

# OpenSciEd Assessment Types



Type	Description	Example(s)
<b>Pre-Assessment</b>	<ul style="list-style-type: none"> <li>• Pre-assessment opportunities are typically found early in lesson sets.</li> <li>• Pre-assessments give teachers evidence for what ideas and practice competencies students are coming into the unit or lesson set with.</li> <li>• They allow teachers to get a diverse set of ideas on the table that they can leverage throughout the unit to support argumentation and sensemaking.</li> </ul>	<ul style="list-style-type: none"> <li>• Initial models</li> <li>• Driving questions for the DQB</li> <li>• Discussions around early class consensus models.</li> </ul>
<b>Self Assessment</b>	<ul style="list-style-type: none"> <li>• Self-assessments are opportunities for students to self-assess their learning and growth in the class learning community.</li> <li>• Teachers can decide wherever in the unit they would like to help students reflect on their growth.</li> <li>• In addition, specific opportunities in the unit are identified where teachers can have their students self-assess their own progress by using more generic tools that help teachers facilitate this process.</li> </ul>	<ul style="list-style-type: none"> <li>• Student discussion protocol to apply criteria for large and small group classroom communication</li> <li>• Self review with unit rubrics</li> </ul>
<b>Peer assessment</b>	<ul style="list-style-type: none"> <li>• Peer assessments involve students giving and receiving feedback from each other.</li> <li>• Peer assessments are most useful when there are complex and diverse ideas visible in student work and not all work is the same.</li> <li>• Peer feedback will be more valuable to students if they have time to revise after receiving peer feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Student models or explanations can involve peer assessment protocols such as:</li> <li>• Sticky note peer review</li> <li>• Peer review with unit rubrics</li> <li>• Group review</li> </ul>
<b>Formative Assessment</b>	<ul style="list-style-type: none"> <li>• Formative assessments guide and advance learning by providing information that helps teachers learn about their students' strengths and weaknesses and make subsequent instructional decisions.</li> <li>• Formative assessment opportunities are built into the unit and meant to be points along the way where teachers can see where students are as they build understanding.</li> <li>• These assessments often happen as students are still working on building their understanding across the units and will often assess incomplete pieces of the final understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Formative assessment opportunities for each lesson performance expectation in the "Lesson-by-Lesson assessment" table.</li> </ul>
<b>Summative assessment</b>	<ul style="list-style-type: none"> <li>• Summative assessment opportunities are built into the unit and can occur at the end of each lesson set or the end of the unit.</li> <li>• Summative assessment obtain evidence of what students have learned to provide them with information on where they are in their learning (compared to where they need to be).</li> <li>• These assessments provide teachers with information to adjust future instruction and usually assign a grade.</li> <li>• Summative assessments should be closely linked to the targeted performance expectations and directly address concepts and practices that the unit focuses on developing and using.</li> </ul>	<ul style="list-style-type: none"> <li>• Transfer tasks where students are asked to make sense of a new phenomenon</li> <li>• Final models, arguments or explanations of the phenomenon explored in the class.</li> </ul>