

Answers to Exercise 2.3

Review Questions

1. *What are the three types of classroom assessment, and what are some of the unique qualities of each?*

The three types of classroom assessment are obtrusive assessment, unobtrusive assessment, and student-generated assessment. Obtrusive assessment is characterized by its formality. Classroom activity is suspended, and students “take a test.” They know they are being assessed, and most often the assessment is scheduled and students are notified ahead of time. Unobtrusive assessment, by contrast, is characterized by its informality. Students most often are not aware they are being assessed. Instead, the teacher simply observes the students in action and gleans necessary information about their proficiencies. Student-generated assessment is characterized by the control it gives the student. As opposed to a teacher giving a formal or informal assessment, a student independently comes to a teacher with a specific idea of how he or she can demonstrate proficiency on a learning goal.

2. *What are the three ways to use assessments, and what are some of the unique characteristics of each?*

The three uses of assessment are formative scores, summative scores, and instructional feedback. Formative scores are snapshots of a student’s level of understanding or skill at a particular point in time, and they are recorded. Formative scores are meant to be used in conjunction with one another so that a teacher can get an overall picture of a student’s achievement across an interval of time such as a grading period. Summative scores, by contrast, do not reflect a single performance on an assessment. Instead, they represent the teacher’s overall judgment of a student’s performance over a period of time. All of the formative scores lead up to the summative score. Instructional feedback is an assessment that may or may not be scored but is not recorded. It is meant to provide students with immediate information about their performance.

3. *What is the difference between formative assessment and formative scores as defined in Formative Assessment and Standards-Based Grading?*

Formative assessment is a process, whereas a formative score refers to a specific assessment used in the process of formative assessment. Formative scores provide teachers with the data necessary to construct summative scores.

4. *Describe how assessments can provide information to teachers about their own performances.*

Assessments can let teachers know what information needs to be reviewed or retaught. If a large group of students does not do well on a particular assessment, the teacher knows that that information needs to be revisited.