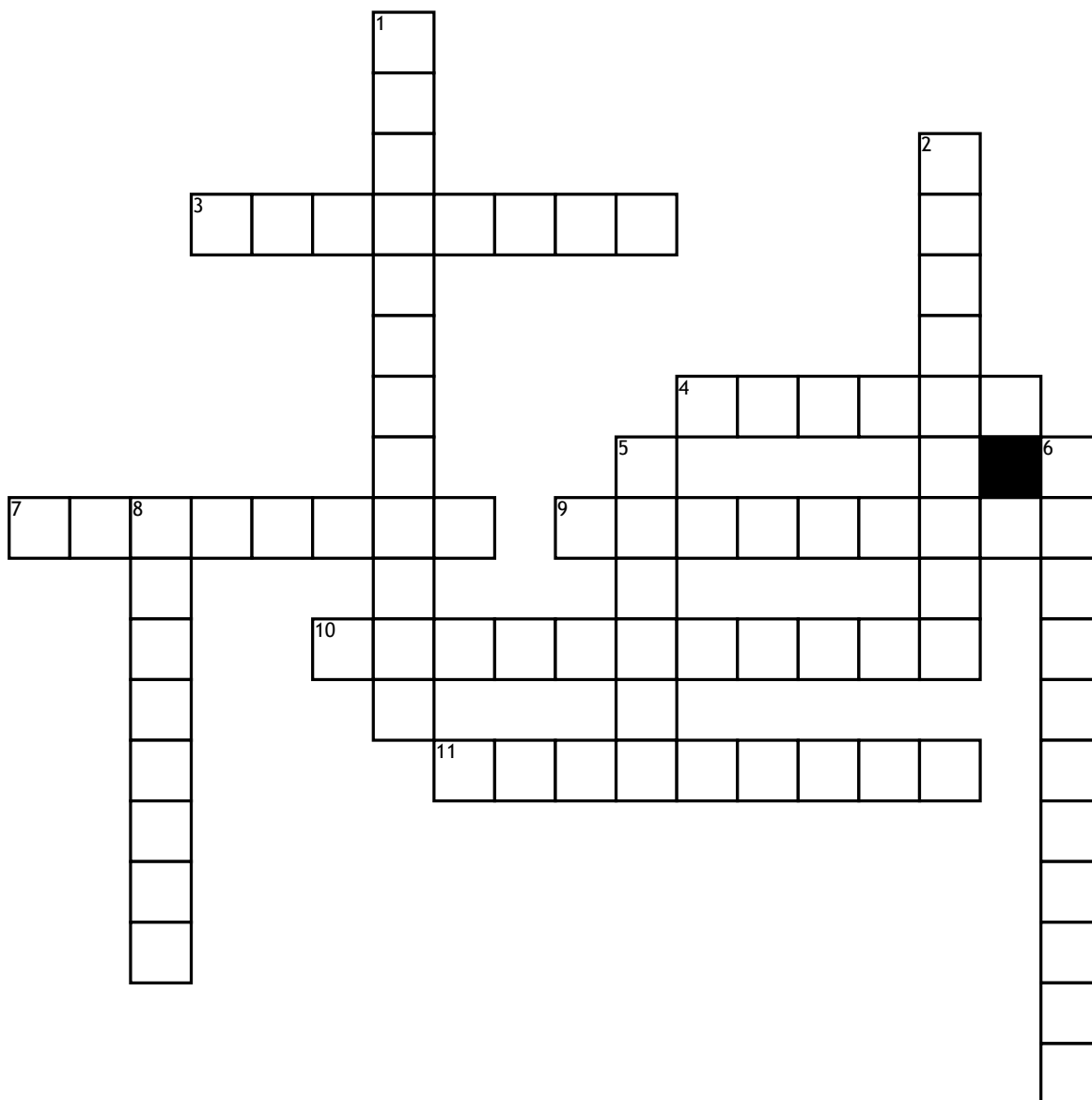


# IPTL - CHAPTER 15



## Across

3. The extent to which a test measures what it is meant to measure.
4. Assessment occurs when teachers give learners substantial assessment tasks and make official records of the results.
7. assessments can occur at any time during teaching and learners do not necessarily have to be aware that they are being assessed.
9. If we assess learners at the end of a course of instruction, we call this \_\_\_\_\_ assessment
10. None of these purposes can be achieved unless the methods of assessments, the conditions under which assessment takes place and the interpretation of learners \_\_\_\_\_ are all appropriate.

11. Can be used to help you make quantitative assessments of learners work because they focus on what is included or missing and what is right or wrong

## Down

1. help you to focus on individual qualitative aspects of learners' work
2. When the information gained from assessment is used as the basis for adjusting teaching and learning, we refer to it as \_\_\_\_\_ assessment
5. are complex rating scales that allow you to simultaneously rate multiple aspects of learner's work
6. A strict measurement sense. The degree to which test scores are free from errors of measurement.
8. in assessment should be considered from at least three perspectives...