

# Assessment Tool Types

Assessment Tool	Description
<b>Anecdotal Record</b>	An informal record of an event or behavior observed in the classroom.
<b>Benchmark</b>	Standards to help a teacher determine students' progress in literacy development.
<b>Checklist</b>	An assessment guideline listing skills, behaviors, or characteristics to help guide and record teacher observations of students as they perform certain tasks. There are also student checklists that can be used by students for self-assessment purposes.
<b>Conference</b>	A meeting or conversation involving teacher, student, and/or family members to discuss a student's progress. The purpose is to facilitate one-on-one exchanges, and allow the student to express him- or herself. In a parent conference, the basic purpose is to inform parents of their children's progress and school performance.
<b>End-of-Year Test</b>	A formal assessment of specific skills taught during instruction throughout the year.
<b>Journal</b>	A notebook in which a student can write a spontaneous response to literature and/or assessment of personal progress with reading skills and strategies.
<b>Literacy Log</b>	A record of student literacy activities (for example "Books I Have Read") to help students keep track of his or her own reading or writing progress. Students also use the logs for recording their personal responses to the literature. In some cases, a teacher can suggest prompts for students to use to stimulate thoughts. Students may also use logs to record words that are new, interesting, and entertaining.
<b>Oral Fluency Assessment</b>	An informal assessment of reading to determine oral reading errors or miscues.
<b>Observation</b>	An informal assessment technique of watching students to identify strengths and weaknesses, patterns of behavior, and cognitive strategies. Observations help determine which students need additional support and how to adjust instruction to encourage more and better learning.
<b>Oral Reading Assessment</b>	An oral and silent reading assessment used for diagnosing students' developmental literacy levels through oral retelling and an individual reading inventory.

**Assessment Tool Types (continued)**

<b>Assessment Tool</b>	<b>Description</b>
<b>Peer Assessment</b>	An instrument for helping students understand expectations and assess a classmate's skills.
<b>Performance Assessment</b>	A form of informal or authentic assessment that measures students' understanding of concepts and/or procedures by having them demonstrate what they have learned. For example, a teacher might have students find the square footage of a classroom to assess their understanding of area.
<b>Portfolio Assessment</b>	A form of authentic assessment in which students collect samples of their work in a portfolio to document their progress over time. Different types of portfolios include: showcase, which celebrates students' best work; descriptive, which demonstrates what students can do; evaluative, which assesses students' work against a standard; and progress, which documents students' work over time.
<b>Project/ Demonstration</b>	Independent work created by the student or a group of students.
<b>Reading History</b>	An informal assessment by students of their reading and writing interests and experiences.
<b>Rubric</b>	An evaluation tool that lists the important features that should be present in students' performance or products. Rubrics clearly identify what will be graded.
<b>Self-Assessment</b>	Students develop their own list of characteristics or qualities to judge their own work. Students who learn to monitor their own progress and judge their own efforts will strive to improve.
<b>Standardized Test</b>	Test that measures students' performance against standards or norms and can serve as potentially powerful tools for instruction. It is the most objective and scientific measure available for assessing students' abilities.
<b>Writing Assessment</b>	A formal evaluation of students' writing skills.