**ASSESSMENT TOOLS**

**Pros & Cons**

*There are many types of assessment tools that can be used, and all of them have different advantages. Adapt your assessment tools to fit the task you are assessing.*

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| **Type of Tool** | **Pros** | **Cons** |
| Full rubric | Detailed descriptions for each score, easier to mark, clear to teacher and students what the difference is between scores, helps justify scores | Time-consuming to develop |
| Scale | Good for criteria that may have a range of scores, can eliminate “half-marks”, no need to elaborate on all scores | Leaves a lot of gray area between scores, dependent on teacher’s judgment, can be difficult to explain scoring differences |
| Checklist | Good for yes/no criteria with no range, easy to develop, clear to students | Too simplistic for some tasks, may end up with “half-marks”, can result in “all-or-nothing” scores |
| Comprehension questions | Easy to mark, usually easy for students to understand scores | Difficult to develop, relies on student’s ability to understand the question, difficult to weight scoring for more important questions |

All assessment tools **must include** the following at minimum:

(see Teacher’s Checklist for more)

* Clearly labelled as an assessment (“ASSESSMENT” heading somewhere, or at least looks obvious that it is an assessment vs. an activity)
* Date
* Student’s name
* CLB Level
* Skill
* Competency Area
* Statement or description of the real-world task
* Indication of whether the student was successful (beginning, developing completing, etc.)
* Indication of what is needed in order to be successful (criteria for success)

Optional:

* Teacher’s name / Name of school
* Theme, topic
* Feedback/comments (if appropriate to the task)
* Self-assessment / reflection