

# AVG 4.2 Types of Assessment



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of on-going, classroom-based assessments adapted to student needs.	Teachers can identify challenges and advantages of informal assessments and design classroom uses of them.	Students have designed a lesson plan connecting WIDA, ELD standards and Utah Core. They have learned about alternative and authentic assessments and how to use them in their classes. They will now analyze assessments.
<b>Assessment: 25 pts.</b>		
<b>TA: 25 Minutes</b>		

## Instructions

1. The facilitator will present the [Types of Assessment PowerPoint](#).
2. Use the [Note Taking form for "Type of Assessment" PowerPoint](#) to identify ideas and thoughts as you view the PowerPoint. Particularly take notes related to the videos linked throughout the presentation to show different types of assessments in action. (Click the link above to take notes)
3. Return to the [WIDA Speaking Rubric](#) and [Writing Interpretive Rubric](#) which are analytic scales. These can be powerful assessment tools that can be used by educators to assess students in content areas.
4. Now In your group, consider each student profiled in turn and make suggestions about concerns for assessing the student and how you might meet those concerns. Take notes on the student you profiled as that student is considered and take notes about ideas relevant to your student as other students are reviewed.
5. Use your notes from the first AVG 4.1 and from this PowerPoints and the student profiles you shared to guide your deliberation and consideration of each student individually.

6. Identify a type of assessment you observed and learned about through the PowerPoint which you think you might use in your teaching (Remember: trying it out in your teaching could be your HW 4.1 reflection this week).



This content is provided to you freely by Equity Press.

Access it online or download it at [https://equitypress.org/diverse\\_assessment/LAAVG\\_4.1](https://equitypress.org/diverse_assessment/LAAVG_4.1).