

Assessment Tool: Purposes, Pros and Cons

Assessment Tool	Purpose	Pros (+) and Cons (-)
Anecdotal record---ongoing written observations about students' progress, collected over time	track growth in specific skills by highlighting areas of strength and need	+ useful for providing detailed information to students and parents - time-consuming
Anchor---student work samples that correspond to the performance levels set out in a rubric Exemplars---samples within the anchor set that represent the expected standard or quality	when used in conjunction with a rubric, help teachers and students see what a set of performance standards look like in practice	+ provides teachers and students with model of quality work - Can limit student creativity if used inappropriately or if only one sample is provided for each performance level
Checklist---a list of specific skills to be demonstrated during a performance task or attributes required in a product	used for self-, peer, or teacher assessment; determines whether a specific performance or product contains all of the required elements	+ makes expectations clear to students; effective and reliable for self- and peer assessment - inappropriate if quality rather than quantity is the variable to be scored
Frequency Scale---a scale used to measure how frequently a desired behavior or attribute occurs	used to inform students how frequently they demonstrated a required behavior or exhibit a desired attribute	+ efficiently assesses behaviors and learning skills - inappropriate if quality rather than quantity is the variable to be scored

<p>Rating scale---a scale that assigns a numerical value to one or more assessment criteria</p>	<p>used to inform students of the extent to which they met a criterion</p>	<p>+ efficiently matches a score to a desired criterion</p> <p>- does not inform students how to improve</p>
<p>Rubric---a set criteria and performance indicators arranged according to expected levels of performance</p>	<p>communicates to teachers, students, and parents what is expected in a given performance or product before it occurs; is also used to assess the quality of the performance or product once it has been completed</p>	<p>+ clarifies for teachers, students, and parents what quality work looks like</p> <p>- poorly written rubrics may focus on quantity as opposed to quality</p> <p>- can limit the range of student performance if poorly written</p>
<p>Scoring guide---a precise explanation of how marks are awarded for specific questions on a test or for specific performance indicators on a product</p>	<p>used to increase the reliability of marking; may also be used to clarify expectations for students</p>	<p>+ fosters discussion among teachers about their expectations for quality work</p> <p>- can narrow the possible range of student responses</p>