Types of Assessment

Criterion referenced test - a test linked to predefined content standards and designed to measure student achievement of the content standards.

Formative assessment - assessment done for the sake of program improvement. The goal is to provide feedback, with the aim of improving teaching, learning, and the curricula, to identify students' strengths and weaknesses, and to assist institutions with appropriate placement of students based on their particular learning needs.

Grading - a summative, evaluative process intended to indicate overall "mastery" of a student in a given subject.

Norm referenced tests - tests that compare the performance of an individual to that of their classmates.

Portfolios - a selected collection of a variety of performance-based work. A portfolio might include a student's "best pieces" and the student's evaluation of the strengths and weaknesses of several pieces. The portfolio may also contain some "works in progress" that illustrate the improvements the student has made over time.

Post test - a test or measurement taken after services or activities have ended. It is compared with the results of a pretest to show evidence of the effects or changes resulting from the services or activities being evaluated.

Pre test - a test used to determine whether a student has the necessary qualifications to begin a course of study. Also used to determine the level of knowledge a student has in relation to the material that will be presented in the course.

Standardized achievement test - tests constructed under detailed specifications, administered under specified conditions and scored according to specific rules.

Subjective assessment -   in subjective assessment, the teacher's judgment determines the grade. One example may include an essay test. This type of assessment is a little more complex to grade.

Summative assessment - assessment for the evaluation and accountability purposes. The goal is to use credible information to make decisions regarding allocation of funds, to aid in decision making at the program level (personnel, certification, etc) and to meet demands of accrediting bodies, state and federal agencies.

Surveys and interviews - Data gathered by these measures are an indirect assessment of student learning since they measure satisfaction and impressions of education experiences rather than knowledge and skills acquired.