



**This is a graded discussion: 4 points possible**

due -

Week 5 Discussion ( 1st post due by Wednesday)

14 53

**This discussion runs from Monday to Sunday.**

Describe 1 informal assessment that can be used in the classroom. Feel free to "google" informal assessments for help.

If you found it on the internet, make sure you cite it and include the URL.

**\*\*Do not pick one that has already been used by a classmate :)**

***Please complete your first post on the discussion board by Wednesday. You have the rest of the week (until Sunday) to respond to 2 classmates.***



← Reply

○



[https://](https://my.uclaextension.edu/courses/32520/users/146916)

[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)



Feb 2, 2021

One informal assessment that I like to use is an exit ticket. At the end of each class, students fill out a card that contains several questions such as (1) What are three things you learned today? (2) What is one thing that you thought was particularly interesting? and (3) What is one question you still have? Using the same questions from day to day provides consistency so students know what to expect, and also gives them with a goal for learning. I've also used a shortened, spoken version where I ask each student to tell me aloud one thing they found interesting and one question they have. I've found that exit tickets are valuable for both the student's own self-reflection and for my assessment of the lesson.

← Reply



**Edris David** (<https://my.uclaextension.edu/courses/32520/users/32108>)

Feb 10, 2021

Colleen,

I have also used the exit ticket. Before going online, I use to have a generic selection of Bloom's Taxonomy exit tickets that could apply to any lesson. These tickets worked wonders after spending hours creating effective lesson plans.

← [Reply](#)



**Christina Westrem** (<https://my.uclaextension.edu/courses/32520/users/162970>)

Feb 15, 2021

Hi Colleen,

I saw quite a bit about this on the internet and can see how this can be a really valuable assessment! To me the exit ticket makes a lot of sense. There was also quite a bit about entrance tickets together with the discussions of exit tickets. Have you used entrance tickets sometimes? If so, have you found them valuable as exit tickets?

Thanks

← [Reply](#)



**Russell Fung (He/Him/His)** (<https://my.uclaextension.edu/courses/32520/users/147480>)

Feb 16, 2021

Hi Colleen,

I have never heard of an exit ticket until I took this class. Thank you for being the first to share your experience with the exit ticket, as I was amazed at how effective this is for assessment. Questions: Do your students know it's called an "exit ticket?" Do they still take quizzes and tests? As for providing consistency, do you sometimes find students using "canned" answers? This is all new to me.

-Russell

← [Reply](#)



**Robin Kremen (She/Her/Hers)** (<https://my.uclaextension.edu/courses/32520/users/8339>)

Feb 20, 2021

Dear Colleen,

Brilliant idea for an informal assessment technique and one I will considering using in my classroom for sure.

Robin

[← Reply](#)[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Feb 10, 2021

An informal assessment that I use while teaching online is Google Meet Polls and Q&A. In this platform, I can quickly assess student understanding with questions that students can respond to based on my answer choice selections. I can also use the Q&A function, which allows teachers and students to ask questions. Finally, Google Meet will automatically send an email to the teacher with the poll results or Q&A teacher and student-submitted questions.

<https://youtu.be/7-vs9Xz-phA>

[← Reply](#)[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Feb 11, 2021

This is a great idea for remote learning assessments, and there's definitely bonus value in teaching tools with automated features! I've been mostly using Zoom for the past year or so, and need to look into Google Meet as another option. I'm curious...is there a grade/score option built into the Q&A's?

[← Reply](#)[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Feb 16, 2021

Hi Edris,

Wow, I would never have thought to use Google Meet to assess students. Technology is so grand, isn't it. Polls sound like an informal test or quiz. It reminds me of a joke where

the teacher would ask students to take his "survey," and then the students realize it's really a test.

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Feb 19, 2021

Hi Edris,

I am always amazed at the advances in technology - especially thinking about how quickly this has changed everything. Add to that the pandemic and we now depend on the technology for so much. I checked out the link you provided and learned a bit about G-suite and some of its features. Thanks for the link.

I know some people who have middle and high schoolers and they really feel out of it in terms of what is going on with their children and school. The parents are way behind in the technology. The middle school girl even tells my friend that a lot of students will even join Zoom sessions but not stay to watch or participate. It seems that some schools and/or teachers haven't figured this out or perhaps are overwhelmed or overworked or... For parents who may not be very tech savvy, besides calling the teacher, what would you recommend so they can get a better grasp on this? Thank you.

← [Reply](#)



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Feb 14, 2021

For Informal assessment, I really like using Google Questionnaire's and surveys. It's a fun way to find out if students have grasped the material. If the majority are having trouble in an area, then that is something that needs to be revisited. Portfolios are another great informal assessment.

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Feb 14, 2021

Lisa,

I also think Portfolios are great informal assessment! In this way we can know the ability of students in all aspects. It is a good material to help us to analyze students' character. Google Questionnaire's and surveys is also a good idea.

← [Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Feb 15, 2021

Hi Lisa, I have not thought of using Google Questionnaire and Survey for an assessment, but it sounds interesting. When I become a teacher, I would like to use them as informal assessment tools. I have tried Google Survey before, in the Technology class in Fall, and I found out I can use it in many ways. Also, I may see what students learned and what they missed in the class through Portfolios.

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Feb 15, 2021

I found an informal assessment to evaluate oneself on Baidu. In this way we can learn about other people's abilities, interests and personality traits. To do this assessment, we need to prepare 58 cards, 50 for skills and 8 for categories. Skills include general-purpose skills such as listening, interviewing, professional knowledge and so on, self-management skills such as active, enthusiastic, curious and so on. Then use the 58 cards we already have to finish the table below.

	I'd love to	More willing	Willing to	Better not
Very skilled				
Can do it				
Not up to it				

I think in this way, we can know our students more fully.

← [Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Feb 15, 2021

Learning Logs or Response Logs are a form of journaling that can be used as an informal assessment. The students are regularly given class time to make entries in their logs. The logs can take many forms and be adapted based on the grade level and/or subject area. Log entries should reflect learning targets, what the student has learned, what they may still need to work on and their reflection upon the learning process.

By regularly reviewing the log, instructors can assess the student's level of comprehension and areas where a student or students may need additional assistance. This allows the teacher to adjust the lesson plan or provide additional individual assistance as necessary.

<https://www.plymouth.k12.in.us/formative/learning-response-logs>

<https://www.plymouth.k12.in.us/formative/learning-response-logs>

<https://upub.net/blog/the-benefits-of-journaling/> <https://upub.net/blog/the-benefits-of-journaling/>

Edited by [Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970) on Feb 15 at 3:54pm

[← Reply](#)



[Colleen Laurent \(https://my.uclaextension.edu/courses/32520/users/146916\)](https://my.uclaextension.edu/courses/32520/users/146916)

Feb 15, 2021

When I was getting my teaching credential, my mentor teacher used learning logs all the time in her 5th grade class and they were so valuable! She made them very low-stress - students weren't graded on their writing skills or spelling/punctuation/grammar - so it gave the kids a place to freely jot down their thoughts without getting caught up in form. The teacher diversified the journal prompts by switching up the prompts...one day it would be a free write and the next there would be two or three questions on the board for students to answer. She collected the journals every Friday and would use the weekend to respond with little notes, suggestions, or encouragements in the margins. Definitely a great informal assessment!

[← Reply](#)



[Christina Westrem \(https://my.uclaextension.edu/courses/32520/users/162970\)](https://my.uclaextension.edu/courses/32520/users/162970)

Feb 15, 2021

Hi Colleen,

Thanks for your input! Your mentor teacher sounds like she used it in a way that works well - no to low stress - just a safe place to share. I like the idea about switching up the prompts to keep it interesting for students. Also, I think it is great that she collected them only on Friday and used the weekend to respond. I think that way she could dedicate the time necessary to respond in meaningful ways. It's nice to hear about the ideas put into practice. Thanks for sharing. Sounds like you had a great mentor!

← Reply



**Yoon-Jung Cho** (<https://my.uclaextension.edu/courses/32520/users/151222>)

Feb 15, 2021

Hi Christina, the attached links are interesting and helpful. Thanks for the information! Learning Logs or Response Logs will give teachers information on students' comprehension level, as you said. Besides, I think writing Logs will encourage students' self-evaluation as well.

← Reply



**Edris David** (<https://my.uclaextension.edu/courses/32520/users/32108>)

Feb 15, 2021

I will have to start using the Learning Logs. It is an excellent form of self-evaluation and assessment. It would be even nicer if the teacher notes helpful techniques for struggling students. The only issue is documenting comments in logs for one-hundred and fifty middle or high school students in addition to grading their regular assignments. The learning logs are a more useful resource than daily journals.

← Reply



**Xin He (She/Her/Hers)** (<https://my.uclaextension.edu/courses/32520/users/162484>)

Feb 15, 2021

Hi, Westrem

I think Learning Logs or Response Logs is a good idea. Students can reflect on all aspects of themselves and improve their writing ability. I'm sure you must be a successful teacher!

← Reply



[Lisa Bradbury \(https://my.uclaextension.edu/courses/32520/users/146949\)](https://my.uclaextension.edu/courses/32520/users/146949)

Feb 16, 2021

Hi Christina,

I used journals every morning to get the day started. They had a question on the board to answer or if they had something important to write down they would share that. At the end of the year, it was interesting to go back through their notebook and see the great improvement in their writing skills. I would make corrections for them and then they would rewrite the sentence the way it should be. They loved journal time and I loved seeing the progress!

[← Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Feb 20, 2021

Dear Christina,

I love the idea of the learning logs. It allows students to assess and reflect on their work. It allows them to empower themselves, demonstrating their interest and motivation in their progress. Colleen's comments further enriched this conversation. Thank you both.

Robin

[← Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Feb 21, 2021

I really like this assessment idea, I think journalling and creating logs is a great way for students to learn to keep track of their learning as well as a way for teachers to assess what has been learned!

[← Reply](#)



[Yoon-Jung Cho \(https://my.uclaextension.edu/courses/32520/users/151222\)](https://my.uclaextension.edu/courses/32520/users/151222)

Feb 15, 2021



I do not have teaching experience yet, so I googled it. There were lots of creative examples, but I chose “crossword puzzles” for Informal assessments (especially for schoolchildren). I want to make it fun because it is literally ‘informal’. I think making a crossword puzzle and doing it will make the entire process of assessment enjoyable as well as educational.

### Crossword puzzles

Crossword puzzles make a fun, stress-free informal assessment tool. Create puzzles with a [crossword puzzle maker](https://www.education.com/worksheet-generator/reading/crossword-puzzle/) [\(https://www.education.com/worksheet-generator/reading/crossword-puzzle/\)](https://www.education.com/worksheet-generator/reading/crossword-puzzle/), using definitions or descriptions as the clues. Accurate answers result in a correctly-completed puzzle. You can use crossword puzzles to evaluate understanding of a variety of history, science, or literature topics such as states, [presidents](https://www.thoughtco.com/george-washington-printables-1832476/) [\(https://www.thoughtco.com/george-washington-printables-1832476/\)](https://www.thoughtco.com/george-washington-printables-1832476/), [animals](https://www.thoughtco.com/free-reptiles-printables-1832443/) [\(https://www.thoughtco.com/free-reptiles-printables-1832443/\)](https://www.thoughtco.com/free-reptiles-printables-1832443/), or even [sports](https://www.thoughtco.com/free-hockey-printables-1832396/) [\(https://www.thoughtco.com/free-hockey-printables-1832396/\)](https://www.thoughtco.com/free-hockey-printables-1832396/).

### Reference

<https://www.thoughtco.com/informal-classroom-assessments-4160915>

<https://www.thoughtco.com/informal-classroom-assessments-4160915>

← [Reply](#)



[Edris David \(https://my.uclaextension.edu/courses/32520/users/32108\)](https://my.uclaextension.edu/courses/32520/users/32108)

Feb 15, 2021

I'm glad you reminded me of the crossword puzzles. I have used them as ice breakers or as a form of quick relaxation during testing. I plan to find a good puzzle maker and create a puzzle that reviews lesson terminology. I like all of the activities located in your reference link.

← [Reply](#)



[Xin He \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/162484\)](https://my.uclaextension.edu/courses/32520/users/162484)

Feb 15, 2021

Hi, Yoon-Jung

I also have no teaching experience! The "crossword puzzles" seems to be fun. It sounded very informal so there may be less pressure on it. It is a wonderful informal assessment in teaching.

← [Reply](#)



[Russell Fung \(He/Him/His\)](https://my.uclaextension.edu/courses/32520/users/147480) (<https://my.uclaextension.edu/courses/32520/users/147480>)

Feb 16, 2021

Hi Yoon-Jung,

Crossword puzzles are so much fun and a great way to have students engage in finding answers to "test" questions. I'm not a teacher yet, but now I just learned an excellent way to assess students. Thanks for sharing!

Russell

[← Reply](#)



[Lisa Bradbury](https://my.uclaextension.edu/courses/32520/users/146949) (<https://my.uclaextension.edu/courses/32520/users/146949>)

Feb 16, 2021

Hi Yoon-Jung, I love the idea of crossword puzzles. What a great way to reinforce vocabulary words of the week. It would be fun to do in cooperative groups and let them help each other complete it.

[← Reply](#)



[Melinda Cavalletto](https://my.uclaextension.edu/courses/32520/users/150435) (<https://my.uclaextension.edu/courses/32520/users/150435>)

Feb 17, 2021

Hello Yoon-Jung,

I love the idea of crossword puzzles as a tool for informal assessments. My daughter's high school Spanish teacher uses crossword puzzles, and the kids have a ton of fun filling them out. I especially appreciate the fact that educators can use them for a variety of subjects.

[← Reply](#)



[Christina Westrem](https://my.uclaextension.edu/courses/32520/users/162970) (<https://my.uclaextension.edu/courses/32520/users/162970>)

Feb 19, 2021

Hi Yoon-Jung,

It seems to be that a majority of us like crossword puzzles, including myself. I actually read your post a few days ago and followed the link to the crossword puzzle maker and

found myself enjoying making up a crossword puzzle. Thanks for this information - I will keep the link in my collection of tools.

I have used word search puzzles before and have found them to be fun for some of the younger students. There is a wealth of information on these at <https://www.education.com/> [\(https://www.education.com/\)](https://www.education.com/), the same site where the crossword puzzle maker is located. They even have worksheets in different languages.

Thanks again for your idea and references!

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/32520/users/147612\)](https://my.uclaextension.edu/courses/32520/users/147612)

Feb 21, 2021



Hi Yoon-Jung Cho,

I am a big crossword fan, so this is kind of a hot button for me. I love the idea of using crosswords for a class assessment, and now that you have pointed out an easy crossword creator, I am going to put it to use.

Karl

← [Reply](#)



[Russell Fung \(He/Him/His\) \(https://my.uclaextension.edu/courses/32520/users/147480\)](https://my.uclaextension.edu/courses/32520/users/147480)

Feb 16, 2021



When I worked at a camp for kindergarten students, I saw one of the kids attend a scheduled interview with his teacher on Zoom. I listened and watched as the teacher asked a series of questions on his test sheet. That teacher assessed how he identified and pronounced letters in the alphabet. She also tested how he read and pronounced basic small words. This kid in particular was reading at a 1st or 2nd grade level, so he got most of the answers right. On words he couldn't read, I saw the teacher mark where he needed to work on his vocabulary.

The kid had no idea he was being tested. It just seemed like he had fun answering questions and followed along on his test sheet. It was basically like watching somebody get their eye exam. He was just reading off a chart. I watched and knew exactly what the teacher was doing. She needed to see how advanced this kid was in his phonics and reading level.

← [Reply](#)



**Kris Lambert** (<https://my.uclaextension.edu/courses/32520/users/438>)

Feb 19, 2021

Wow Russell...GREAT idea!!

← [Reply](#)



**Melinda Cavalletto** (<https://my.uclaextension.edu/courses/32520/users/150435>)

Feb 21, 2021

Hi Russell,

Wow! This teacher sounds sneaky which seems like an awesome approach. I would imagine she eliminated the stress of being evaluated so the student just flowed with the assessment. Brilliant idea. I am going to steal that one :)

← [Reply](#)



**WING SHA CHAN** (<https://my.uclaextension.edu/courses/32520/users/160835>)

Feb 17, 2021

One of the student-centered interactive-informal assessments is peer assessment (Brown et al., 2009) that promotes a dually communicative mode of learning. My normal teaching practice related to peer assessments is scheduling a session on peer evaluation of an assignment two weeks before the assignment due date. Not only do students improve their meta-cognitive skills on taught materials through self-reflection, but they also learn to adopt different mindsets from cultural diversity in the classroom.

Brown, G. T., Irving, S. E., Peterson, E. R., & Hirschfeld, G. H. (2009). Use of interactive-informal assessment practices: New Zealand secondary students' conceptions of assessment. *Learning and Instruction, 19*(2), 97-111.

← [Reply](#)



**Caitlin Flynn** (<https://my.uclaextension.edu/courses/32520/users/135934>)

Feb 17, 2021

I explored the internet for some informal assessment techniques and I think an activity like Four Corners is a fun way to assess understanding. Each corner of the classroom is labelled with something different and the student move from corner to corner in response to questions. I think this can be used on a couple levels of understanding. For example in the beginning stages of learning animals you can have each corner labelled with a different animal and students move to the corner the teacher calls out and as understanding progresses the questions can move to more critical thinking like asking students to go to the corner of the animal they like best and then asking students to say way they like the animal who's corner they picked.

<https://www.thoughtco.com/informal-classroom-assessments-4160915>

(<https://www.thoughtco.com/informal-classroom-assessments-4160915>)

<https://theowlteacher.com/informal-assessments-list-ideas/>

(<https://theowlteacher.com/informal-assessments-list-ideas/>)

← Reply



**WING SHA CHAN** (<https://my.uclaextension.edu/courses/32520/users/160835>)

Feb 18, 2021

Hi Caitlin

Four Corners sounds fun! I believe kinesthetic learners will benefit a lot from this informal assessment. Will this technique be more productive if the learners match single-worded flash cards with pictures at the corners?

Isa

← Reply



**Karl Leitz** (<https://my.uclaextension.edu/courses/32520/users/147612>)

Feb 21, 2021

Hi Caitlin,

Your Four Corners idea seems like a fun, easy and fast way to do an assessment. This seems like a great way to get feedback from your students if you literally only have one minute to get it done.

Karl

← Reply



[Valerie Smith \(She/Her/Hers\)](https://my.uclaextension.edu/courses/32520/users/150889) <https://my.uclaextension.edu/courses/32520/users/150889>

Feb 17, 2021



One informal assessment good for the language classroom is using the app Kahoot integrated into your lesson. I've been interested in integrating gaming design into curriculum and the app Kahoot does a lot of the work for you.

You can design an activity such as the fastest person to answer the definition correctly gets a point- to informally assess vocabulary.

The pros:

- is fun for students and teachers
- easy to set up
- works well with second language learning
- easily adaptable

The cons:

- students need a mobile device
- you may need to instruct on how to use

[Here is the Kahoot page.](https://kahoot.com/) <https://kahoot.com/>

[Here is an article about gamified assessment](https://www.researchgate.net/publication/283441902_The_design_and_implementation_of_a_gamified_assessment)  
[https://www.researchgate.net/publication/283441902\\_The\\_design\\_and\\_implementation\\_of\\_a\\_gamified\\_assessment](https://www.researchgate.net/publication/283441902_The_design_and_implementation_of_a_gamified_assessment)

← Reply



[Pablo Gonzalez](https://my.uclaextension.edu/courses/32520/users/21380) <https://my.uclaextension.edu/courses/32520/users/21380>

Feb 21, 2021



Hello Valerie. Kahoot is a really entertaining informal assessment. I'm very competitive with games and I find Kahoot to be great for those of us that love that sort of challenge. It's also a great low stress assessment (unless you're on the leader board).

← Reply

[https://](https://my.uclaextension.edu/courses/32520/users/8339)**Robin Kremen (She/Her/Hers)** (<https://my.uclaextension.edu/courses/32520/users/8339>)

Feb 17, 2021

I am intrigued by the use of Student Created Quizzes for informal assessments in the classroom. This assessment strategy is productive for a number of reasons. Student Created Quizzes encourage learners to think more deeply about the material they are studying. This inventive exercise fosters student resourcefulness, independence, and creativity. The generation of questions requires deeper reflection and review of the learning content. It compels students to examine the learning materials in additional contexts. Question generation increases student retention of materials. All of these activities: additional cognitive effort, recall practice, and elaboration, encourage students to process the material more deeply, leading to enhanced comprehension and performance. I love this informal assessment technique and intend to make use of it in my classroom. I believe it can promote greater involvement and confidence in English learners.

<https://www.edutopia.org/article/using-student-generated-questions-promote-deeper-thinking>

← [Reply](#)

[http](http://my.uclaextension.edu/courses/32520/users/162970)**Christina Westrem** (<https://my.uclaextension.edu/courses/32520/users/162970>)

Feb 19, 2021

Hi Robin,

This sounds like it would be a really good informal assessment tool. Having to look over the information to create questions is also getting students to study the material without framing it as "studying" and requires a higher level of thinking. This must help in the area of student retention of the material that you mentioned. Thank you for this idea and reference.

Edited by **Christina Westrem** (<https://my.uclaextension.edu/courses/32520/users/162970>) on Feb 19 at 1:18am

← [Reply](#)

[https://](https://my.uclaextension.edu/courses/32520/users/21380)**Pablo Gonzalez** (<https://my.uclaextension.edu/courses/32520/users/21380>)

Feb 17, 2021

One informal assessment that can be used in the classroom is Think-Pair-Share. Think-Pair-Share is a collaborative learning strategy that allows teachers to go around and assess students while they are engaged.

Think: Students are asked to think about a question independently.

Pair: Students are placed in pairs and asked to exchange their ideas.

Share: Students present their ideas to the whole group.

This is especially important strategy to use with English Language Learners because it allows the teacher the ability to circulate and meet with students while working with their partners and then again while they are sharing with the whole group, creating two different opportunities for assessments. Students benefit from this because they get to practice conversations in a low-stakes environment (with partners) and then share to the whole group with the partner to support them.

[← Reply](#)



**Christina Westrem** (<https://my.uclaextension.edu/courses/32520/users/162970>)

Feb 19, 2021

Hi Pablo,

This informal assessment technique has me intrigued. Is the development of the question in relation to things that the students are working on in class or is this a completely student initiated and designed question about anything they find interesting? I suppose it could be either of those. Have you used this technique in your classroom?

I really like that it creates two assessment opportunities and that the students can feel supported by their class partner.

[← Reply](#)



**Pablo Gonzalez** (<https://my.uclaextension.edu/courses/32520/users/21380>)

Feb 21, 2021

Hello Christina. I've used the Think-Pair-Share strategy in small group reading instruction in an elementary classroom. I used specific reading comprehension questions depending on the skill I was trying to reinforce but it really offered a clue in what a students got out of a certain text, what information they missed, what they valued, and how they communicated that to their partner. It also really gave you a glimpse into how two students would negotiate the information they each got from a text and share it as one unified thought. You could pinpoint if there was a disconnect in how what they read and what they recalled which would really inform your instruction for the next lesson. You could also create groups where students were



paired with students with a similar instructional level or with students who may be a bit more advanced from which to learn from.

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Feb 19, 2021



Think pair share is GREAT! It can be done with every age and every subject. Also super low stress.

← [Reply](#)



[Robin Kremen \(She/Her/Hers\) \(https://my.uclaextension.edu/courses/32520/users/8339\)](https://my.uclaextension.edu/courses/32520/users/8339)

Feb 20, 2021



Dear Pablo,

I love the Think-Pair-Share strategy for informal assessment. It is dynamic, involving individual work, working in pairs, and working as a class. It allows the instructor to observe the student body and assess them in two different ways. Thank you for sharing this great informal assessment strategy.

Robin

← [Reply](#)



[Caitlin Flynn \(https://my.uclaextension.edu/courses/32520/users/135934\)](https://my.uclaextension.edu/courses/32520/users/135934)

Feb 21, 2021



I think this is a great strategy too, thanks for bringing it up. Your right it is especially useful in language learning as it promotes both listening and speaking practice with in the pairs and means everyone can be practicing while the teacher moves around the classroom.

← [Reply](#)



[Karl Leitz \(https://my.uclaextension.edu/courses/32520/users/147612\)](https://my.uclaextension.edu/courses/32520/users/147612)

Feb 17, 2021



I like the idea of daily journaling as a tool for informal assessment. Students could keep a daily journal and at the end of each day, for 2-3 minutes, they can reflect on what they learned. The teacher could pose a question of the day, and it would vary each day. We could ask questions like: What was the most interesting thing you learned today? Was there anything you had trouble understanding? What did we talk about that you would like to learn more about? What did we NOT talk about that you would like to learn more about?

I found a lot of interesting ideas in this article on ThoughtCo

<https://www.thoughtco.com/informal-classroom-assessments-4160915>

← [Reply](#)



**WING SHA CHAN** (<https://my.uclaextension.edu/courses/32520/users/160835>)

Feb 18, 2021

Hi Karl

Your questions somehow reminded me of the previous assignment on Bloom's Taxonomy :)

I go along with you that questioning-and-responding is an excellent way to let students talk and reflect on what they have learnt. Will it be more effective if these questions are asked by students in the classroom?

Isa

← [Reply](#)



**Kris Lambert** (<https://my.uclaextension.edu/courses/32520/users/438>)

Feb 19, 2021

Thanks for the link! Have you thought about using surveys? Check this link out

<https://eslspeaking.org/6-esl-survey-ideas/> (<https://eslspeaking.org/6-esl-survey-ideas/>)

← [Reply](#)



[Kris Lambert \(https://my.uclaextension.edu/courses/32520/users/438\)](https://my.uclaextension.edu/courses/32520/users/438)

Feb 19, 2021



I love all of the assessment ideas! I want you to start thinking in a different way... you can continue to embed informal assessments throughout your lessons. Most low stress and don't feel like assessments at all.

You might want to cut and paste your favorite ideas to use when you are teaching.

[← Reply](#)



[Melinda Cavalletto \(https://my.uclaextension.edu/courses/32520/users/150435\)](https://my.uclaextension.edu/courses/32520/users/150435)

Feb 21, 2021



I like photo capture. The student takes a photo, news article, or video. After posting the medium the student applies captions and ideas of what the posting is about. Some students are visual learners so I feel this approach would help students be more creative and expressive. Photo capture should encompass visual and auditory learners in helping me complete an assessment.

[← Reply](#)



[Pablo Gonzalez \(https://my.uclaextension.edu/courses/32520/users/21380\)](https://my.uclaextension.edu/courses/32520/users/21380)

Feb 21, 2021



Hello Melinda. This is a great informal assessment that is a technology-enhanced version of the picture cards that were used with English Language Learners when I was a teacher assistant in a kindergarten classroom. Photo capture extends to a lot of learners while encouraging the integration of technology into our lessons.

[← Reply](#)