

LA 1.5 Building Knowledge of Types of Assessment

Defining and Analyzing Types of Assessment in Terms of Assessment Literacy and My Practice



Learning Outcome	Pedagogical Intent	Student Position
Demonstrate knowledge and use of a variety of ongoing, classroom-based assessments adapted to student needs. Assessment: 25 pts. TA: 35 Minutes	Teachers will be able to define, categorize and use the assessment literacy chart to examine the assessment types they use.	Students have watched video segments and studied assessments for placing ELs. They are prepared to describe the assessment types they use and develop deeper assessment literacy.

Instructions

1. This learning activity has three sections and you will use the Building Assessment Literacy Chart to report your considerations.
2. In your group, study together the tool–[Assessment Literacy Framework: Concepts, Principles, and Checklist Questions](#). Notice the three main concepts (Useful, Meaningful, and Equitable and the principles and checklists listed in columns to the right of them).
3. Using the Building Assessment Literacy chart, **in section one**, list your understanding of the meaning for each of the three main terms: Useful, Meaningful, and Equitable.
4. Now **turn to the second section** of the chart and provide simple definitions for each of the four terms: formal, informal, formative and summative assessment.

5. In the **same section** use the matrix and provide one sentence that describes each square in the matrix.
6. **Continuing working in section 2**, list a typical assessment in one of the squares in the matrix that you think is an example of that square (remember you explored assessment types in LA 1.1 and through the video segment you watched) . You only need to list one example in each square. (Since where an assessment tool fits in the matrix is partially dependent on the purpose for which it is used provide a sentence after the assessment that explains why it is listed in that square.)
7. **In section 3**, list one of the assessments from the matrix and consider issues for each of the three terms: Useful, Meaningful, and Equitable. In the chart note the strengths and issues for the assessment you listed in terms of these categories. (We have noticed that the two principles under a category have to be balanced for the assessment to work. For example, *educative* provides a challenge to *practical's* requirements for feasibility and efficiency.)
8. Be prepared to share with the class, two statements of what your group learned about the types of assessment or in terms of assessment literacy.



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