Assessment Types
(From Science and Children October, 1994)

1. **Multiple Choice**
   a. Relatively easy to write and administer.
   b. Typically reveal little of what the student knows.

2. **Open-Ended Questions**
   a. Often match good questioning strategies.
   b. Often encourage divergent thinking.
   c. Help the teacher understand student thinking.
   d. Often reveal misconceptions.

3. **Performance-Based Assessment**
   a. Task oriented.
   b. Allows the teacher to see both the answer and the process used to get the answer.
   c. Often more than one correct answer.

4. **Science Journal Writing**
   a. May capture a dimension of student understanding not typically measured by other types of assessment.
   b. Students may record procedures and results as well as observations, hypotheses, and inferences.
   c. May serve as a bridge between teacher and student.
5. **Portfolios**

   a. Examples of student work.

   b. Indicate progress, improvement, accomplishments, or special challenges.

   c. May be individualized for each student.

   d. May include: student writing samples, laboratory reports, nature journals, drawings, projects, photographs, diagrams, videotapes, computer disks, copies of awards or prizes, or research reports.

   e. Provides a long term record of student achievement.

6. **Process Skills**

   a. May be either written or performance-based items.

   b. Focus is on students’ ability to use science processes not on the “right” answer.