

Types of assessment practices

Diagnostic assessment

- is often undertaken at the beginning of a unit of study to assess the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class
- can involve formal measurements (e.g. IQ/aptitude tests, fitness tests) that are used to establish a starting point or baseline OR informal measurements (e.g. observation, discussions, questioning)
- informs programming and planning, and learning and teaching methods used, as well as assessment choices.

Summative assessment

- assists you to make judgements about student achievement at certain relevant points in the learning process or unit of study (e.g. end of course, project, semester, unit, year)
- can be used formally to measure the level of achievement of learning outcomes (e.g. tests, labs, assignments, projects, presentations etc.)
- can also be used to judge programme, teaching and/or unit of study effectiveness (that is as a form of evaluation).

Formative assessment

- is the practice of building a cumulative record of student achievement
- usually takes place during day to day learning experiences and involves ongoing, informal observations throughout the term, course, semester or unit of study
- is used to monitor students' ongoing progress and to provide immediate and meaningful feedback
- assists teachers in modifying or extending their programmes or adapting their learning and teaching methods
- is very applicable and helpful during early group work processes.

Informal assessment involves:

- systematically observing and monitoring students *during* in class learning and teaching experiences
- interacting with students to gain a deeper knowledge of what they know, understand and can do
- circulating the classroom and posing questions, guiding investigations, motivating and quizzing students
- providing opportunities for students to present or report upon their learning and teaching experiences
- collecting, analysing, and providing feedback on in and out of class work samples (e.g. how their group work projects are progressing).

Formal assessment involves:

- the use of specific assessment strategies to determine the degree to which students have achieved the learning outcomes
- assessment strategies including: essays, exams, reports, projects, presentations, performances, laboratories or workshops, resource development, artwork, creative design tasks, quizzes and tests, journal writing, portfolio
- individual and/or collaborative tasks that usually attract a mark (group work may include both an individual and group component).