

# Ca 1 red

Education



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Assessment Criterion-referenced Purpose: Criterion-referenced tests include items that are directly relevant to the learning outcomes that are required to be considered, regardless of whether they can without regard to differentiate the learners or not. The aim is to enable the learners to read and identify various facet and types of text, functional and literary.

Validity:

The learner is able to gain an understanding and analyze various types of texts. It is crucial to observe that there should be no effort to eliminate simple items or change their complexity in the tests. When the learning assignments are easy, it is expected that the test items will be easy (Deiner 69).

Modification:

This was created in conjunction with the department of education and related studies. It is used by the learners to help them in using elaborate strategies to understand a set of assessments.

Bias:

There is no bias in the use of this mode of assessment. If the learning tasks are easy, then test items will be easy. The objective of the criterion-referenced test is to get the sketch of the specific knowledge and expertise that every learner can express. Such information is important during the planning process for both the individual and groups.

NGSSS:

The lengths of the texts are specific to a particular level of education.

Further, this mode of assessment tests the quality of traits, objectives and the main ideas from the author.

ESE/ELL:

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The learners are provided with the checklist and the general student rubric that can accommodate all the students, hence prohibiting irregular accommodation.

#### Performance Based

##### Purpose:

Performance-based assessment seeks to realize a balanced strategy through enlarging the traditional fact and expertise instructions. This mode of assessment is not formulated on a certain curriculum.

##### Validity:

This performance based assessment demands the learners express their skills in writing a given assignment such an essay. In an essay writing, for instance, a learner is required to show his/her capacity to write clear paragraphs with correct and in the given format.

##### Modification:

Ideally, it enables the learners to showcase their writing skills at the given level. It enables the students to learn on the areas that need improvement.

##### Bias:

This mode of assessment has no bias since the learners are given the prompt that enables them to express their ideas.

##### NGSSS:

It involves a process where the learners are required give a project either oral, written or in a group. It is a great way to deliver the curriculum that demands the inclusion of the students' ideas and their total involvement. The guidelines given enable the students to comprehend the various essay topics and the writing formats.

##### ESE/ELL:

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There are no precise ESE/ELL instructions in this mode of assessment. The only exception is the students with disabilities who might require assistance from a specialist.

#### Formal Assessment

##### Purpose:

The formal mode of assessment has information that supports the elucidations from a given test. The method is designed with various components that involve analysis, design, development, implementation, and evaluation of the learning process.

##### Validity:

These tests are regarded as standardized measures since they have been tested previously such as percentiles and standard scores.

##### Modification:

This was created in conjunction with the department of education and related studies. It is used by the learners to help them in using elaborate strategies to understand a set of assessments.

##### Bias:

There is bias in this mode of assessment since the information can be mathematically computed, analyzed and summarized.

##### NGSSS:

The content of education is equally important as the structure of the curriculum; therefore, evaluation of the knowledge in the curriculum is important.

##### ESE/ELL:

This mode allows for the development of instructional designs that will help learners in identifying and developing their respective areas of interest.

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## Informal Assessment

### Purpose:

The informal mode of assessment is content and performance driven as opposed to data. The method enables the teachers to recognize the learners' behaviors, document performance, and make decisions, hence enabling them make informed decisions.

### Validity:

This mode of assessment uses the learners' needs to match with the objectives of assessment and is required to inform the instructions.

### Modification:

It is modified in a way that gives room for re-teaching and other intervention measures that can assist the learners realize the set objectives.

### Bias:

There is no bias in the use of this mode of assessment. Although, there may exist bias when the percentages and other mathematical computations are used to give instructions.

### NGSSS:

Running records, for example, are informal assessments since they tell how good a learner is reading a particular book. Scores such as percentage of words read correctly is an example of informal assessment. They are largely used to inform the instruction (Deiner 71).

### ESE/ELL:

The method uses standardized mechanisms to help in making decisions. Further, observations, checklists, and portfolios are some of the informal methods of assessment available for the teachers.

### Works Cited

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Deiner, Penny Low. Inclusive early childhood education : development, resources, and practice. Belmont, CA : Cengage Learning, 2010.