

TABLE 23.3

## Contrasting Objective and Performance Assessments

OBJECTIVE ASSESSMENTS		PERFORMANCE ASSESSMENTS
<b>Breadth/Depth of assessment</b>	Breadth of assessment; can assess many learning objectives at once	Depth of assessment; typically assesses one or only a few learning objectives in one assessment
<b>Objectives</b>	Typically measures lower level objectives (e.g., knowledge and comprehension) but well-constructed items can measure higher level objectives	Typically assesses higher level objectives
<b>Development</b>	<ul style="list-style-type: none"> <li>Time-consuming to create good items</li> <li>Items often poorly constructed</li> </ul>	May be difficult and time-consuming to create
<b>Time</b>	Takes little class time (typically 10 to 30 minutes)	<ul style="list-style-type: none"> <li>Can take up valuable instructional time if assessments are done in class (e.g., presentations, group projects); possibly days or weeks</li> <li>Some performance assessments (products) evaluated outside of class time</li> </ul>
<b>Scoring</b>	Quick and accurate; can be scored with optical scanning sheets ("bubble sheets")	Time-consuming
<b>Reliability and validity</b>	Generally high reliability and validity when teachers follow research-based guidelines for construction of objective items	<ul style="list-style-type: none"> <li>Lower reliability than objective assessments; rubrics improve reliability but often poor quality; factors outside of the learning expectations, such as creativity, neatness, and originality, may affect teachers' consistency in applying the criteria of the rubric</li> <li>Possible reduced validity if performance assessments contain aspects of the task, such as reading or writing ability or creativity, that are not directly relevant to the learning objective</li> </ul>

SOURCES: Brookhart, 2015; Hambleton & Murphy, 1992; Lane, 2013; Lane, Parke, & Moskal, 1992; Linn, 1993; Miller & Seraphine, 1993; Reynolds & Livingston, 2012; Rudner & Boston, 1994; Shavelson & Baxter, 1991; Waugh & Gronlund, 2013.