

## Links Between Achievement Targets and Assessment Methods

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Assessment Method		
<b>Type of achievement target</b>	<p><b>Selected response</b> — multiple choice, true/false items, matching exercises, short answer fill-in items</p> <p><b>Essay</b> (constructed response) — original written answer</p> <p><b>Performance assessment</b> (includes constructed response) — can be based either on observations of the process while respondents are demonstrating skills, or in the evaluation of products created</p> <p><b>Personal communication</b> — includes questions posed and answered during instruction, interviews, conferences, conversations, listening during class discussions, and oral examinations</p>	
<p><b>Knowledge</b>—mastery of substantive subject matter content, where mastery includes both knowing and understanding it</p> <p><b>Reasoning</b>—the ability to use that knowledge and understanding to figure things out and solve problems</p> <p><b>Performance Skills</b>—the development of proficiency in doing something where it is the process that is important, such as plying a musical instrument, reading aloud, speaking in a second language, or using psychomotor skills</p> <p><b>Products</b>—the ability to create tangible products, such as term papers, science fair models, and art products, that meet certain standards of quality and that present concrete evidence of academic proficiency</p> <p><b>Dispositions</b>—the development of certain kinds of feelings, such as attitudes, interests, and motivational intentions</p>	<p>Can ask questions, evaluate answers, and infer mastery, but a time-consuming option</p> <p>Can ask student to “think aloud” or can ask followup questions to probe reasoning</p> <p>Strong match when skill is oral communication proficiency; also can assess mastery of knowledge prerequisite to skillful performance</p> <p>Can probe procedural knowledge and knowledge of attributes of quality products, but not product quality</p> <p>Can talk with students about their feelings</p>	
	<p><b>Multiple choice, true/false items, matching, and fill-in can sample mastery of elements of knowledge</b></p> <p><b>Can assess application of some patterns of reasoning</b></p> <p><b>Can assess mastery of understandings prerequisite to skillful performance, but cannot rely on these to tap the skill itself</b></p> <p><b>Can only assess mastery of the understandings prerequisite to the ability to create products</b></p> <p><b>Selected response questionnaire items can tap student feelings</b></p>	<p>Not a good choice for this target—three other options preferred</p> <p>Can watch students solve some problems or examine some products and infer about reasoning proficiency</p> <p>Can observe and evaluate skills as they are being performed</p> <p>Can assess (1) proficiency in carrying out steps in product development, and (2) attributes of the product itself</p> <p>Can infer dispositions from behavior and products</p>
	<p><b>Essay exercises can tap understandings of relationships among elements of knowledge</b></p> <p><b>Written descriptions of complex problem solutions can provide a window into reasoning proficiency</b></p> <p><b>Can assess mastery of understandings prerequisite to knowledge prerequisite to product development; brief essays can provide evidence of writing proficiency</b></p> <p><b>Open-ended questionnaire items can probe dispositions</b></p>	<p>Can assess mastery of knowledge prerequisite to product development; brief essays can provide evidence of writing proficiency</p> <p>Open-ended questionnaire items can probe dispositions</p>