* The primary purpose of assessment is to improve students' learning and teachers' teaching.
* Formative assessment provides feedback and information during the instructional process, while learning is taking place, and while learning is occurring. Summative assessment takes place after the learning has been completed and provides information and feedback that sums up the teaching and learning process. Diagnostic assessment can help you identify your students’ current knowledge of a subject, their skill sets and capabilities, and to clarify misconceptions before teaching takes place. Knowing students’ strengths and weaknesses can help you better plan what to teach and how to teach it. Authentic assessmentdescribes the multiple forms of assessment that reflect student learning, achievement, motivation, and attitudes on instructionally relevant classroom activities. Performance assessment is one which requires students to demonstrate that they have mastered specific skills and competencies by performing or producing something.
* Computer-assisted assessment is a term that covers all forms of assessments, whether summative or [formative](https://en.wikipedia.org/wiki/Formative_assessment), delivered with the help of computers. This covers both assessments delivered on computer, either online or offline, and those that are marked with the aid of computers, such as those using Optical Mark Reading (OMR).
* An electronic portfolio (also known as an e-portfolio, digital portfolio, or online portfolio) is a collection of electronic evidence assembled and managed by a user, usually on the Web.
* Rubrics can be used for a variety of assignments: research papers, group projects, portfolios and presentations. Rubrics help instructors: Assess assignments consistently from student-to-student, save time in grading, both short-term and long-term, give timely, effective feedback and promote student learning in a sustainable way, clarify expectations and components of an assignment for both students and course, and refine teaching skills by evaluating rubric results. Rubrics help students: understand expectations and components of an assignment, become more aware of their learning process and progress and improve work through timely and detailed feedback.
* Some of the Web 2.0 tools available today can serve as alternative assessment tools for student learning. They can engage students as they reflect, share and demonstrate what they have learned or are learning.
* Some of the digital assessment alternatives are Online assessment, Digital concept maps, Online forum, Survey tools, Wikis and Blogs.
* ICT can support peer and self-assessment process. The use of electronic learning environments and web-based interfaces provide a good scope for peer and self-assessment in reflection and feedback.
* Mobile Apps for Assessment are Socrative, Plickers etc.
* The future trends for technology based assessment is Learning analytics which is the measurement, collection, analysis and reporting of data about learners and their contexts, for purposes of understanding and optimizing learning and the environments in which it occurs.

Role of Technology in Education has detailed out how technology is transforming learning and assessment through enhanced question types, real time feedback, increased accessibility, adaptation to learner ability and knowledge, embedding with learning process, and assessment of on-going learning