

1. Matching – Match the sample categories to the intended learning outcome it best describes. You may have more than one answer for each learning outcome, but each answer may be used only ONCE.

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|---|-----------------------|
| 1. Knowledge, comprehension and application _____ | a) comparing |
| 2. Reasoning ability _____ | b) concepts |
| 3. Observable skills _____ | c) constructing |
| 4. Products _____ | d) designing |
| | e) evaluating |
| | f) generalizing |
| | g) lab skills |
| | h) principles |
| | i) process |
| | j) psychomotor skills |
| | k) speaking |
| | l) writing |

2. Matching.

Match the following terms to the appropriate description. Note: Not all answers are necessary to match to the appropriate term.

<p>_____ 1. Diagnostic</p> <p>_____ 2. Formative</p> <p>_____ 3. Summative</p>	<p>A. Assessment designed to assess student progress.</p> <p>B. Assessment designed to determine the extent a student has learned the intended outcomes.</p> <p>C. Assessment designed to determine the extent of knowledge a student already possesses.</p>
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3. Match the sample category with the appropriate intended learning outcome.

_____ concepts	A. Knowledge
_____ writing	B. Observing skills
_____ process	C. Products
_____ generalizing	D. Reasoning ability
_____ problem solving	
_____ inferring	
_____ oral-reading	
_____ evaluating	
_____ methods	

4. Matching:

- 1.** Criteria
- 2.** Rating scale
- 3.** Scoring rubric
- 4.** Scoring key
- 5.** Feedback

- a. Criteria and criterion weight for performance or product assessment
- b. Procedure used to verify the degree of specified characteristics during the evaluation period
- c. A set of qualities on which an assessment instrument is based
- d. Provide remedial suggestions and acts as a guide for improving both performance and self-assessment
- e. A set of guidelines which detail the specific characteristics and levels to be achieved for an assessment instrument
- f. Degree to which a test item or task discriminates between high and low scoring

5. Matching: Match the following definitions with the terms that define them.

_____ 1. Achievement Assessment

_____ 2. Product Assessment

_____ 3. Authentic Assessment

_____ 4. Performance Assessment

_____ 5. Alternative Assessment

- A. Assessing achievement of understanding and skills by actually performing a task.
- B. Assessment focusing on the application of understanding and skills to “real – world” problems
- C. Assessment that includes all the various methods to determine the level students have achieved the learning outcomes.
- D. Assessment requiring students to actually produce something.
- E. Assessment methods that provide a traditional pencil and paper test.
- F. Appropriateness and meaningfulness of the inferences we make from assessment results from some intended use.

6. Match the term in the left column with the best definition.

1. Validity	A. A test with standard scoring, directions and outcomes; used to compare students
2. Standardized Test Achievement	B. A consistency among assessment results
3. Percentile Rank	C. Determination of the appropriateness and meaningfulness of the inferences made using the assessment results
4. Criterion-Referenced Interpretation	D. Indicates a student’s relative position in a peer group in terms of percentage of group members
5. Reliability	E. The comparison between individual student performance and the group set
	F. The number of items that a student answers correctly

7. Match the terms in the left column to the most appropriate description by placing the letter-response on the line to the left of the term. NOTE that there are more descriptions than terms. A DESCRIPTION MAY BE USED MORE THAN ONCE AS AN ANSWER, OR NOT USED AT ALL.

- ___ 1. Authentic assessment
- ___ 2. Performance assessment
- ___ 3. Product assessment
- ___ 4. Alternative assessment
- ___ 5. Achievement assessment

- A Assessing the end result of something the students have created.
- B An assessment procedure involving something other than paper and pencil testing.
- C An assessment procedure that uses task and contextual settings from the real world.
- D An assessment that has the students follow a procedure that is evaluated by the teacher.
- E An assessment that requires students to orally demonstrate their achievement of the outcomes.
- F This assessment procedure can involve more than one form of assessment to evaluate students.

8. Matching Question

Column a gives example of assessments from the teaching world that you may see in use in the classroom. On the line to the left of each name, write the letter of the category in column B that best fits the name. Each assessment type may be used once, or not at all.

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|-----------------------------|---------------------------|
| ___ Badminton skill test | a. Product Assessment |
| ___ Baking a cake | b. Performance Assessment |
| ___ English essay | c. Interview |
| ___ Drawing a picture | d. Paper and pen |
| ___ Rule test for hockey | |
| ___ Test on speaking French | |

9. Match the assessment method in column A with the definition in column B. Items can be used more than once or not at all. 5points

- | | |
|----------------------|--|
| A. Product _____ | 1. A teacher watching students during class activities. |
| B. Performance _____ | 2. A teacher talking to a student one-on-one. |
| C. Journal _____ | 3. Anything the teacher can hold or stand on the floor. |
| D. Interview _____ | 4. An activity performed by the student. |
| E. Observation _____ | 5. A place where students can reflect on what they have learned. |

6. Traditional tests which everyone is familiar with.

10. Matching – Responses can be used more than once.

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|--------------------------|---------------------|
| 1. Affective ___ | |
| 2. True or False ___ | |
| 3. Analysis ___ | a. Domain |
| 4. Fill in the Blank ___ | b. Level of Outcome |
| 5. Sensorimotor ___ | c. Type of item |
| 6. Comprehension ___ | |
| 7. Evaluation ___ | |

11. Section B: Matching

1. Match the assessment type to the best description.

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|-------------------|--|
| ___ 1. Formative | a. determines entry performance |
| ___ 2. Summative | b. monitors learning progress |
| ___ 3. Diagnostic | c. requires students to produce something |
| ___ 4. Authentic | d. determines terminal performance |
| ___ 5. Placement | e. allows students to solve real world problems |
| ___ 6. Product | f. determines extent to which students are meeting learning outcomes |
| | g. attempts to pinpoint a student's specific difficulties |

12. Match the assessment type to its description by writing the appropriate letter-response on the line to the left of the assessment type. There is only one correct response for each question. Each correct response is worth 1 point.

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|-------------------------------------|---|
| _____ 1. Paper and pencil | A. Is a place where a student can write about what they have learned. |
| _____ 2. Product | B. Anything the teacher can hold or stand on the floor to examine. |
| _____ 3. Performance | C. Focusing on the application of understanding of "real-world" problems. |
| _____ 4. Interview | D. Consists of a teacher talking with a student one-on-one. |
| _____ 5. Observation | E. Traditional tests with which most student are familiar. |
| _____ 6. Reflective essay (journal) | F. An activity performed by students while the teacher watches and scores. |
| | G. Consists of a teacher watching and observing students during class activities. |

13. Match the sample categories to the type of intended learning. There can only be 3 correct samples for each type of intended learning.

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|-----------------------|---|
| a) Generalizing | 1. Knowledge, comprehension, application
_____, _____, _____ |
| b) Writing | |
| c) Speaking | |
| d) Concepts | 2. Reasoning ability _____, _____, _____ |
| e) Constructing | |
| f) Principles | 3. Observable skills _____, _____, _____ |
| g) Lab skills | |
| h) Comparing | 4. Products _____, _____, _____ |
| i) Designing | |
| j) Process | |
| k) Evaluating | |
| l) Psychomotor skills | |

14. Matching Question:

Match the scenarios to the MOST appropriate assessment type. Use the assessment types below to fill in the blanks. They may be used more than once or not all. Please support your answer.

Product assessment
Interview assessment
Performance Assessment
Paper/Pencil Assessment
Observation

- a) A soccer tryout _____.
- b) Selecting a chef for your wedding reception _____
- c) Hiring a new teacher at your high school _____
- d) Checking math background of applicants for an accounting job _____

15. Section B: Matching (5 points)

Match the term to the most appropriate definition by writing the appropriate letter-response on the line to the left of the term.

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| _____ 1. Achievement Assessment | A. An assessment method that provides an alternative to traditional pencil and paper testing. |
| _____ 2. Product Assessment | B. An assessment of achievement relating to understanding and skills that requires an actual demonstration of ability. |
| _____ 3. Authentic Assessment | C. An assessment method that focuses on the application of understanding and skills to “real world” problems. |
| _____ 4. Performance Assessment | D. An assessment method that requires students to utilize understanding and skills in the creation of an original piece of work. |
| _____ 5. Alternative Assessment | E. An assessment method that uses standard scoring, directions and outcomes: used to compare students. |
| | F. An assessment that includes all of the various methods in determining the extent to which the students have achieved the learning outcomes. |

16. Matching

Match the following Performance Assessments with the answer that best describes the assessment; **NOTE:** the answers may be used once, more than once or not at all.

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| a) _____ | Extended Response | 1. Writing a short story, conducting a lab experiment |
| b) _____ | Supply Response | 2. Respond with a word, short phrase or essay |
| c) _____ | Restricted Response | 3. Measuring humidity, or locating info with a computer |
| d) _____ | Selected Response | 4. Multiple choice, true or false, and/or matching tests |
| e) _____ | Formative Response | 5. Complete driving component to pass driving exam |
| | | 6. Complete written component to pass driving exam |