

## Progress Measurement Terms of Reference

### Curriculum Based Assessment

The CBA provides a structured way to see how well a child performs on the materials the teacher is assigning the class. The assumption is that if we want to know whether children are progressing in reading and writing, then we should observe (or count) their behavior as they read and write in school, and we should collect this data as often as feasible so that we quickly know whether a child is making progress or falling behind.

*Witt, J. C., Elliot, S. N., Daly III, E. J., Gresham, F. M., & Kramer, J. J. (1998). Assessment of at-risk and special needs children. (2nd ed.). Boston, MA: McGraw-Hill.*

Examples might include: Probes using brief reading passages, short spelling lists, samples of math items from the curriculum, etc.

### Portfolios

A portfolio is a purposeful collection of student work that exhibits the student's efforts, progress, and achievements in toward mastery of the curriculum that shows change and growth over a period of time. It should represent a collection of students' best work or best efforts, student-selected samples of work experiences related to outcomes being assessed, and documents according growth and development toward mastering identified outcomes.

*Paulson, F.L. Paulson, P.R. and Meyer, CA. (1991, February). "What Makes a Portfolio a Portfolio?" Educational Leadership, pp. 60-63.*

### Observations/Anecdotal records

An observation is an informal visual assessment of student learning. It has a beginning and ending time. They are often filled out on a specific form/checklist/data collection. In all cases, there should be written documentation of what was observed (and NOT the interpretation of what was observed). An **observer should have a sense of purpose** and a question or two that she is looking to answer in the observations.

Anecdotal records are the **written observations** – word for word, action for action – of exactly what a child is doing and saying. It is like a transcript on an event, series of events or even throughout the day. These are similar to an observation but have more description.

### Short-Cycle Assessments

Short-cycle assessments are tests given several times over the course of the school year with the intention of preparing students for the high-stakes test. Almost all states give a test designed to assess students on what they have learned based on the content standards that state has deemed necessary. These tests can take many different formats including written responses, multiple-choice, or a demonstration of learning. A short cycle assessment should measure student ability compared to a specific skill.

### Performance Assessments

Performance assessment, also known as alternative or authentic assessment, is a form of testing that requires students to perform/demonstrate a task or skill rather than select an answer from a ready-made list. You need to structure the way of scoring the assessment beforehand (i.e., a rubric might be used in conjunction with a performance assessment).

## **Checklists**

Checklists usually offer a yes/no format in relation to student demonstration of specific criteria. This is similar to a light switch; the light is either on or off. The checklist names specific skills or steps of skills and the evaluator indicates whether the child is able to perform those skills/subskills on a particular date.

*Adapted from: learnalberta.ca October, 2008*

## **Running Records**

A running record allows you to assess a student's *reading* performance as she/he reads from a benchmark book. A running record form, with text from the book printed on the form, accompanies each of the benchmark books. Only the first 100 -150 words of the longer benchmark books are used for the upper level running records.

## **Work Samples**

A variety of student work completed may be chose from that would best show the level of skill a student can display.

## **Inventories**

Broader than a checklist, an inventory is a list of skills or behaviors used to measure progress toward the mastery of a goal.

## **Rubrics**

A scoring rubric includes 1) one or more dimensions/criteria on which performance is rated, 2) definitions or descriptors that clarify how the attribute is measured, and 3) a rating scale for each dimension.

*Adapted From: Herman, J.L., Aschbacher, P.R. and Winters, L. A Practical guide to Alternative Assessment. Alexandria, Va: Association for Supervision and Curriculum Development, 1992)*

This document/product/software was supported in whole or in part by the U.S. Department of Education, Office of Special Education Programs, (Award #Q27A090111A, CFDA 84.027A, awarded to the Ohio Department of Education). The opinions expressed herein do not necessarily reflect the policy or position of the U.S. Department of Education, Office of Special Education Programs, and no official endorsement by the Department should be inferred.