the curriculum with the standards➤ Identifies students' needs➤ Identifies teachers' needs➤ Communicates the achievement of standardized assessments and learning objectives to students, teachers, parents, administrators, post-secondary and career institutions
BELIEFS/CORE VALUES
<ul style="list-style-type: none">✓ Assessment is ongoing and meaningful to all participants.✓ A cohesive range of assessments accurately demonstrates student achievement and growth.✓ Assessment results drive instructional practices.✓ Assessments measure the attainment of curricular objectives.✓ Assessment practices are aligned among departments, like courses and grade levels.✓ Assessments are aligned horizontally and vertically.✓ Assessments results are shared with students, staff, parents, and the community.

2013-14 District Assessment Calendar

	Assessment	Beginning	Qtr.1	Qtr.2	Qtr.3	Qtr.4
Grade KG	DIAL or Speed DIAL - (PAT)	Registration		October		
	Reading Comprehension Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	mCLASS math	Sep. 11 - Oct. 9			Jan. 29 - Feb. 26	Apr. 23 - May 21
	mCLASS reading	Aug. 21 - Sep. 18			Jan. 8 - Feb. 5	April 16 - May 14
	HA - CogAT / PTCS				Mar. 3 - Mar. 7	
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	
Grade 1	Reading Comprehension Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	mCLASS math		Sep. 11 - Oct. 9		Jan. 29 - Feb. 26	Apr. 23 - May 21
	mCLASS reading		Aug. 21 - Sep. 18		Jan. 8 - Feb. 5	April 16 - May 14
	HA - CogAT / PTCS				Mar. 3 - Mar. 7	
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	
Grade 2	Reading Comprehension Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	mCLASS math		Sep. 11 - Oct. 9		Jan. 29 - Feb. 26	Apr. 23 - May 21
	mCLASS reading		Aug. 21 - Sep. 18		Jan. 8 - Feb. 5	April 16 - May 14
	HA - CogAT / In-View				Mar. 3 - Mar. 7	
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	
Grade 3	Reading Comprehension Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	IREAD				March 13-14	
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	

	Assessment	Beginning	Qtr.1	Qtr.2	Qtr.3	Qtr.4
Grade 4	Reading Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity Science			Dec. 4 - Dec. 17	Feb. 3 - Feb. 19	
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP Science				March 3-12 Applied Skills	April 28-May 9, multiple choice
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	
Grade 5	Reading Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity Social Studies			Dec. 4 - Dec. 17	Feb. 3 - Feb. 19	
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP Social Studies				March 3-12 Applied Skills	April 28-May 9, multiple choice
	HA - SIGS				Mar. 24-28	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	
Grade 6	Reading Levels	LLI: Aug. 14 -29			LLI: Jan. 6-17	LLI: May 5-16
	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity Science			Dec. 4 - Dec. 17	Feb. 3 - Feb. 19	
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP Science				March 3-12 Applied Skills	April 28-May 9, multiple choice
	HA - SIGS				Mar. 24-28	
	HA - Algebra Readiness				tba (Feb)	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28	



	Assessment	Beginning	Qtr.1	Qtr.2	Qtr.3	Qtr.4
Grade 7	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity Social Studies			Dec. 4 - Dec. 17	Feb. 3 - Feb. 19	
	Total Reader			Nov. 1 - Nov. 23	Jan. 6-17	May 5-16
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP Social Studies				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ELL - LAS Links	(new student placement)				Jan. 22 - Feb. 28
Grade 8	Acuity math		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity English		Sept.23-Oct.4	Nov. 25-Dec. 10	Feb.6-Feb.21	
	Acuity Algebra			Nov. 4 - Nov. 18	Jan. 27 - Feb. 7	Mar. 24 - Apr. 11
	Total Reader			Nov. 1 - Nov. 23	Jan. 6-17	May 5-16
	Algebra ECA					May 19-26
	ISTEP Math				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ISTEP English				March 3-12 Applied Skills	April 28-May 9, multiple choice
	ELL - LAS Links	(new student placement)				Jan. 22 - Feb. 28



	Assessment	Beginning	Qtr.1	Qtr.2	Qtr.3	Qtr.4	
Grade 9	Acuity Algebra			Nov. 4 - Nov. 18	Jan. 27 - Feb. 7	Mar. 24 - Apr. 11	
	Acuity English			Nov. 4 - Nov. 18	Jan. 27 - Feb. 7	Mar. 24 - Apr. 11	
	Total Reader		Nov. 1 - Nov. 23		Jan. 6-17	May 5-16	
	Algebra ECA		Dec. 10-13 (retest)			May 19-26	
	Biology ECA					Apr. 21 - Apr. 26	
	ELL - LAS Links	(new student placement)				Jan. 22 - Feb. 28	
Grade 10	Acuity English			Nov. 4 - Nov. 18	Jan. 27 - Feb. 7	Mar. 24 - Apr. 11	
	Total Reader		Nov. 1 - Nov. 23		Jan. 6-17	May 5-16	
	Biology ECA					Apr. 21 - Apr. 26	
	English ECA				Jan. 14 - Jan. 17 (retest)	May 12 - May 16	
	ELL - LAS Links	(new student placement)				Jan. 22 - Feb. 28	
	PSAT		Oct. 19				
Grade 11	Total Reader		Nov. 1 - Nov. 23		Jan. 6-17	May 5-16	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28		
	AP Calculus AB					May 7	
	AP Eng Lang & Comp					May 9	
	AP Biology					May 12	
	AP Government					May 13	
	AP US History					May 14	
	AP Spanish					May 16	
	SAT				Jan. 25, Mar. 8	May 3, June 7	
ACT				Feb. 8,	Apr. 12, June 14		
Grade 12	Total Reader		Nov. 1 - Nov. 23		Jan. 6-17	May 5-16	
	ELL - LAS Links	(new student placement)			Jan. 22 - Feb. 28		
	AP Calculus AB					May 7	
	AP Eng Lang & Comp					May 9	
	AP Biology					May 12	
	AP Government					May 13	
	AP US History					May 14	
	AP Spanish					May 16	
	SAT				Jan. 25, Mar. 8	May 3, June 7	
ACT				Feb. 8,	Apr. 12, June 14		

Assessment Matrix - 2013-14

	K	1	2	3	4	5	6	7	8	9	10	11	12
LLI Benchmark Assessments K-6 literacy	x	x	x	x	x	x	x						
mCLASS math	x	x	x										
mCLASS reading	x	x	x										
Acuity math				x	x	x	x	x	x				
Acuity Algebra									x	x	x		
Acuity language arts				x	x	x	x	x	x	x	x		
Acuity English 10											x		
Acuity science					x		x						
Acuity social studies						x		x					
Lexile Inventory - Total Reader				x	x	x	x	x	x	x	x	x	x
Advanced Placement (AP) English Composition													x
Advanced Placement (AP) Calculus													x
Advanced Placement (AP) US History												x	
Advanced Placement (AP) Biology												x	x
SAT												x	x
PSAT											x		
ECA Algebra										x			
ECA Biology										x	x		
ECA ELA											x		
Studyisland English			x	x	x	x	x	x	x				
Studyisland Math			x	x	x	x	x	x	x				
Studyisland Algebra									x	x	x		
Studyisland AP English Literature and Composition													x
Studyisland AP Calculus													x
Studyisland-Reading Eggs	x	x	x										
Kindergarten Readiness - PAT / Dial-4	x												
8 Step Standard Assessments – English LA	x	x	x	x	x	x	x						
8 Step Standard Assessments – Math	x	x	x	x	x	x	x						
Common Assessments (locally developed)								x	x	x	x	x	x
IREAD				x									
ISTEP ELA				x	x	x	x	x	x				
ISTEP Science				x		x		x					
ISTEP Math				x	x	x	x	x	x				
ISTEP Social Studies					x		x		x				
HIGH ABILITY													
Orleans-Hanna Algebra Readiness						x	x						
Terra Nova Achievement tests	x	x	x	x	x	x	x	x	x				
InView			x				x						
CogAT	x	x											
SIGS	x	x	x	x	x	x	x	x	x	x	x		



K-12 Assessments Matrix == 2012-2013

	K	1	2	3	4	5	6	7	8	9	10	11	12
AimsWeb Curriculum Based Measures	x	x	x	x	x	x	x	x	x				
LLI Benchmark Assessments K-6 literacy	x	x	x	x	x	x	x						
Advanced Placement (AP) English Composition													x
Advanced Placement (AP) Calculus													x
Advanced Placement (AP) US History												x	
Advanced Placement (AP) Biology												x	x
SAT												x	x
PSAT											x		
ECA Algebra										x			
ECA Biology										x	x		
ECA ELA											x		
Studyisland			x	x	x	x	x						
Studyisland-Reading Eggs	x	x	x										
Catchup Math							x	x	x	x	x	x	x
Kindergarten Readiness	x												
8 Step Standard Assessments – English LA	x	x	x	x	x	x	x						
IREAD				x									
IREAD K-2	x	x	x										
ISTEP ELA				x	x	x	x	x	x				
ISTEP Science				x		x		x					
ISTEP Math				x	x	x	x	x	x				
ISTEP Social Studies					x		x		x				
HIGH ABILITY													
Orleans-Hanna Algebra Readiness							x						
Terra Nova	x	x	x	x	x	x	x	x	x				
InView			x				x						
CogAT	x	x											
SIGS	x	x	x	x	x	x	x	x	x	x	x		

**Information communicated to parents from the school.
Information communicated to parents from other sources.**

Program Evaluation

PROGRAM PEER

Program Effectiveness Evaluation Report

Program Title	
Acuity predictive assessments for ISTEP and ECA.	
Author:	Assessment Team
Date:	8/01/13
Program Description:	Acuity™ is a comprehensive assessment solution that delivers formative and interim assessment to help us target instruction and effectively impact student achievement, for grades 3-8 in math, reading/language arts, and science. Acuity is also available for Algebra. Acuity offers many features that provide us with ongoing support for transforming student learning, including targeted assessments, robust reporting, instructional resources that can be assigned to students to provide guided practice and instructions on all skills, and the ability to create custom tests.
Program SMART Goal:	
Implementation Plan:	
What is the financial impact?	\$0. IDOE Grant. Cost of substitutes for training
Responsible Personnel:	
Timeline:	When will the program start? When will the results be assessed?
How will effectiveness be determined?	
What artifacts will be gathered?	



Goal Outcome:	
What was effective?	
What other factors could have impacted the results?	
What changes could be made?	
In your opinion, is this program worth continuing? why or why not?	

PROGRAM PEER

Program Effectiveness Evaluation Report

Program Title	
mCLASS primary math and reading assessments.	
Author:	Assessment Team
Date:	7/15/13
Program Description:	<p><i>mCLASS:Reading 3D</i> by Amplify is reading assessment software with a running record to diagnose reading comprehension in grades K-2.</p> <p><i>mCLASS:Math</i> by Amplify Insight is early math assessment software with universal screening, progress monitoring and diagnostic interviews for grades K-2.</p>
Program SMART Goal:	
Implementation Plan:	
What is the financial impact?	\$0. IDOE Grant.
Responsible Personnel:	
Timeline:	<p>When will the program start?</p> <p>When will the results be assessed?</p>
How will effectiveness be determined?	
What artifacts will be gathered?	



Goal Outcome:	
What was effective?	
What other factors could have impacted the results?	
What changes could be made?	
In your opinion, is this program worth continuing? why or why not?	

PROGRAM PEER

Program Effectiveness Evaluation Report

Program Title	
Total Reader lexile assessments	
Author:	Assessment Team
Date:	8/01/13
Program Description:	Total Reader is an online reading assessment program that is specifically designed to encourage reading progress throughout a student's education.
Program SMART Goal:	
Implementation Plan:	
What is the financial impact?	\$9,495.00. Purchased for 1600 students in grades 4-12.
Responsible Personnel:	
Timeline:	<p>When will the program start?</p> <p>When will the results be assessed?</p>
How will effectiveness be determined?	
What artifacts will be gathered?	



Goal Outcome:	
What was effective?	
What other factors could have impacted the results?	
What changes could be made?	
In your opinion, is this program worth continuing? why or why not?	

Lexile Information

Lexile-to-Grade Correspondence

There is no direct correspondence between a specific Lexile measure and a specific grade level. Within any classroom or grade, there will be a range of readers and a range of reading materials. For example, in a fifth-grade classroom there will be some readers who are ahead of the typical reader (about 250L above) and some readers who are behind the typical reader (about 250L below). To say that some books are "just right" for fifth graders assumes that all fifth graders are reading at the same level. The Lexile® Framework for Reading is intended to match readers with texts at whatever level the reader is reading.

MetaMetrics® has studied the ranges of Lexile reader measures and Lexile text measures at specific grades in an effort to describe the typical Lexile measures of texts and the typical Lexile measures of students of a given grade level. *This information is for descriptive purposes only and should not be interpreted as a prescribed guide about what an appropriate reader measure or text measure should be for a given grade.*

The tables below show the middle 50% of reader measures and text measures for each grade. The middle 50% is called the interquartile range (IQR). The lower number in each range marks the 25th percentile of readers or texts and the higher number in each range marks the 75th percentile of readers or texts. It is important to note that 25% of students and texts in the studies had measures below the lower number and 25% had measures above the higher number. Data for the reader measures came from a national sample of students.

Typical Reader Measures, by Grade

Grade	Reader Measures, Mid-Year 25th percentile to 75th percentile (IQR)
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

Data for the first column of text measures came from a research study designed to examine collections of textbooks designated for specific grades (MetaMetrics, 2009). The "stretch" text measures (defined in 2012 through studies related to the development of the Common Core State Standards for English Language Arts) in the second column represent the demand of text that students should be reading to be college and career ready by the end of Grade 12.

Typical Text Measures, by Grade

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L

3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11 and 12	1070L to 1220L	1185L to 1385L

*COMMON CORE STATE STANDARDS FOR ENGLISH, LANGUAGE ARTS, APPENDIX A (ADDITIONAL INFORMATION), NGA AND CCSSO, 2012

New research released August 15 on text complexity. The updates refer to the three-part model defined in Appendix A of the the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, which combines the quantitative and qualitative measures of text complexity with reader and task considerations. The goal of the quantitative study was to provide information regarding the variety of ways text complexity can be measured quantitatively and to examine text complexity tools that are valid, transparent, user friendly, and reliable. We continue to update our tools to be aligned to the CCSS. Most recently, we updated the Lexile Map to include CCSS text exaemplars and the new CCSS ranges.

Notice that there is considerable overlap between the grades. This is typical of student reading levels and texts published for each grade. In addition, the level of support provided during reading and reader motivation have an impact on the reading experience. Students who are interested in reading about a specific topic (and are therefore motivated) often are able to read text at a higher level than would be forecasted by the reader's Lexile measure. Although a student may be an excellent reader, it is incorrect to assume that he or she will comprehend text typically found at (and intended for) a higher grade level. A high Lexile measure for a student in one grade indicates that the student can read grade-level-appropriate materials at a very high comprehension rate. The student may not have the background knowledge or maturity to understand material written for an older audience. It is always necessary to preview materials prior to selecting them for a student.

It is important to note that the Lexile measure of a book refers to its text difficulty only. A Lexile measure does not address the content or quality of the book. Lexile measures are based on two well-established predictors of how difficult a text is to comprehend: word frequency and sentence length. Many other factors affect the relationship between a reader and a book, including its content, the age and interests of the reader, and the design of the actual book. The Lexile measure is a good starting point in your book-selection process, but you should always consider these other factors when making a decision about which book to choose.

The real power of The Lexile Framework is in matching readers to text-no matter where the reader is in the development of his or her reading skills-and in examining reader growth. When teachers know Lexile reader measures and Lexile text measures, they can match their students with the texts that will maximize learning and growth.



Common Assessment Terms

Assessment

This term refers to any test instrument or other student achievement evaluation method used to measure student learning and performance.

Baseline

This term refers to data collected following the initial administration of an assessment instrument, and is designed to establish an agreed upon point from which to measure future student progress or lack thereof.

Benchmark

This is a term used to describe the standard for judging a performance. Teachers and students can use benchmarks to determine the quality of a student's work. Benchmarks can be used to tell what students should know by a particular stage of their schooling; for example, "by the end of the sixth grade, a student should be able to locate major cities and other geographical features on each of the continents."

Criterion-Referenced Test (CRT)

A criterion-referenced test (CRT) is an assessment instrument customized around the a framework. The Benchmark Exams are CRTs. In Indiana, the test items are based on the academic standards in the Indiana Curriculum Frameworks and are developed by committees of Indiana teachers, with support from the Department of Education and the testing contractor. CRTs are administered in Grades 3-8, End-of-Course Exams in Algebra I and Geometry, and an English language arts exam at Grade 10.

End-of-Course Exams

The End-of-Course Exams are criterion-referenced tests taken at the completion of a course of study to determine whether a student demonstrates attainment of the knowledge and skills necessary for mastery of that subject. End-of-Course Exams are given in Algebra I, Biology and English language arts exam at Grade 10.

Frameworks

These documents outline the broad goals and standards of an entire system of education, while giving the local school district the freedom to develop a specific program to address the frameworks.

Longitudinal Study

This type of study refers to the examination of data over a substantial amount of time to determine patterns and trends.

National Assessment of Educational Progress (NAEP)

NAEP is also known as The Nation's Report Card. It is a federally funded program that provides information about the achievement of U. S. students nationally and state-by-state. NAEP tests a representative sample of students in Grades 4, 8 and 12 each year and reports the results to the public.

Norm-Referenced Test (NRT)

A norm-referenced test (NRT) is a test where the test items are built around a vendor's set of curricular objectives. The test provides information that compares the performance of students against the performance of a sample of students from across the country. (STAR, NWEA)

Performance Assessments

A performance assessment requires the students to use knowledge and skills to act directly in a way that reveals the student's level of accomplishment and expertise. This type of assessment differs from a conventional paper-and-pencil



test in the same way that a driving test for one's license differs from the written test. In the former case, the test is meant to realistically simulate driving "performance" - to replicate some typical "tests" that arise in daily driving. In the latter case, the learner is tested for knowledge of driving facts and rules, not whether the student knows how to employ them in performing the act of driving.

Standards

A statement that tells what students are expected to know and be able to do within a content strand.

Strand

A general category of learning standards in a content area.

Student Learning Objective

A specific learning objective to be introduced, taught, and mastered within a content standard.

Formative Assessments

Formative assessments take place during a learning activity to provide the instructor with information regarding how well the learning objectives of a given learning activity are being met. On-going assessments, reviews, and observations in a classroom. Teachers use formative assessment to improve instructional methods and student feedback throughout the teaching and learning process. For example, if a teacher observes that some students do not grasp a concept, she or he can design a review activity or use a different instructional strategy. Likewise, students can monitor their progress with periodic quizzes and performance tasks. The results of formative assessments are used to modify and validate instruction.

Formative assessment is particularly effective for students who have not done well in school, narrowing the gap between low and high achievers while raising overall achievement. Most instructors intuitively use questioning as a method of formative assessment but in large lecture classes not every student can be questioned because of time constraints. Formative assessment is also useful in virtually all learning activities such as preparing oral and written reports, fieldwork and as projects and case studies progress.

Professional Development

Summative assessments are typically used to evaluate the effectiveness of instructional programs and services at the end of an academic year or at a pre-determined time. The goal of summative assessments is to make a judgment of student competency after an instructional phase is complete. For example, in Florida, the FCAT is administered once a year -- it is a summative assessment to determine each student's ability at pre-determined points in time. Summative evaluations are used to determine if students have mastered specific competencies and to identify instructional areas that need additional attention.

Formative Assessments	Summative Assessments
Anecdotal records	Final exams
Quizzes and essays	Statewide tests (ISTEP)
Diagnostic tests	National tests (NAEP)
Lab reports	Entrance exams (SAT and ACT)

Informal Assessment

Informal Assessment

An informal assessment is a method of measuring an individual's performance by casually watching their behavior or using other informal techniques. Informal assessments are different from formal assessments such



as standardized tests or graded formal presentations because the graded individual is less aware of the assessment in progress.

Diagnostic Pre-Assessments

Diagnostic assessments (also known as pre-assessments) provide instructors with information about student's prior knowledge and misconceptions before beginning a learning activity. They also provide a baseline for understanding how much learning has taken place after the learning activity is completed. Instructors usually build concepts sequentially throughout a course. For example, the Coriolis effect may be taught prior to a unit on ocean currents. A diagnostic pre-assessment given after the Coriolis effect activity but before the Ocean current activity will provide an opportunity to determine if students remember the concepts they need. If some students don't remember, then a refresher will make the Ocean current activity more meaningful to your students. Diagnostic assessment data may be gleaned from:

- Summative assessments of the previous learning activity.
- Short assessments that focus on key knowledge and concepts such as [ConcepTests](#) and [Minute Papers](#) ([more info](#))

Like formative assessment, diagnostic assessment is intended to improve the learner's experience and their level of achievement. However, diagnostic assessment looks backwards rather than forwards. It assesses what the learner already knows and/or the nature of difficulties that the learner might have, which, if undiagnosed, might limit their engagement in new learning. It is often used before teaching or when a problem arises.

Summative assessment

Summative assessment demonstrates the extent of a learner's success in meeting the assessment criteria used to gauge the intended learning outcomes of a module or programme, and which contributes to the final mark given for the module. It is normally, though not always, used at the end of a unit of teaching. Summative assessment is used to quantify achievement, to reward achievement, to provide data for selection (to the next stage in education or to employment). For all these reasons the validity and reliability of summative assessment are of the greatest importance. Summative assessment can provide information that has formative/diagnostic value.

Dynamic assessment

Dynamic assessment measures what the student achieves when given some teaching in an unfamiliar topic or field. An example might be assessment of how much Swedish is learnt in a short block of teaching to students who have no prior knowledge of the language. It can be useful to assess potential for specific learning in the absence of relevant prior attainment, or to assess general learning potential for students who have a particularly disadvantaged background. It is often used in advance of the main body of teaching.

Alternative assessment (authentic and performance assessment)

An assessment that requires students to generate a response to a question rather than choose from a set of responses provided to them. Exhibitions, investigations, demonstrations, written or oral responses, journals, and portfolios are examples of the assessment alternatives we think of when we use the term "alternative assessment." Ideally, alternative assessment requires students to actively accomplish complex and significant tasks, while bringing to bear prior knowledge, recent learning, and relevant skills to solve realistic or authentic problems. Alternative assessments are usually one key element of an assessment system.

Anchor tests

A common set of items administered with each of two or more different forms of a test for the purpose of equating the scores obtained on these forms. 2. "Anchor papers provide a connection between a rubric narrative and student writing, and an example of what writing at a certain score of the rubric should look like." (From: the REEP Writing Assessment Trainer's Manual.) (see also Benchmark tasks; Benchmarking.)