



Literacy Volunteers of America

Essex & Passaic Counties

www.lvaep.org

90 Broad Street, Bloomfield, NJ 07003 | (973) 566-6200 -- 195 Gregory Avenue, Passaic, NJ 07055 | (973) 470-0039

Informal Assessment Strategies

Presenter, Diana Sefchik

Platform: Google Meet

Tuesday, October 19, 2021, 11:00 am – 12:30 pm

Presenter's biography:

Diana Sefchik is a retired ESL teacher and academic support supervisor who spent four decades in the North Plainfield School District. She has worked with English Language Learners since 1977 and presented professional development and TESOL workshops nationally, as well as locally.

As an ESL teacher, she worked at a host of universities and colleges, among them Montclair State College, where she taught Cuban refugees in the 1980s, Fairley Dickinson University, Union County College, and Raritan Valley Community College. She is currently an adjunct at Seton Hall University where she works with undergraduate and graduate students who pursue ESL certificate.

Workshop description:

Throughout our lives as students, we have been "assessed" with formative, summative, and standardized tests and evaluations. We grew so used to receiving grades. In retrospect, how did they enhance our educational journey? How do we now assess our students in informal learning and teaching situations? After a short time working with our students, we usually can determine the needs of our students. Do we need tests and quizzes and grades to direct our assessment focus? The theory is that data drives instruction. How can we obtain data in informal learning and teaching situations? This presentation will discuss strategies of instruction and data collecting techniques in an informal setting. Formative and summative activities will be discussed and adapted to use in our tutoring sessions. We will discuss how we can offer our students the instruction they need that will help them progress.



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Informal Assessment Strategies

Assessment for Learning

Notes from Margo Gottlieb, author of many books on ESL assessments:

- Assessments: profile students' accomplishments
- Place students in appropriate instructional settings provide differentiated instruction
- Monitor student progress
- Provide accountability on teacher and student roles

Some notes from Bloom's Taxonomy:

- Assessment includes knowledge, comprehension, application, analysis, synthesis, and evaluation
- Each are includes its own set of key words to use and its own set of questions to use. Assessment in each area can range from using pictures and /or comparing and contrasting characters.

The Depth of knowledge wheel is includes:

- Recall,
- Skill/concept,
- Strategic thinking
- Extended thinking.

DOK includes vocabulary and strategies for assessment

Assessment information:

- A comprehensive assessment in both/multiple languages provides a complete picture of abilities in each language
- Authentic assessment
 - Provides for an informal and relaxed context
 - Is conducted over a number of days/classes
 - Can be scored with a rubric
 - Can observe all learning styles
 - Is student produced
 - Takes little time
 - Gives overall picture of student performance and learning
 - Is strong on student involvement
 - Enables the student to self assess



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Non-academic assessments:

- Demeanor
- Speech patterns
- Handwriting
- Interactions with others
- Willingness to answer questions in class
- Other:

Academic assessments:

- Pre-tests – what do you plan to teach
- Learning styles are a factor: oral/
- Listening
- Speaking
- Writing reading

Formative assessments ideas- to monitor and guide a process while it is still in progress

- Learning logs or journals
- Prompts
- Sentence starters
- Essay starters
- Academic conversations
- Student/teacher conferences
- Exit slips- I think, I wonder, I still want to know
- Drawing
- Role-playing
- Word sorts
- Self-checklists
- Labeling
- Peer to peer work
- Observations
- Questions
- Discussions
- Graphic organizers
- Individual whiteboard work
- Four corners
- Think/pair share



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Summative/Formal assessments: to judge the success of a process at its completion

- Tests
- Quizzes
- Writing samples/essays
- Comprehension passages
- Research papers
- Projects
- Other
- Can you alter these formal assessments and create informal assessments?

Informal assessments:

- Oral presentations
- Role-playing
- Real-life activities
- Art work
- Writing: journals
- Self-reflection
- My life story
- Tap into learning styles

How does all this fit into your teaching/learning situation and/or class format keeping the following in mind:

- **Students need to know what they are and will be learning**
- **Students need to take ownership of learning and assessment**
- **Assessments need to be realistic**
- **Include accommodations and modifications include reflections**
- **Balance oral and written assessments**
- **Be aware of teacher comments**
- **Other:**

