

Classroom Assessment Options

Source: Brookhart, S.M. (1999). *The Art and Science of Classroom Assessment: The Missing Part of Pedagogy*. ASHE-ERIC Higher Education Report (Vol. 27, No. 1). Washington, DC: The George Washington University, Graduate School of Education and Human Development, page 36.

	Objective Scoring	Subjective Scoring	Most appropriate uses	Major advantages	Potential pitfalls
Paper-and-pencil tests	Multiple choice True/False Matching Fill in the blanks	Essays or show-the-work problems judged with rubrics or rating scales	To assess knowledge and thinking over a range of content <i>or</i> to assess dispositions and interests (ungraded)	Most reliable way to assess knowledge and thinking in a content area domain; best way to cover a large number of facts and concepts	Require clearly written items that appropriately sample a range of content materials; easiest to write recall-level questions
Performance assessments	Judgments of performance on a task using a checklist	Judgments of performance on a task using rubrics or rating scales	To assess in-depth thinking in one area <i>or</i> to assess skills attained or products created	Allow measurement of in-depth thinking, skills, or products not readily assessable by tests	Require clear expectations for tasks and scoring to provide meaningful assessment information
Oral questions	In-class questions with right/wrong answers	Discussions or interviews evaluated with rubrics or rating scales	To assess knowledge and thinking during instruction <i>or</i> to assess dispositions and interests (ungraded)	Provide feedback for instruction; identify students' concepts and misconceptions; tap students' interests and opinions	Students may prefer not to speak up or give their honest responses in class
Portfolios	Could use a checklist for portfolio entries, but not recommended except for special purposes	Collection of a student's work and reflection over time; entries can be rated separately or as a whole	To document progress or development <i>or</i> to showcase complex achievement of a range of skills	Allow for assessment of student's development and some ownership and control by student	Require clear purpose, focused construction, and long-term attention to give any more useful information than stand-alone assessments