

The following chart is a summary of some of the pros and cons of three types of assessments. These are by all means not the only reasons to use—or not use—these types of assessments.

Assessment Type	Pros	Cons
<p><i>Essay questions</i> and <i>performance assessments</i> are types of constructed-response items. These require students to develop their own answers. The laboratory practical is another type of constructed-response item.</p>	<p>Can produce an in-depth look at students' knowledge, skills, and thought processes.</p> <p>Many levels of Bloom's taxonomy can be easily addressed.</p> <p>Classroom knowledge can be applied to real-world situations.</p> <p>Encourages students to express their knowledge in a variety of ways.</p>	<p>Responses require thoughtful action on the part of students and teachers, which can be time consuming.</p> <p>Students can misunderstand what is being asked if questions/tasks are not carefully worded.</p> <p>Length of response may be mistaken for quality.</p> <p>It can be difficult to develop the assessment in such a way as to achieve a strong connection between the question/task and the TEKS/TAKS.</p>
<p><i>Multiple-choice</i> items are a type of selected-response item. These items require students to choose the correct answer from a group of distractors. Other types of selected-response items are true/false and matching.</p>	<p>Can test a large number of students quickly.</p> <p>Scoring is objective.</p> <p>Can cover a wide variety of topics and skills quickly.</p>	<p>Does not reflect real-world application of knowledge.</p> <p>Cannot probe in-depth understanding of content.</p> <p>High-quality and rigorous questions are difficult to develop.</p>

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