

**FIGURE 4.3** Target–Method Match

	<b>Selected Response</b>	<b>Written Response</b>	<b>Performance Assessment</b>	<b>Personal Communication</b>
<b>Knowledge</b>	<b>Good</b> Can assess isolated elements of knowledge and some relationships among them	<b>Strong</b> Can assess elements of knowledge and relationships among them	<b>Partial</b> Can assess elements of knowledge and relationships among them in certain contexts	<b>Strong</b> Can assess elements of knowledge and relationships among them
<b>Reasoning</b>	<b>Good</b> Can assess many but not all reasoning targets	<b>Strong</b> Can assess all reasoning targets	<b>Partial</b> Can assess reasoning targets in the context of certain tasks in certain contexts	<b>Strong</b> Can assess all reasoning targets
<b>Skill</b>	<b>Partial</b> Good match for some measurement skill targets; not a good match otherwise	<b>Poor</b> Cannot assess skill level; can only assess prerequisite knowledge and reasoning	<b>Strong</b> Can observe and assess skills as they are being performed	<b>Partial</b> Strong match for some oral communication proficiencies; not a good match otherwise
<b>Product</b>	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning	<b>Strong</b> Can directly assess the attributes of quality of products	<b>Poor</b> Cannot assess the quality of a product; can only assess prerequisite knowledge and reasoning

Source: Adapted from *An Introduction to Student-Involved Assessment FOR Learning*, 6th ed. (p. 78), by R. J. Stiggins & J. Chappuis, 2011, Upper Saddle River, NJ: Pearson Education. Adapted by permission.