



AB 250 Work Group

Types of Assessments

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Presentation Overview

- Types of Assessments
- Definitions
- Purpose and use of results



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Introduction

- Assessments differ in the way they answer the following three questions:
 - What primary purpose(s) will the assessment serve?
 - What information does the assessment need to provide?
 - Who will be tested, and how will the test results be used?



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Types of Assessment

- Diagnostic — **for** learning
- Formative — **for** learning
- Interim — **for** learning and **of** learning
- Summative — **of** learning



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Diagnostic Assessment

- AB 250 defines **diagnostic assessment** as:
 - “ ... assessment of the current level of achievement of a pupil that serves both of the following purposes:
 - 1) The identification of particular academic standards or skills a pupil has or has not yet achieved.
 - 2) The identification of possible reasons that a pupil has not yet achieved particular academic standards or skills.”



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Formative Assessment

AB 250 defines **formative assessment** as:

“Assessment tools and processes that are embedded in instruction and are used by teachers and pupils to provide timely feedback for the purposes of adjusting instruction and to improve learning.”



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Formative Assessments

- Processes and tools used by the teacher during instruction
- Frequent and of short duration
- Provides corrective feedback; modifies instruction
- Tasks individualized to students' needs
- Embedded within the learning activity
- Reporting outside classroom may/may not be necessary



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Interim Assessments

AB 250 defines interim assessments as:

“ . . . an assessment that is given at regular and specified intervals throughout the school year, is designed to evaluate a pupil’ s knowledge and skill relative to a specific set of academic standards, and produces results that can be aggregated by course, grade level, school, or local education agency in order to inform teachers and administrator at the pupil, classroom, school, and local education agency levels.”



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Interim Assessments

- Created by school/district or vendor
- Used to modify or plan instruction
- Evaluative
- Predictive
- Can be used as benchmark
- Indicate areas for further investigation
- Data can be aggregated and/or disaggregated



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Summative Assessment

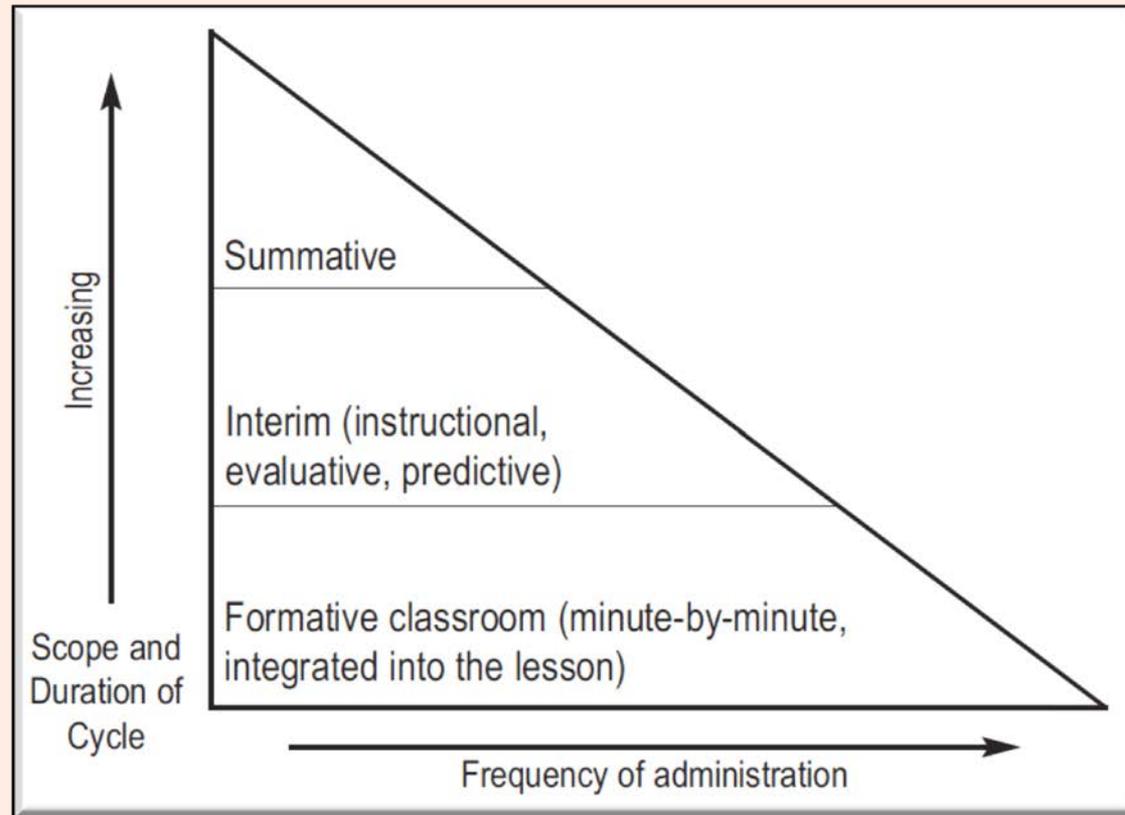
AB 250 defines “achievement test” as:

“ . . . any standardized test that measures the level of performance that a pupil has achieved in the core curriculum areas.”



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Tiers of Assessment



Perie, Marion, Gong, Wurtzel, 2007



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Common Formats

- **Paper and pencil testing**
 - Most common type of format
 - Used for all assessments
- **Computer based testing (CBT)**
 - Uses fixed form but is administered using a computer
- **Computer adaptive testing (CAT)**
 - Presents harder or easier questions, depending on how the student performs as the test proceeds
 - Can provide greater accuracy with fewer questions



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Questions?