Educational assessment is the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

Assessment is often divided into formative and summative categories for the purpose of considering different objectives for assessment practices.

- **Summative assessment** - Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade.
- **Formative assessment** - Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as "educative assessment," is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes.

Educational researcher Robert Stake explains the difference between formative and summative assessment with the following analogy:

> When a cook tastes the soup, it is a formative assessment, but when the customer tastes the soup, it is summative!

Assessment can be either *formal* or *informal*. Formal assessment usually implicates a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, *rubrics*, performance and portfolio assessments, participation, peer and self evaluation, and discussion.
A rubric is a scoring tool for subjective assessments. It is a set of criteria and standards linked to learning objectives that is used to assess a student's performance on papers, projects, essays, and other assignments. Rubrics allow for standardized evaluation according to specified criteria, making grading simpler and more transparent.

The rubric is an attempt to delineate consistent assessment criteria. It allows teachers and students alike to assess criteria which are complex and subjective and also provide ground for self-evaluation, reflection and peer review. It is aimed at accurate and fair assessment, fostering understanding and indicating the way to proceed with subsequent learning/teaching. This integration of performance and feedback is called "ongoing assessment."

Increasingly, instructors who rely on rubrics to evaluate student performance tend to share the rubric with students at the time the assignment is made. Flash (2009) states that “When students are apprised of grading criteria from the start, they can be more involved in the process of working toward success. ”In addition to helping students understand how the assignment relates to course content, a shared-rubric can increase student authority in classroom, through transparency. Furthermore, rubrics reduce the amount of time teachers spend grading student work.

The following common features of rubrics can be distinguished:

- use a range to rate performance
- focus on measuring a stated objective (performance, behavior, or quality)
- contain specific performance characteristics arranged in levels indicating the degree to which a standard has been met.

http://rubistar.4teachers.org/index.php?screen=ShowRubric&rubric_id=916359&

http://www.rubrics4teachers.com/

http://www.teach-nology.com/web_tools/rubrics/