

## Comparison of Assessment Methods

	<b>Objective Test</b>	<b>Essay Test</b>	<b>Oral Questioning</b>	<b>Performance Assessment</b>
PURPOSE	Sample knowledge with maximum efficiency and reliability	Assess thinking skills and or mastery of a structure of knowledge	Asses knowledge during instruction	Assess ability to translate knowledge and understanding into action
TYPICAL EXERCISE	Test items: multiple-choice true-false fill-in matching	Writing task	Open-ended question	Written prompt or natural event framing the kind of performance required
STUDENT'S RESPONSE	Read, evaluate, select	Organize, compose	Oral answer	Plan, construct, and deliver original response
SCORING	Count correct answers	Judge understanding	Determine correctness of answer	Check attributes present, rate proficiency demonstrated, or describe performance via anecdote
MAJOR ADVANTAGE	Efficiency—can administer many items per unit of testing time	Can measure complex cognitive outcomes	Joins assessment and instruction	Provides rich evidence of performance skills
POTENTIAL SOURCES OF INACCURATE ASSESSMENT	Poorly written items, overemphasis on recall of facts, poor test-taking skills, failure to sample content representatively	Poorly written exercise, writing skill confounded with knowledge of content, poor scoring procedures	Poor questions, students' lack of willingness to respond, too few questions	Poor exercises, too few samples of performance, vague criteria, poor rating procedures, poor test conditions
INFLUENCE ON LEARNING	Overemphasis on recall encourages memorization. Can encourage thinking skills of properly constructed	Encourages thinking and development of writing skills	Stimulates participation in instruction. Provides teacher immediate feedback on effectiveness of teaching	Emphasizes use of available skill and knowledge in relevant problem context
KEYS TO SUCCESS	1) Clear test blueprint or specifications that match instruction, 2) skill in item writing, 3) time to write items	1) Carefully prepared writing exercises, 2) preparation of model answers. 3) time to read and score	1) Clear questions, 2) representative sample of questions to each student, 3) adequate time provided for student response	1) Carefully prepared performance exercises; 2) clear performance expectations; 3) careful, thoughtful rating; 4) time to rate performance