

CLASSIFICATION OF ASSESSMENT

There are three types of assessment: diagnostic, formative and summative. Although all three are generally referred to simply as assessment, there are distinct differences between the three.

Prognostic Assessment

A prognostic assessment expands the findings of an assessment with analysis of abilities and potentials with a further dimension: the future development of the concerned person, as well as the necessary conditions, timeframe and limits.

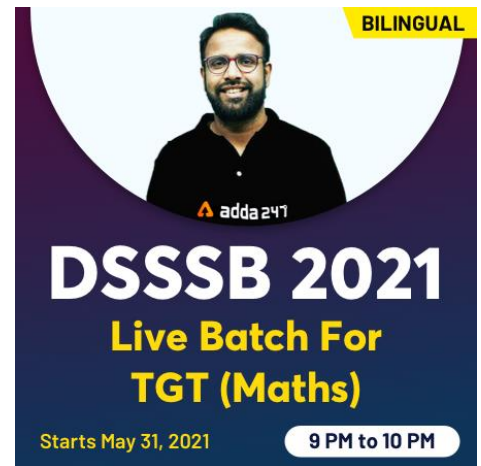
Six Goals of the Prognostic Personality and Abilities Assessment

- Analysis of existing abilities and interests, including the not (yet) known ones and the development to be expected.
- If needed, a comparison with job description and profile of requirements.
- Basic conditions and needs for the development: how it can be enhanced and ensured.
- Period: how long the development will take until the defined goals can be reached.
- Limits of developmental possibilities, either referring to the defined goals (selection assessment), or generally, with a realistic time frame of 3 to 5 years.
- Quality assurance and sustainability: how the results can be monitored and ensured in the long term.

The prognostic assessment is suitable for all management levels including executive board and administrative council, but likewise for young people with the aim of a comprehensive potential analysis. Typically, the prognostic assessment is accomplished as an individual one - day - assessment. The objectives are defined individually.

Formative Assessment

Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Formative assessment measures student progress but it can also assess your own progress as an instructor. A primary focus of formative assessment is to identify areas that may need improvement. These assessments typically are not graded and act as a gauge to students' learning progress and to determine teaching effectiveness (implementing appropriate methods and activities).



Types of Formative Assessment:

- Observations during in - class activities
- Homework exercises as review for exams and class discussions
- Reflections journals that are reviewed periodically during the semester
- Question and answer sessions, both formal—planned and informal—spontaneous
- Conferences between the instructor and student at various points in the semester
- In - class activities where students informally present their results
- Student feedback collected by periodically

Diagnostic Assessment:

Diagnostic assessment can help you identify your students' current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students' strengths and weaknesses can help you better plan what to teach and how to teach it.

Types of Diagnostic Assessments:

- Pre - tests (on content and abilities)
- Self - assessments (identifying skills and competencies)
- Discussion board responses (on content - specific prompts)
- Interviews (brief, private, 10 - minute interview of each student)

Summative Assessment

Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Typically, no more formal learning is taking place at this stage, other than incidental learning which might take place through the completion of projects and assignments.

Types of Summative Assessment

- Examinations (major, high - stakes exams)

- Final examination (a truly summative assessment)
- Term papers (drafts submitted throughout the semester would be a formative assessment)
- Projects (project phases submitted at various completion points could be formatively assessed)
- Portfolios (could also be assessed during its development as a formative assessment)
- Performances
- Student evaluation of the course (teaching effectiveness)
- Instructor self - evaluation

