Table 4.1   Links Among Achievement Targets and Assessment Methods

TARGET TO BE ASSESSED	ASSESSMENT METHOD			
	Selected Response	**Extended Written Response**	**Performance Assessment**	**Personal Communication**
Knowledge Mastery	Y Good match for assessing mastery of elements of knowledge	Y Good match for tapping understanding of relationships among elements of knowledge	Not a good match—too time consuming to cover everything	Y Can ask questions, evaluate answers and infer mastery—but a time-consuming option
Reasoning Proficiency	√ Good match only for assessing understanding of some patterns of reasoning out of context	Y Written descriptions of complex problem solutions can provide a window into reasoning proficiency	Y Can watch students solve some problems and infer about reasoning proficiency	Y Can ask student to "think aloud" or can ask follow up questions to probe reasoning
Skills	Not a good match. Can assess mastery of the knowledge prerequisites to skillful performance, but cannot rely on these to tap the skill itself.		Y Good match. Can observe and evaluate skills as they are being performed	√ Strong match when skill is oral communication proficiency; not a good match otherwise
Ability to Create Products	Not a good match. Can assess mastery of knowledge prerequisite to the ability to create quality products, but cannot use to assess the quality of products themselves.	√ Strong match when the product is written. Not a good match when the product is not written	Y Good match. Can assess the attributes of the product itself	Not a good match

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