

Types of Assessments*

<i>Cognitive Assessments (Multiple-Choice, Constructed Response)</i>		<i>Performance-Based Assessment</i>		<i>Hybrid (Combination of cognitive and performance-based)</i>		<i>Portfolio</i>	
<i>Pros</i>	<i>Cons</i>	<i>Pros</i>	<i>Cons</i>	<i>Pros</i>	<i>Cons</i>	<i>Pros</i>	<i>Cons</i>
Low cost.	May not cover all appropriate skills or be comprehensive.	More Authentic.	More costly.	Broader coverage of standards (shows both understanding and ability).	Higher cost.	Highest Authenticity.	Most time intensive overall.
Easier to develop items.	No samples of student work (not authentic).	Clearer connection to standards.	Longer time to complete/ administer.	Clearer connection to standards.	Longer time to complete and administer.	Clearer connection of technology standards to curricular standards.	Cannot get instant overall feedback.
Validation easier and more transparent.	May not be a test of technology literacy (i.e. may be a test of reading comprehension).	Can be given online.	Demonstrates technology <i>use</i> , but not an <i>understanding</i> of how to apply technology skills.	Validation easier and more transparent.	Higher cost per item in terms of development.	Broadest coverage of technology literacy standards.	Hardest to maintain scoring reliability.

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Ease of administration.	No way to demonstrate student can actually “do” what they are describing.	Instant feedback (if online).	Item development can be more costly.	Can be given online.	Higher level of technology capability needed to administer.	Less time intensive on a daily basis.	Storage of artifacts over time.
Instant feedback (if online).		Scoring can be automated.	Higher level of technology capability needed to administer.	Instant feedback (if online).		Can store artifacts easily.	No set definition of what a portfolio should contain.
Less time to complete test.		Validation easier and more transparent.	Takes more time to administer.	Automated scoring.			Uncertainty over who collects the artifacts
Computer adaptive tests are available.				Richer information is possible.			
Scoring can be automated.							
Appropriate for 8th Grade.		Appropriate for 8th Grade.		Appropriate for 8th Grade.		Appropriate for 8th Grade.	

***Note: These lists are not exhaustive. They are a general overview of some important things to consider going through the process.**