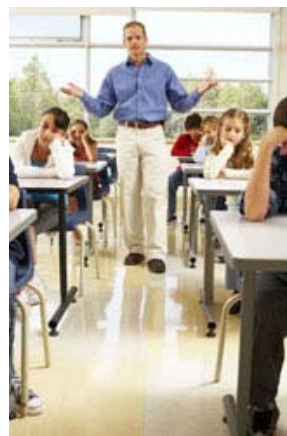




## Lesson 13

### Lesson Highlights

- The fundamental purpose of assessment is to improve teaching and learning.
- Ongoing assessment informs teachers about students' growth and the effectiveness of their instructional practices. It allows teachers to select materials and design instruction to meet students' unique needs.
- Teachers should not have to set aside good instruction in order to prepare students to take a test. Instead, good instruction itself should be the best preparation.
- Students need to be actively involved in the assessment process.
- There are four main roles for assessment in reading: screening, diagnostic, progress monitoring, and accountability assessment.
- Formal assessments are tests that are designed to be given at a particular time during the school year. They can be purchased from various publishers or be developed by teachers, schools, or districts.
- Informal assessments are often viewed as an integral part of instruction. Informal assessments occur throughout the instruction of a lesson and are not restricted to an "end of unit" test. Examples would be observation, self assessments, portfolios, rubrics, projects, and "real-life" problem solving.
- Students need to be familiar with the differences between norm-referenced tests and criterion-referenced tests in order to develop a test-taking plan of action.



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