



## DEFINITION OF TERMS

**Assessment** is the term used to look at how the level of quality of a performance or workshop could be improved in the future; it includes strengths as well as high priority areas for improvement. The assessment process is not concerned with the level of quality; only with how to improve the level of quality. Assessment can be formative (undertaken while an educational process is ongoing) or summative (taken at the conclusion of an educational process.)

**Evaluation** is the term used to describe the determination of the level of quality. The evaluation process focuses only on the actual level of quality with no interest in why that level was attained. Evaluation is a process used to determine the quality of a performance or workshop and to make decisions based on the quality.

For more information on this topic, go to: [http://www.pcrest2.com/institute\\_resources/PAI/4\\_1\\_2.pdf](http://www.pcrest2.com/institute_resources/PAI/4_1_2.pdf)

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The tools listed below represent several methods of measurement. These are needed to document the learning process. Good documentation should include examples of rubrics – “a guide for judgment or scoring; a description of expectations” (See examples via <http://journals.cec.sped.org/cgi/viewcontent.cgi?article=1192&context=tecplus> .)

- **Observation** - with commentary by teacher and/or peers using pertinent criteria, assess the student's ability to perform specific tasks
- **Gallery Walk** - with guiding questions on important concepts, reflective discussion and/or Multiple Choice Quiz/test.
- **Journal Writing** - Journal writing is a learning tool based on the ideas that students write to learn. Students use the journals to write about topics of personal interest, to note their observations, to imagine, to wonder and to connect new information with things they already know.
- **Peer Review** using a criterion rubric - Having student's assess themselves and each other.
- **Video** of performance that has a criterion rubric accompanying it for evaluation.
- **Actual artwork with rubric.** Create a mock-up or visual product to demonstrate understanding, knowledge and skill.
- **Pre and Post evaluation-** Pre- and post-tests help answer the question: "What changed from the beginning of the program to the end?" If program objectives include standards of success such as "Eighty percent of youth will increase in their knowledge of water conservation," then a pre- and post-test will provide the most concrete and direct evidence of impact because it provides a baseline, captured before service took place, that can be compared with post-service scores.
- **Interviews** to include the participant's points and perspectives.

**A Portfolio of Work might include:**

*(Portfolio- A collection of evidence to demonstrate mastery of a given set of concepts.)*

\_\_\_\_\_ **Rubric with Criteria**

\_\_\_\_\_ **Student's Personal Response to Artwork**

\_\_\_\_\_ Artist's Statement

\_\_\_\_\_ Student Self Assessment

\_\_\_\_\_ Student Reflection Sheet

\_\_\_\_\_ Research Report

\_\_\_\_\_ Formal Critique using Feldman Model (Describe, Analyze, Interpret, Judge)

\_\_\_\_\_ Formal Assessment

\_\_\_\_\_ Worksheets

\_\_\_\_\_ Sketches, Preliminary Drawings

\_\_\_\_\_ Quiz (Vocabulary, Elements, Principles, Media)