

<b>Target to Be Assessed</b>	<b>Assessment Method</b>			
	<i>Select Response</i>	<i>Extended Written Response</i>	<i>Performance Assessment</i>	<i>Personal Communication</i>
Remember	Good match for assessing mastery of elements of knowledge	Good match for tapping understanding of relationships among elements of knowledge	Not a good match—too time consuming to cover everything.	Can ask questions, evaluate answers and infer mastery—but a time-consuming option.
Understand	Might be a good match for assessing understanding of knowledge of facts and concepts, but probably not procedures.	A good match for demonstrating how concepts are related to one another through words.	A person might be able to observe and infer understanding as a person solves a problem, but probably not the best match.	A good match by asking the student to think aloud so that they can demonstrate understanding of concepts and procedures. Might be too time consuming though.
Apply Analyze Evaluate	Good match only for assessing understanding of some patterns of reasoning.	Written descriptions of complex problem solutions can provide a window into reasoning proficiency.	Can watch students solve problems and infer reasoning proficiency.	Can ask student to “think aloud” or can ask follow-up questions to probe reasoning.
Create	Not a good match. Can assess mastery of knowledge prerequisites 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 (e.g., create a story about).	Good match. Can assess the attributes of the product itself (e.g., an experiment, creating models) .	Not a good match.

Adapted from Classroom Assessment for Student Learning: Doing It Right—Using It Well by Stiggins, Arter, Chappuis & Chappuis, 2004.