

Stiggins Definitions of Types of Assessments

1. Selected Response and Short Answer:

This assessment activity requires a student to produce evidence of learning by selecting a response or generating a brief "right" or "wrong" answer. It includes multiple choice, true/false, fill in the blank, matching, and short answer

2. Extended Written Response:

This assessment activity requires a student to produce evidence of learning by constructing a written response to a question or task. An extended written response is at least several sentences in length. It may include:

- a.) comparing pieces of literature, forms of government, or solutions to problems
- b.) analyzing works of art, forms of government, or solutions to problems
- c.) interpreting music, scientific information, survey information
- d.) solving math problems and explaining all the steps or work to solution
- e.) describing in detail scientific, mathematical, economics or other kinds of processes or principles; for example, how supply and demand works

3. Performance Assessment:

This assessment activity requires a student to produce evidence of learning by either creating or developing a product or performance. Examples include:

- a.) complex performances such as playing a musical instrument, carrying out the steps of a scientific experiment, speaking a foreign language, reading aloud with fluency, repairing an engine, or working productively in a group. In these cases it's the doing—the process—that's important.
- b.) creating complex products such as term papers, lab reports, or works of art. In these assessments what counts is not so much the process (although that can be assessed also) but the level of quality of the product itself.

4. Personal Communication:

This assessment activity requires a student to produce evidence of learning by speaking or writing. The teacher may directly interact with the student either in writing or verbally in the communication process which may extend over a period of time. Examples include (assessment activities—what the students do—are in italics):

- a.) reading and responding to *students' comments in journals or logs*
- b.) asking questions during instruction and listening to *verbal answers of specific students*
- c.) listening to *individual student responses in interviews or conferences*
- d.) listening to *individual student contributions in large or small group discussions*
- e.) listening to *individual student responses during oral examinations*