Formal and Informal Literacy Assessment Template

Literacy Area	Formal Assessments	Informal Assessments
Comprehension	1. Quiz (multiple choice) 2. Open-ended questionnaire 3. Write an essay based on the particular subject in the chapter. 4. Portfolio	1. Summarize the chapter (present orally) 2. Pair-share: what's implied…? Present orally 3. Make predictions (oral) 4. Thumbs up if understood …
Fluency	1. Reading a passage (timed, several times) 2. Read the research and repeat/interpret 3. Video recording of speech (for expressiveness)	1. Read from slide to the class 2. Read and interpret the passage in class 3. Read the "True or false" statement and determine the answer, timed
Oral Language	1. Oral presentation (final project/research results) 2. Poster presentation research findings 3. Video recording of oral speech 4. Debates	1. Role play with a classmate (specific to the topic learned) 2. Discuss with a partner 3. Exit ticket: summary of the lesson
Phonemic Awareness	1. Phoneme matching (quiz, written assignment) 2. Phoneme blending (quiz, written assignment) 3. Phoneme segmentation (quiz, written assignment)	1. Phoneme isolation 2. Phoneme manipulation 3. Phoneme matching. 4. Listening to someone's presentation 5. Listening to video/audio
Phonics	1. Spelling bee (new words in the chapter) 2. Spelling tests 3. Writing an essay	1. Reading new words aloud 2. Listening to the pronunciation of new terms and repeating 3. Spelling high frequency words
Vocabulary	1. Unit test (match definitions with the terms (new words)) 2. Quiz (multiple choice)	1. Cold calling - asking to define … 2. Mind Maps including new terms 3. Writing on a board

	3. Write an essay including new vocabulary related to …	

Choose one formal and one informal literacy assessment from the template above to use in your classroom. Which of the assessments listed above did you choose to apply with a small group of students?

Formal assessments:

- Comprehension (Unit test available on Moodle for grade 11)

  Summary: The unit tests help the students to evaluate their knowledge of the material (usually in multiple choice, true and) and to prepare for formal summative assessments (IA unit quizzes and exams, EA). Oral Language (Presentation of their final project to receive an expert's, client's feedback)

- Oral language (presentation of the final project to clients and experts, grade 10)

  Summary: Our grade 10 students since October were working on an "Educational toy" project. Their real customers were Grade 1 students. The whole design process is based on MYP design cycle: A. Inquiry and analysis B. Developing ideas C. Creating a solution D. Evaluation. For the last stage (D) they visited their customer (each grade 10 student had a grade 1 student as a customer, identified during stage A (where they collected their needs)). They presented their final product to the customer, utilizing their knowledge they received over the course. In addition, they presented their product to the "experts": three Design technology department representatives. They have received the client and expert feedback against the success criteria identified in stage (B) and the overall grade.

Informal assessments:

- Vocabulary/Comprehension (Asking a question - for their individual research and presentation)

  Summary: At the end of the lecture I asked them a question based on a case study of "Google Glass": "What were the challenges that prevented this invention from becoming an innovation?" They were supposed to study independently of all possible challenges that inventions/innovations are encountering, and which ones are applied to this example. Then they need to provide an oral response that would help me to test, if they understood the topic well, if they can think in terms of design/innovation thinking, if they can comfortably employ the new terms, if they can utilize critical thinking and so on.

- Fluency/Comprehension (Reading "True/False statements" and replying)

  Summary: Statements included important concepts that all the students should have learned. Evaluating their answers would have helped me understand if they grasped the main ideas of past units and if we need to revise some of the material. We immediately discussed every statement (why is it True? Please provide more details. Why is it false? What would be the correct example? etc.)

Formal assessments:

- Comprehension (Unit test available on Moodle for grade 11)

  Unit tests evaluate students' comprehension of the chapters they have studied. The format of questions is broad, and includes multiple choice, open (they should write 1-2 paragraphs), analyzing pictures, etc). E.g. This week I asked our grade 11 students to complete a unit test 5. The assessment was effective to measure their comprehensive understanding of the material, and provided me, as a teacher, with the insights of how to prepare for the next lessons and what topics to review again. With the questions we include in unit tests, we aim to guide the students to focus on particular topics, which in turn, helps them to prepare for end of semester internal exams. The successful completion without/minimum number of mistakes would indicate the student is completely following/understanding the class material and no/minimal adjustments are required; poor performance would indicate the opposite. My goal is to gather such data, analyze, and make adjustments.

- Oral language (presentation of the final project to clients and experts, grade 10)

  The particular oral presentation is an effective way to not only evaluate the oral language and subject knowledge of students, but also to test the wide range of skills such as: independent research, critical thinking, creativity, inquiry, open-mindedness, and self-management. Their presentations showed me how confident they are as speakers, how clearly they can present their ideas. Some students (ELL) exhibit lower confidence levels when trying to communicate their ideas orally. As English is not their native language and not the main language they use to communicate at home, I'm always supportive and understanding (most of us have been there too and felt similarly). I always offer help (when they prepare to answer), allow additional time - when they present.

Informal assessments:

- Vocabulary/Comprehension (Asking a question - for their individual research and presentation)

  The assessment proved to be effective based on the fact that students could not only start thinking in terms of new vocabulary and apply new concepts (such as challenges innovations are encountering) as well as think beyond topics that we have covered together; they were able to demonstrate critical thinking, deep level of understanding. If some students struggled with listing more than 2 challenges, other students were helping to add. Overall, I felt I could employ similar style questions in the formal assessment planning.

- Fluency/Comprehension (Reading "True/False statements" and replying)

  I have taught this class this week and recorded the video of the class. I can either collect data (students' answers) from the video, or also, at the moment of discussion, I note if they have grasped the main ideas of previous topics and decide if it's time to refresh, or include them for the upcoming lecture. Also similar questions may appear on the summative assessments, so, I

emphasize, that if anyone struggles - they should come back to these topics and read again. If the concepts still remain unclear, I encourage them to approach me anytime (before/after class, during office hours), and encourage organizing study groups. I also note, if the approach (format of the assessment) is successful, or if it requires modification: number of questions, style of calling (individual or group), etc. By the time I'm taking this formative assessment - the students should have grasped the main ideas of previous chapters; thus, they should fluently read from the board (knowing all the topic-specific terms, such as "architectural innovation", "product life cycle"). The assessment is not timed, but students are expected to read quickly and in no time say if that's TRUE or FALSE. (Taken from Activity 2)

Create a plan to use one evidence-based best practice to develop fluency to enhance comprehension in domain-specific (grade and subject-specific) texts utilizing summarizing, extended text discussions, or student questioning. (Example: Based on the data gathered, I can see that comprehension is lacking, likely due to choppy reading. I plan to practice summarizing with my students in a small group. We will begin with repeating the vocabulary words and then focus on choral and repeated reading. Once we have read the paragraph together multiple times, I will ask students to take turns summarizing the paragraph. We will examine our level of comprehension based on the accuracy of the summaries presented by each student.)

1. Based on the results I have received from the unit tests, 4 students have received below average marks. The possible reasons: comprehension is lacking, low level of motivation to study the past chapter, busy schedule considering homework load from other classes and after school activities, or other. The best strategy to improve their performance:
   - Based on the common mistakes design an additional study guide for these students to complete together after classes (on wednesdays we have specific slots for such purposes)
   - Give them as a homework 2 past year unit tests on a similar topic
   - Let them exchange and evaluate their works (provide keys)
   - Based on the results of a study guide and past unit tests scores I can see if they are ready to take one more chance of retaking the test. If the approach works continue in a similar fashion in the future.
2. Based on the results of True/False in-class exercise - several students were struggling to provide a correct answer, some students I cold-called didn't provide extended answer/details. The best strategy in this case would be to:
   - Review with the class the statements the students were struggling with
   - While some are working in groups, create a separate group of students who were struggling and give them time to read about the past topics and ask them to provide a brief summary what they have learned (~15 min task)
   - End the class OR start the next class with similar statements (slightly adjusted, e.g. if the previous question was "Sustaining innovation is the continuous development of a product throughout its lifecycle."(true) change it into "Disruptive innovation is the continuous development of a product throughout its lifecycle" (false); and ask the same students who were showing lower performance/confidence)
   - If the strategy doesn't exhibit satisfactory results - Examine those students' study guides, if they have low grades, leave those students on Wednesdays after class for further

discussion, help them adjust their study practices, ask if there is something they are misunderstanding from the lecture slides, if anything requires adjustment from the format of the lecture/assessments and so on. Go on through the study guide questions together.