

**EDC Graduate Formal and Informal Assessment Task
(preview)**[Close Window](#)**Purpose:**

Effective interventions require assessment of students in learning environments on an ongoing basis. For this task you will provide a description of the ways in which you conduct informal and formal assessment. You will provide a copy of a formal assessment you used to analyze student learning or development. You will be asked to cite specific examples of what students know and are able to do in their learning environment. The analysis of student learning or development should also provide a basis for future plans.

Process:

Begin by reflecting on the ways in which you evaluate what students know and are able to do as a result of your intervention. Select one example of informal and one example of formal assessment that you use with your students to serve as the basis for this entry.

- Select an informal assessment that you use to assess what students know, to help them self-assess, and to help you determine where you need to redirect your efforts.
- Select a formal assessment. The assessment must be one you designed or modified for your learners and for which you have samples of student progress. You must include the evaluation criteria you used for this assessment. Projects, models, or oral assessments are acceptable as long as you can document them in your portfolio.
- Select the work of three or four students who are representative of multiple ability levels (e.g., low, medium, and high performing) to illustrate your analysis of student progress through these assessments.

Product:

- A copy of an informal assessment - Prepare a copy of the informal assessment instrument that you used. Include the directions you provided to students (if not written on the assessment or if communicated orally), evaluation criteria or rubric (if applicable), an answer key or response guide (if applicable), and a description of how you intended to use the information obtained from this assessment.
- A copy of a formal assessment and scoring criteria - Prepare a copy of the formal assessment instrument that you developed. Include the directions you provided to students (if not written on the assessment or if communicated orally), evaluation criteria or rubric, an answer key or response guide (if applicable), and a description of how feedback was communicated.
- Provide samples of work from the students. The work should include your evaluation and any comments you provided to the students.
- Commentary on the assessment and its results - Describe the informal and formal assessments (e.g., test, project, task, or other assessment) and what you expected to learn from their use. How do the assessments address your goals and the needs of the students? What provisions (e.g., in terms of time and circumstances, tasks), if any, did you make on the assessments for individuals who have particular learning differences or needs?
- For both the informal and formal assessments, describe the criteria you used to evaluate the work. Why did you use these criteria? How did you communicate the criteria to your students?
- What did you learn about these students from evaluating their performances? Use specific examples from the students' performance (for both the informal and formal assessments) to illustrate your points. What are they able to do now that they weren't able to do before the intervention? What do they still need to learn? Give specific examples from both assessments to support your analysis.
- Aggregation of the data. Identify the average score and the range of scores for the relevant peer group. Where does the performance of your representative students fit within the performance of this peer group?
- Describe any ways in which you involved students in self-assessment? How did you communicate the information you learned through the assessment to the students? What did they do with the information?
- Compare your objectives to the results of the assessment. What would you do differently the next time? Why would you make these changes? What, if anything, would you do to improve the assessment instruments?

Check Performance Levels

Type in Points

Element	Levels of Performance					
<p>1. Content - Multiple Assessments</p>	<p>Little Evidence (0-1):(0-1): The candidate does not adequately assess student progress; assessment is limited or is inadequately aligned with objectives.</p>	<p>Approaches Standard (2):(2): The candidate uses assessments that are only partially aligned with objectives (e.g., not all objectives assessed) or methodology.</p>	<p>Meets Standard (3):(3): The candidate uses assessments that are aligned with objectives and methodology.</p>	<p>Above Standard (4):(4): The candidate uses multiple assessments that are aligned with objectives and methodology to provide a larger sample of student performance.</p>	<p>Well Above Standard (5):(5): The candidate uses multiple assessments that are aligned with objectives and methodology to provide a larger sample of student performance. The informal assessments build on each other, and lead to a formal assessment that is inclusive of relevant content and the informal assessment criteria.</p>	
<p>2. Content - Clear Criteria</p>	<p>Little Evidence (0-1):(0-1): There do not appear to be clear criteria for evaluating student work, and students are not able to engage in self assessment.</p>	<p>Approaches Standard (2):(2): The criteria for assessment are not clear and students aren't able to evaluate their own work, or limited feedback may make it difficult for students to establish goals for progress.</p>	<p>Meets Standard (3):(3): The candidate provides clear criteria for assessment that allow students to self-assess, and provides some feedback that helps students establish goals for progress.</p>	<p>Above Standard (4):(4): The candidate provides clear criteria for assessment that allow students to self-assess, and provides feedback that addresses the criteria.</p>	<p>Well Above Standard (5):(5): The candidate provides clear criteria for assessment that allow students to self-assess across assessments, and provides feedback that addresses the criteria and helps students establish goals for progress.</p>	

3. Content - Learner Differences

<p>Little Evidence (0-1):(0-1): The assessments fail to accommodate the specific needs of students with learning or other disabilities.</p>	<p>Approaches Standard (2):(2): The assessments do not take a range of students with different approaches to learning into account. There is accommodation of specific needs of special education students.</p>	<p>Meets Standard (3):(3): The assessments are designed to accommodate one or more differences among students, and include implementation that accommodates any specific needs of special education students.</p>	<p>Above Standard (4):(4): The assessments are designed to accommodate one or more differences among students, and include implementation that accommodates any specific needs of special education students.</p>	<p>Well Above Standard (5):(5): The assessments are designed to accommodate one or more differences among learners in the classroom, and include implementation that accommodates any specific needs of special education students.</p>
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4. Critical Thinking - Clear Record

<p>Little Evidence (0-1):(0-1): The analysis of student learning is incomplete and inaccurately or insufficiently communicates student progress.</p>	<p>Approaches Standard (2):(2): The candidate's evaluation and analysis provide a general sense of student progress and results are communicated to the student in a rudimentary way.</p>	<p>Meets Standard (3):(3): The student work and the candidate's evaluation and analysis provide a clear record of student progress, and results are clearly communicated to the student.</p>	<p>Above Standard (4):(4): The student work and the candidate's evaluation and analysis provide a clear record of student progress, and results are clearly communicated to the student.</p>	<p>Well Above Standard (5):(5): The student work and the candidate's evaluation and analysis provide a clear record of student progress, and results are clearly communicated to the student.</p>
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5. Critical Thinking - Effective Teaching

<p>Little Evidence (0-1):(0-1): The candidate's evaluation of student work is inaccurate and does not lead to changes in instruction.</p>	<p>Approaches Standard (2):(2): The candidate's evaluation of student work is not entirely accurate and uses the information in ways to plan changes that are not specific to the student.</p>	<p>Meets Standard (3):(3): The candidate evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her intervention.</p>	<p>Above Standard (4):(4): The candidate evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her intervention. Specific examples of student work are used to illustrate these conclusions.</p>	<p>Well Above Standard (5):(5): The candidate evaluates student work from multiple assessments, and uses the information to develop concrete conclusions about the effectiveness of his or her intervention. Specific examples of student work are used to illustrate these conclusions and to suggest ways to improve instruction.</p>
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6. Critical Thinking - Plan Instruction

<p>Little Evidence (0-1):(0-1): The candidate's evaluation of student work is inaccurate.</p>	<p>Approaches Standard (2):(2): The candidate's evaluation of student work is not entirely accurate. Feedback to individuals may be limited or not instructive.</p>	<p>Meets Standard (3):(3): The candidate uses the evaluation information to plan further interventions, and to provide feedback to individuals.</p>	<p>Above Standard (4):(4): The candidate uses the evaluation information to plan further interventions, and to provide feedback to individuals.</p>	<p>Well Above Standard (5):(5): The candidate uses the evaluation information to plan further interventions, and to provide feedback to individuals.</p>
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