

# Types of Assessment Activities: Stiggins' Definitions

(Revised Summer 2008)

## 1. Selected Response and Short Answer

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, or short answer.

## 2. Extended Written Response

Requires a student to produce evidence of learning by **constructing a written answer to a question or task**. An extended answer is one that 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; ex., how supply and demand works

## 3. Performance Assessment

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. In performance assessments the doing (the process) is equally important as the finished performance.
- b.) Creating complex products such as term papers, lab reports, and works of art. In these assessments what counts is not so much the process (although portions of that may be evaluated also) but the level of quality of the product itself.

## 4. Personal Communication

Requires a student to produce evidence of learning by **speaking or writing**. The teacher may directly interact with the student either in writing or orally in the communication process which may extend over a period of time. Examples include (assessment activities—what 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 students' contributions in large or small group discussions*
- e.) listening to *individual student responses in to oral examinations*