

Assessment Type This column begins with formal, moving to informal assessments	Purpose/ Goals of Assessment	How it helps you make instructional decisions in your classroom
Norm-referenced Standardized Tests and Measures (CAT)	<i>e.g. To assess the progress of larger groups of students in aptitude and abilities</i>	<i>Broad sense of the range of aptitude/achievement among students in school or district (not suited to making decisions about individuals)</i>
Provincial level Criterion-referenced tests (FSA, Provincial Exams)		
District or school level assessments		
Teacher-made tests, quizzes, exams		
Teacher-made assignment checklists, rubrics, etc for work completed		
Teacher/student co-developed criteria for assignments, demonstrations and performances		
Other?		

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Student logs, lab reports, journals, etc. documenting learning processes		
Observations of student engagement, participation, performance, etc with anecdotal records		
One on one interviews, conferences, meetings with students about learning and progress		
Portfolios/collections of ongoing student work for student self-evaluation, or teacher evaluation		
BC Performance Standards to assess reading & writing of individual students, class, & whole school (NB May range from formal to informal)		
Other?		

Assignment to be completed for Session 2

- 1) Fill in the matrix based on assessments you currently use to make instructional decisions and what kinds of decisions you make. Fill in as many boxes as you like, add additional ones in the “other” boxes. and use the back of the page if you need more space.
- 2) What kinds of information do you need about student learning in your classroom?
- 3) What types of assessments might you need to use, or develop, to gain that information?