*Assessment Practices and Processes Statements and Factors*

**Assessment Practices**

*Informal Formats*

1. \*Performance-based assessments (e.g., structured observations or ratings of performance such as a speech or paper)
2. Oral presentations
3. Projects completed by teams of students
4. Projects completed by individual students
5. Performance on in-class quizzes
6. Authentic assessments (e.g., ‘real world’ performance tasks such as locating material in a library or calculating change for class lunches)
7. \*Authentic assessments (e.g., ‘real world’ tasks)

*Formal Assessments*

1. Objective assessments (e.g., multiple-choice, matching, short answer)
2. Essay-type questions
3. Assessments provided by publishers or supplied to the teacher (e.g., in instructional guides or manuals)
4. Major exams or tests
5. Performance-based assessments (e.g., running records or ratings of performances such as a speech)
6. Assessment Developer Made Assessments
7. Assessments designed primarily by yourself
8. \*Assessments provided by publishers or supplied to the teacher

**Cognitive Processing Factors**

*Deep Cognitive Level*

1. Assessments that measure student understanding
2. Assessments that measure student reasoning
3. \*Assessments that measure how well students apply what they learn
4. Assessments that measure being able to use or apply the information students have
5. Assessments that measure how students are developing as individuals
6. Assessments that measure student ability to understand relationships between ideas or information
7. Assessments that measure whether students can derive abstract principles from ideas or information
8. Assessments that measure whether students see things in a different and more meaningful ways
9. Assessments that measure whether students understand new material for themselves

*Surface Cognitive Level*

1. \*Assessments that measure student recall
2. Assessments that measure ability to build up knowledge by getting facts and information
3. Assessments that measure being able to use or apply the information students have
4. Assessments that measure how well students remember things

Note. Items marked \* were modified from McMillan 2002 before usage.

McMillan, J. H. (2001). Secondary teachers' classroom assessment and grading practices. *Educational Measurement: Issues and Practice, 20*(1), 20-32.

This inventory used in Brown 2002 dissertation and reported in Brown, G. T. L. (2009). Teachers’ self-reported assessment practices and conceptions: Using structural equation modelling to examine measurement and structural models. In T. Teo & M. S. Khine (Eds.), *Structural equation modelling in educational research: Concepts and applications* (pp. 243-266). Rotterdam, NL: SensePublishers.