

### Handout 4: Links Between Achievement Targets and Assessment Methods

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