

# Informal Assessment Tools and Targeted Skills



As a reminder, there are many formal, standardized assessment measures that can give a snapshot of the student's abilities and skill development. However, this resource focuses on informal assessment measures.

## Assessment Tools

### Pre-Lesson Informal Assessment Tools

- **Pre-tests:**
  - Designed for students to take before a new unit / new school year to discover what students know or don't know about a particular topic.
  - Designed to determine students' skill levels in different areas (e.g., single word decoding, spelling, etc.).
- **Free-write:**
  - Students write on a topic of their choice as a way to determine a student's writing skills. Teachers should be clear on a specific skill set they want to observe in the writing.
- **K.W.L charts:**
  - Stands for "Knows, Wants to Know, and Learned" and can assess students' background knowledge and interest on a given topic.
- **Analysis of student work:**
  - Teachers can look at different types of assignments (tests, essays, journals, notes, etc.) and assess what students understand and/or don't know.
- **Interviews or checklists about learning behaviors:**
  - Teachers design questions or Likert scales (a rating scale used to measure opinions, attitudes, or behaviors, indicating a level agreement or disagreement on a scale, typically ranging from "strongly disagree" to "strongly agree,") to determine students' understanding of their own learning.

# Assessment Tools

## Post-Lesson Assessment and Monitoring Tools

- **Targeted data collection on specific skills:**
  - Students can be asked to read a list of nonsense words, respond to a writing prompt, or complete a math assessment that includes specific skills targeted in instruction. Teachers can then analyze these assessments to determine areas of strength and weakness.
  - **Exit tickets:** Have students briefly synthesize an aspect of the day's lesson or identify skills they used in class that day.
  - **Concept Map:** Have students draw or visually represent their understanding of a concept.
  - **Journaling:** Have students self-reflect on their progress.
  - **Roll the Dice:** Each student gets a dice and based on the number rolled, they can fill in the blank for the following statements:
    1. I want to remember...
    2. Something I learned today...
    3. One word to sum up what I learned...
    4. Something I already knew...
    5. I'm still confused about...

## Content-Specific Informal Diagnostic Skills

<b>Math</b>	<ul style="list-style-type: none"> <li>▪ Math fluency</li> <li>▪ Number sense awareness</li> </ul>
<b>Math Examples of Content-specific Skills</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of whole numbers</li> <li>▪ Understanding fractions</li> <li>▪ Order of operations</li> <li>▪ Negative integers</li> <li>▪ Graphing linear functions in standard form</li> </ul>
<b>Reading</b>	<ul style="list-style-type: none"> <li>▪ Oral reading fluency</li> <li>▪ Single word reading</li> <li>▪ Reading comprehension</li> </ul>
<b>Writing</b>	<ul style="list-style-type: none"> <li>▪ Knowledge of parts of speech</li> <li>▪ Application of complete sentence structure</li> <li>▪ Application of logical paragraph structure</li> <li>▪ Use of correct spelling</li> <li>▪ Use of punctuation and capitalization</li> <li>▪ Use and/or varying of transitions</li> </ul>