

EDC Informal and Formal Assessment of Learning (preview)

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Purpose:

Effective teaching requires assessment of student learning on an ongoing basis. For this task you will provide a description of the ways in which you conduct informal and formal assessment in your classroom. You will provide a copy of a formal assessment you used to analyze what students learned across several lessons. You will be asked to cite specific examples of what students know and are able to do based on the student work samples you provide. The analysis of what students have learned should also provide a basis for future instructional 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 teaching. In the course of teaching an instructional unit or selection of lessons within an instructional unit, 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 (e.g., a pre-test, a homework assignment, checklist, in class task) that you use to assess what students know, to help them self-assess, and to help you determine where you need to redirect your instruction.
- Select a formal assessment that addresses learning across several lessons (e.g., a quiz, a project, a paper, or a test). The assessment must be an assessment you designed or modified for your class and for which you have samples of student work. 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 the class (e.g., low, medium, and high performing) to illustrate your analysis of student learning 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.
- Marked copies of the students' work that reflect your evaluation and the feedback provided to the students - Provide samples of work from the three or four students whose work provides a representative sample from the class. The work should include your evaluation and any written comments you provided to the students. If the work was completed by students working in groups, a group product is acceptable. If the assessment was based on an oral discussion or oral presentation, please document the student performance using video- or audio-tape.
- 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 the concepts you were teaching? 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?
- Focus on the three or four representative students. What did you learn about these students from evaluating their performances? Use specific examples from the student work (for both the informal and formal assessments) to illustrate your points. Synthesize what you believe each of the students knows. What are they able to do now that they weren't able to do before the instruction? What do they still need to learn? Give specific examples from both assessments to support your analysis.
- Aggregation of the data. Where does the performance of your representative students fit within the performance of

the class as a whole. Identify the average score and the range of scores for the class.

- Disaggregation of the data - Select one student characteristic (e.g., ability, gender, race, age, etc.) and separate your data accordingly. Analyze the assessment results for the different groups you create, and compare them. For instance, if you disaggregate the results according to gender, compare the performance of boys to girls. Use specific examples to illustrate your conclusions.
- 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 for student learning to the student learning you observed. What did you learn about your instruction based on the student performances? What would you do differently the next time you teach these lessons? Why would you make these changes? What, if anything, would you do to improve the assessment instruments?

Standards:

Your portfolio entry will provide evidence of ways in which you address the following standards.

- **Number 4**

Teachers create instructional opportunities that reflect a respect for the diversity of learners and an understanding of how students differ in their approaches to learning.

4.4 Make appropriate provisions (e.g., In terms of time and circumstances for work, tasks assigned) for individual students who have particular learning differences or needs.

- **Number 5**

Teachers create instructional opportunities to encourage students' development of critical thinking, problem solving, and performance skills.

5.1 Design lessons that extend beyond factual recall and challenge students to develop higher level cognitive skills.

- **Number 9**

Teachers use a variety of formal and informal assessment strategies to support the continuous development of the learner.

9.2 Use a variety of assessment strategies and instruments (e.g., observation, portfolio, teacher made tests, self-assessments) that are aligned with instructional content and methodology.

9.3 Encourage students to evaluate their own work and use the results of this self-assessment to establish individual goals for learning.

Students must achieve a 3 or better on every rubric element in order to successfully complete this critical performance.

Check Performance Levels Type in Points

Element	Levels of Performance
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<p>1. Content - Multiple Assessments</p>	<p>Well Above Standard(5): The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional 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>Above Standard(4): The teacher uses multiple assessments that are aligned with the instructional objectives and the instructional methodology to provide a larger sample of student performance.</p>	<p>Meets Standard(3): The teacher uses assessments that are aligned with the instructional objectives and the instructional methodology.</p>	<p>Approaches Standard(2): The teacher uses assessments that are only partially aligned with the instructional objectives (e. g., not all objectives assessed) or the instructional methodology.</p>	<p>Little Evidence(0-1): The teacher does not adequately assess student learning, assessment is limited or is inadequately aligned with instructional objectives.</p>	
<p>2. Content - Clear Criteria</p>	<p>Well Above Standard(5): The teacher 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 learning.</p>	<p>Above Standard(4): The teacher provides clear criteria for assessment that allow students to self-assess, and provides feedback that addresses the criteria.</p>	<p>Meets Standard(3): The teacher provides clear criteria for assessment that allow students to self-assess, and provides some feedback that helps students establish goals for learning.</p>	<p>Approaches Standard(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 learning.</p>	<p>Little Evidence(0-1): There does not appear to be clear criteria for evaluating student work and students are not able to engage in self assessment.</p>	

<p>3. Content - Learner Differences</p>	<p>Well Above Standard(5): The assessments are designed to accommodate all differences among learners in the classroom (e. g., variation in challenge) and include implementation that accommodates any specific needs of special education students.</p>	<p>Above Standard(4): The assessments are designed to accommodate multiple differences among learners in the classroom (e. g., variation in challenge) and include implementation that accommodates any specific needs of special education students.</p>	<p>Meets Standard(3): The assessments are designed to accommodate at least one difference among learners in the classroom (e. g., variation in challenge) and include implementation that accommodates any specific needs of special education students.</p>	<p>Approaches Standard(2): The assessments do not take a range of learners with different approaches to learning into account. There is accommodation of specific needs of special education students.</p>	<p>Little Evidence(0-1): The assessments fail to accommodate the specific needs of students with learning or other disabilities.</p>
<p>4. Critical Thinking - Clear Record</p>	<p>Well Above Standard(5): The student work and the teacher's evaluation and analysis provide a detailed record of what the student has learned, and results are communicated to the student in detail.</p>	<p>Above Standard(4): The student work and the teacher's evaluation and analysis provide a clear record of what the student has learned, and results are clearly communicated to the student.</p>	<p>Meets Standard(3): The student work and the teacher's evaluation and analysis provide a basic record of what the student has learned, and results are communicated to the student.</p>	<p>Approaches Standard(2): The teacher's evaluation and analysis provide a general sense of what the student has learned and results are communicated to the student in a rudimentary way.</p>	<p>Little Evidence(0-1): The analysis of student learning is incomplete and inaccurately or insufficiently communicates student progress.</p>
<p>5. Critical Thinking - Effective Teaching</p>	<p>Well Above Standard(5): The teacher evaluates student work from multiple assessments, and uses the information to develop concrete conclusions</p>	<p>Above Standard(4): The teacher evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her</p>	<p>Meets Standard(3): The teacher evaluates student work and uses the information to develop concrete conclusions about the effectiveness of his or her</p>	<p>Approaches Standard(2): The teacher's evaluation of student work is not entirely accurate and uses the information in ways to plan changes just for the class as</p>	<p>Little Evidence(0-1): The teacher's evaluation of student work is inaccurate and does not lead to changes in instruction.</p>

	about the effectiveness of his or her teaching. Specific examples of student work are used to illustrate these conclusions and to suggest ways to improve instruction.	teaching. Specific examples of student work are used to illustrate these conclusions.	teaching.	a whole.		
6. Critical Thinking - Plan Instruction	<p>Well Above Standard(5): The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals using multiple modes of representation.</p>	<p>Above Standard(4): The teacher uses the evaluation information to plan instruction for individuals and the class at multiple levels, and to provide detailed feedback to individuals.</p>	<p>Meets Standard(3): The teacher uses the evaluation information to plan instruction for individuals and the class, and to provide basic feedback to individuals.</p>	<p>Approaches Standard(2): The teacher's evaluation of student work is not entirely accurate. Feedback to individuals may be limited or not instructive.</p>	<p>Little Evidence(0-1): The teacher's evaluation of student work is inaccurate and does help the student understand what he or she still needs to learn.</p>	
7. Please leave comments specifically based on the above rubric						

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