

ASSESSMENT METHODS DRAFT

Keeping track of how teachers are assessing their students is helpful to ensure that students have different opportunities for success and evaluation. In Atlas, teachers do this by tracking their assessment methods. However, if the list of assessment methods is too long, or doesn't accurately reflect the types of assessments at a school, it can lead to inaccurate reports and curriculum maps. Your assessment methods list should be specific enough to avoid general catch-all categories, but general enough to prevent overlap between categories.

Original Assessment Methods Built-in by Atlas	Comments	Proposed Assessment Methods
Oral: Debate	? Aren't these performances	
Oral: Discussion		
Oral: Oral Report		
Oral: Presentation		
Oral: Speech		
Other: Peer Assessment		OTHER: Peer Assessment
Other: Quiz		
Other: Student Portfolio	? Is this an assessment method or a vehicle for collecting evidence	
Other: Teacher Observation	? Not a product, an evaluation method	
Performance: Authentic Task	? See note below table	PERFORMANCE: Authentic Task
Performance: Dramatization		PERFORMANCE: Dramatization
Performance: Lab	? Is this covered in skill demonstration	
		PERFORMANCE: Science Lab Demonstration
Performance: Skill Demonstration		PERFORMANCE: Skill Demonstration
Performance: Recital		PERFORMANCE: Recital
		PERFORMANCE: Athletic Competition
		PERFORMANCE: Debate
		PERFORMANCE: Discussion
		PERFORMANCE: Oral Report
		PERFORMANCE: Oral Presentation

		PERFORMANCE: Speech
Project: Personal	?	
Project: Technology	?	
Project: Visual Arts		
Test: Common	? add to assessment type list	TEST: Common
Test: Standardized	? add to assessment type list	TEST: Standardized
		TEST: Benchmark
		TEST: Diagnostic
	Multiple-choice, true/false, matching	Selected Response
Test: Written	Fill in the blank short answer, sentences, paragraph, visual representation (graph, label diagram, "show your work", concept map, etc.	Constructed Response
		Extended Constructed Response
		Mixed Response
Written: Essay		
Written: Informative Essay		
Written: Narrative Essay		
Written: Persuasive Essay		
Written: Journal/Diary		
Written: Report		
	? Have 1 general essay category or break down	PRODUCT: Essay
		PRODUCT: Poem
		PRODUCT: Journal/Log
		PRODUCT: Report
		PRODUCT: Research Paper
		PRODUCT: Science Project
		PRODUCT: Visual Arts
		PRODUCT: Portfolio
		PRODUCT: Exhibit
		PRODUCT: Model
		PRODUCT: Video/Audio
		PRODUCT: Other

Authentic Assessment Tasks:

- Are realistic
- Require students to “do”
- Simulate contexts in which adults are tested in the workplace, community, or home
- Assess students’ abilities to use a repertoire of knowledge and skills to negotiate a complex task
- Allow opportunities to practice, obtain feedback, and refine performance

Creating Performance Tasks

- Consider possible goals (summarize, explain, teach, defend, critique)
- Consider possible roles (advertiser, detective, eyewitness reporter, teacher, etc.)
- Consider possible audiences (experts, historical figures, readers, travelers, etc.)
- Consider possible products and/or performances (essay, questionnaire, debate, newscast, graph, filmstrip, storyboard, etc.)