

# Informal Assessments

# The value of Informal Assessment

- ❖ Content and performance driven
- ❖ Spontaneous
- ❖ Allows for quicker understanding by the tutor of how well a student is able to understand the material and perform the required tasks
- ❖ Encourages “on-the-fly” changes in instruction
- ❖ Judges student progress
- ❖ Helps maximize student learning

# A quick word on our Formal Assessments

❖ Best Plus – gauges speaking & listening skills in 8 Levels:

- ❖ Basic
- ❖ Level 1
- ❖ Level 2
- ❖ Level 3
- ❖ Level 4
- ❖ Completer

❖ Best Lit – gauges reading & writing skill on those same levels for ELLs

❖ TABE – Test of Adult Basic Education – gauges reading & math skills (predominately for native English speakers)

# Why formal tests aren't always useful

- ❖ Test anxiety (especially during intake appointments)
- ❖ Timed tests (like our Reading & Writing tests) work against slow readers
- ❖ Not always applicable to real world skills
- ❖ Over-testing bogs the process down and shifts the focus to testing as opposed to learning

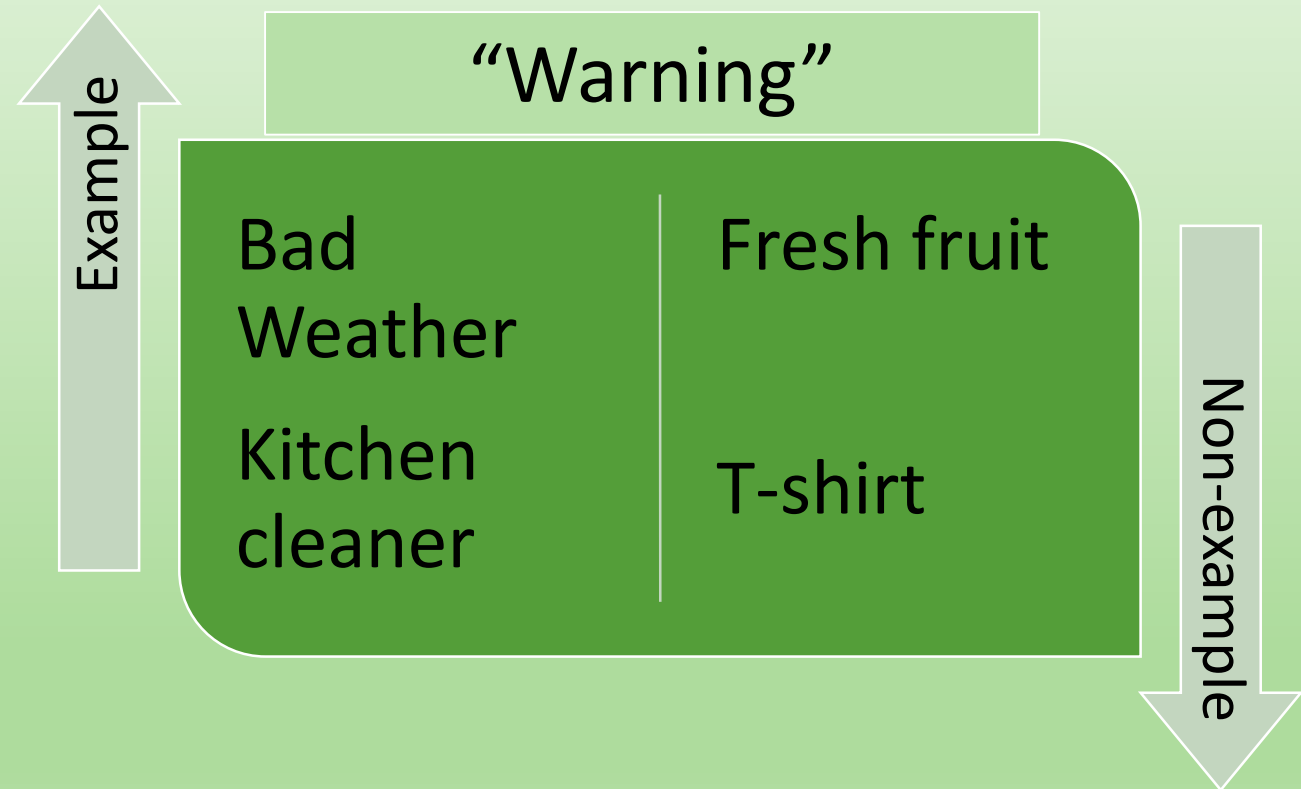
# Examples of Informal Assessments





# Examples/Non-examples




- Involves interacting with new vocabulary
- Provide examples and non-examples of new words
- Can be tutor-driven or student-driven





# Learning Logs

- Student lists what he/she learned
- Adds any questions about the topic
- Makes connections to previous topics or person life

Date											
Topic											
How well do I			What can I do to understand this better?								
											
How does this connect to my life?											
What is the next step?											

# One Sentence Summary

- Student writes a one sentence summary of what they have learned that day.
- Gives the student time to reflect on what he/she is learning
- Encourages the student to think about what is happening in the lesson

## One Sentence Summaries

1. Description      A \_\_\_\_\_ is a kind of \_\_\_\_\_  
\_\_\_\_\_ that \_\_\_\_\_  
\_\_\_\_\_.
2. Compare/Contrast: \_\_\_\_\_ and \_\_\_\_\_  
are similar in that they both \_\_\_\_\_  
\_\_\_\_\_, but \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_ while \_\_\_\_\_  
\_\_\_\_\_.
3. Sequence: \_\_\_\_\_ begins with  
\_\_\_\_\_,  
continues with \_\_\_\_\_  
\_\_\_\_\_, and  
ends with \_\_\_\_\_

# 3-2-1

- 3 things he/she has learned
- 2 personal connections
- 1 area that is unclear

3		2		1	
1 <sup>st</sup> thing learned		2 <sup>nd</sup> thing learned		3 <sup>rd</sup> thing learned	
1 <sup>st</sup> personal connection			2 <sup>nd</sup> personal connection		
1 unclear area					

# Pictures

(for lower level students)

- Find (or draw if you or your student is so inclined) pictures of your vocabulary focus
- Label the pictures with the English word(s)



Tree

Pond

Bench

# Pictures

(for higher level students)

- Use picture for the basis of a spoken or written story
- Have student talk about what just happened, what is happening, and what is about to happen to cover a variety of verb tenses

