



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# Informal Assessments in Adult General Education

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# Welcome!



**June Rall**





**Vanessa Nicholson**

AGE Curriculum Coordinator  
Career and Technical Education  
Orange County Public Schools

Clinical Educator & District Observer  
IPDAE Statewide Trainer

[vnicholson@floridaipdae.org](mailto:vnicholson@floridaipdae.org)

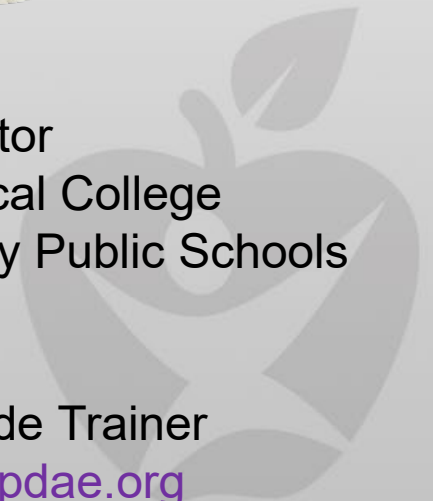


**Brian Bush**

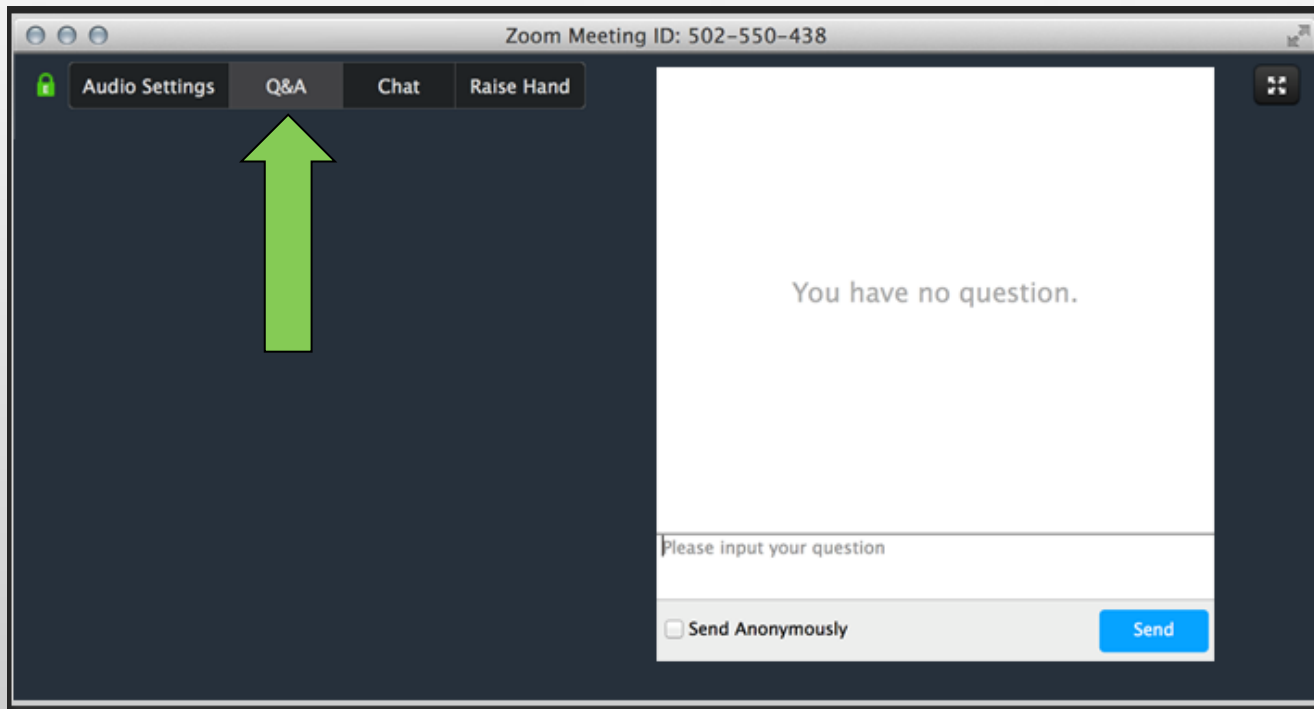
Assistant Director  
Atlantic Technical College  
Broward County Public Schools

IPDAE Statewide Trainer

[bbush@floridaipdae.org](mailto:bbush@floridaipdae.org)



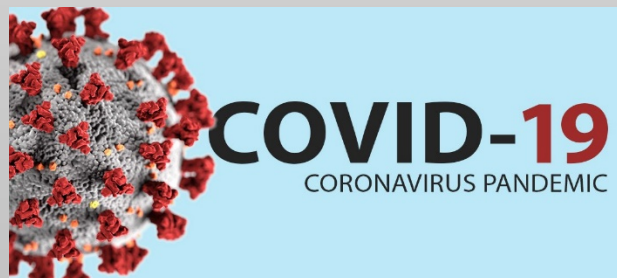
- If you have a question, please type it into the **Q&A** option.



- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

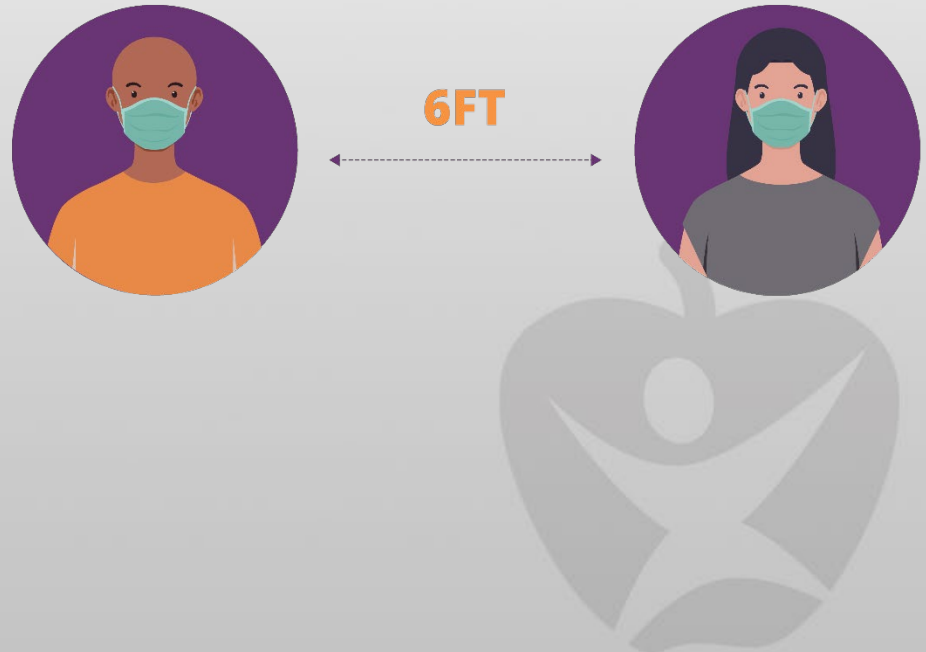
# How has teaching changed since COVID-19

- Job Loss
- Students have other responsibilities
- Scared to attend class face to face
- Mask hides expressions



## Distance Learning

- **Reflect:** How did it look for you?
- Maybe you are still doing distance learning?  
Maybe a hybrid version?
- How do we keep students engaged with distance learning?



**“Student engagement is a necessary component in maintaining academic rigor and fostering active learning”**

***(Tolan & Carey, 2020, p.1)***

**Student Engagement**

# How do you Keep Students Engaged in a Lesson?

Ensure that student understand how what they will be learning will help them achieve their goals.

## Benefits of Keeping Students Engaged

Learning • Able to Collect Informal Data • Retention  
Motivation • Fostering Positive Relationships

**Make it Relevant!**





# Keeping Students Engaged Virtually

- Recorded Videos
- Virtual Fieldtrips
- Powerpoint, Prezi, Nearpod, Flipgrid
- Online Scavenger Hunts
- Using Web-Conferencing Platform Features: Polls, Emojis, Chat



## Monitoring Students

- To utilize **informal assessments**, it is important for the educator to use monitoring techniques as a strategy.
- Monitoring students help ensure that students are not only engaged, but understanding the information provided and acquiring the necessary skills.



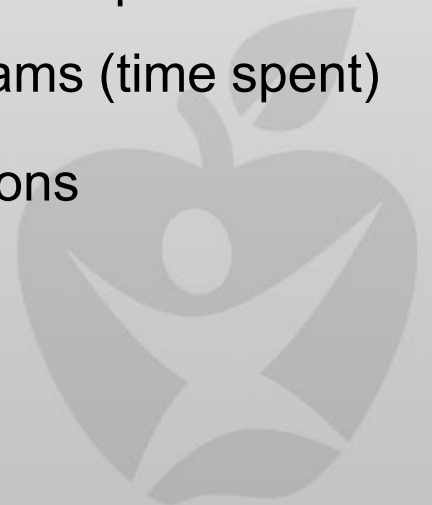
# Monitoring Students

## Traditional Setting

- Walking Around
- Response Rates
- Close Proximity
- Notice when student are not engaged

## Virtual Monitoring

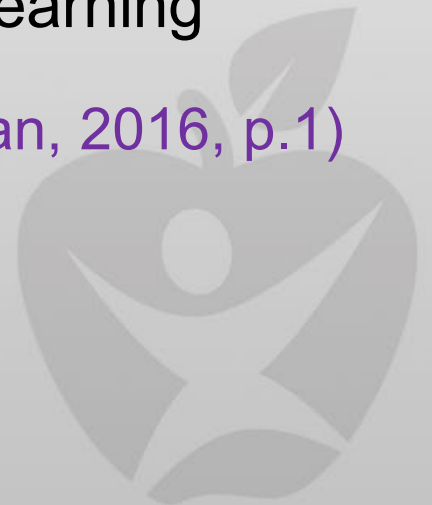
- Chat
- Assignments/Prescriptions in Software Programs (time spent)
- Virtual Discussions



# Feedback

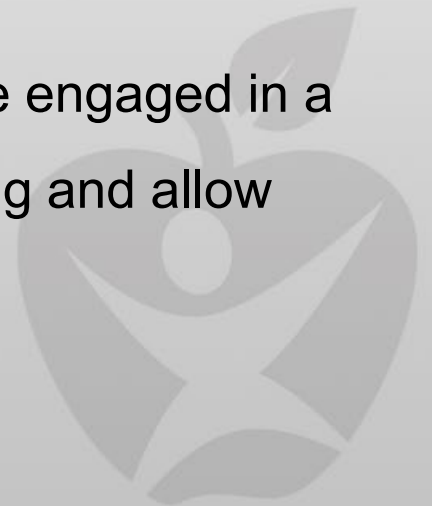
“Feedback is considered as a vital approach to facilitate students’ development as independent learners in order to monitor, evaluate, and regulate their own learning”

(Ferguson, 2011 cited in Al-Bashir, Kabir, & Rahman, 2016, p.1)



# Feedback

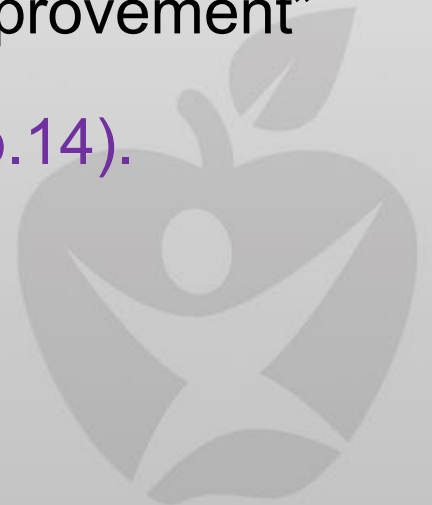
- Should be:
  - ✓ **Timely**
  - ✓ **Accurate**
  - ✓ **Provide students with the next steps.**
- At times, it is ok to delay feedback when students are engaged in a difficult assignment. This can allow for deeper thinking and allow students to use some of their own strategies.



## Feedback

Don't make it personal such as: Wow! You are so intelligent! This isn't helpful. "It should address performance on a task or provide specific guidance for improvement"

(Dean, Hubell, Pitler, & Stone, 2012, p.14).



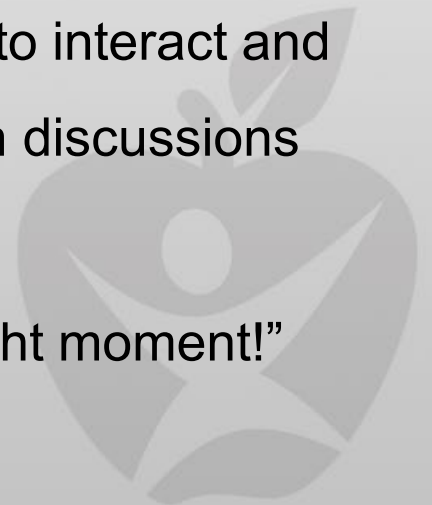
# Feedback

## General

- Create goals for the entire class. By the time you leave my class I want you to.....
- Positive interactions, “I really like how the class is working together to discover a solution to the problem.”

## Individualized

- Communicate and ensure students understand individual goals.
- Allow students to interact and communicate in discussions with feedback.
- Choose the “right moment!”



# Feedback

- To give appropriate feedback it is essential for you to know where your students are at.
- Example: TABE Individual Profile report
- Example: CASAS Student Competency Performance
- Conferencing
- Data Sheet





## Informal Assessments

**Informal assessments are assessments that are given, sometimes spontaneously or on the spot, to gather more information about where students are at in a particular lesson or skill.**



## Exit Slips /Exit Tickets

- Exit slips are an informal way of assessing if students are comprehending the concept, but also concluding a class session.

**Example: You have been teaching Number Patterns to ABE students.**

**Question: What number comes next in this number pattern:**

**81, 90, 99, 108, \_\_\_\_\_?**

**Answer:**

## Exit Slips/Exit Tickets

- They can also be reflective statements.

**Today we learned about.....**

An example of this is.....

I still don't understand.....

## Checklist

- Checklist can be used to quickly assess if a student is understanding the concept.

<b>CCR Reading Foundations Anchor Standard 2 (Phonemic Awareness: Recognize and produce rhyming words.</b>	
<b>Student Name</b>	<b>Yes/No</b>
Student A	
Student B	
Student C	
Student D	
Student E	

## Collaborate Board

- This can be conducted traditionally or virtually.
- In a traditional classroom setting, students would write answers/questions on sticky notes.
- In a virtual setting there are many websites that allow students to collaborate together on a board.



## Collaborate Board

- IBrainstorm
- Padlet
- Google Docs
- Nearpod
- Flipgrid



 **New Dog**  
How does Jane feel about having a new dog?

Jane feels upset about having this new dog in her home. I can tell she is upset by the pictures and her statement about how stressed she is with all of her responsibilities.

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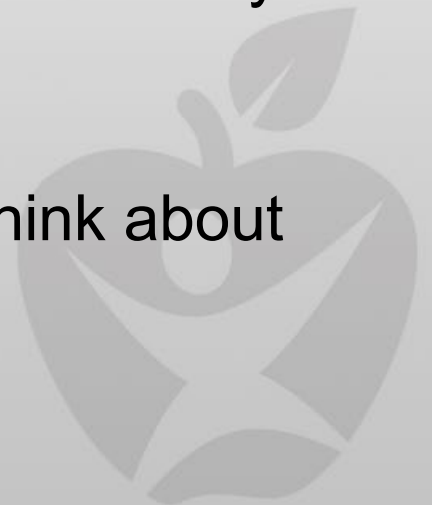
## Chat Discussions

- In a virtual setting, an informal assessment can be taken by monitoring the chat responses to a discussion question.



## Questioning

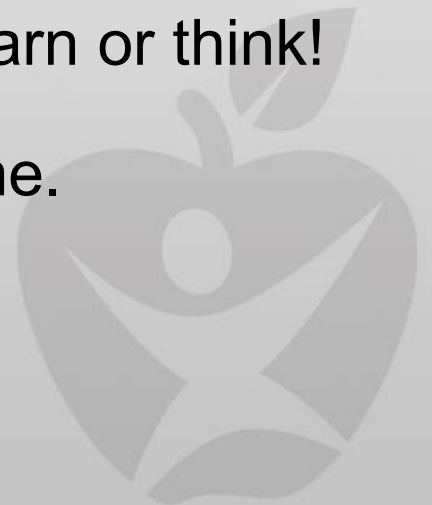
- Asking the class or students questions to generate an appropriate answer or response.
- Try not to call on the same students that you think may know the correct answer.
- Allow “wait time” for student to develop and think about their answers.





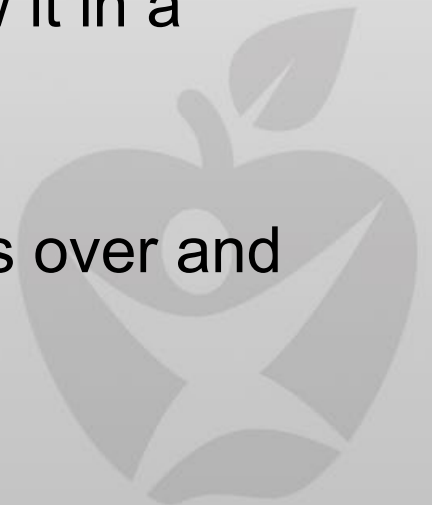
## Wait Time

- It is vital to give students appropriate wait time.
- Sometimes if you provide the answer to students right away you're not allowing them to actually learn or think!
- They will assume well, the teacher will tell me.



## Traditional Class Discussions

- To encourage student participation in whole group discussions: popsicle sticks.
- Write names on a piece of paper and throw it in a bucket.
- This will avoid calling on the same students over and over.



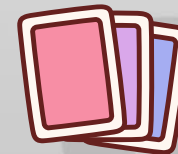
## Self - Assessment

- Where am I at as a student?
- Am I understanding the information?
- How do I rate myself?



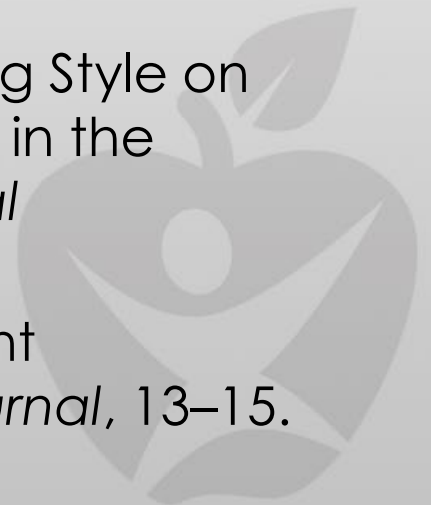
## Games

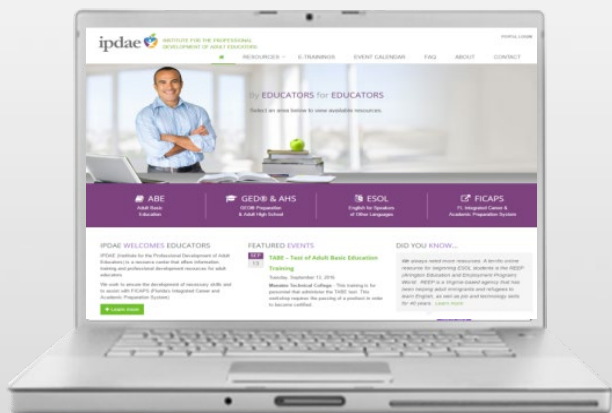
- Kahoot!
- Quizlet
- Teacher created games
- Student created games
- Using Whiteboards



## Resources

- Al-Bashir, M., Kabir, R., & Rahman, I. (2016). The Value and Effectiveness of Feedback in Improvising Students' Learning and Professionalizing Teaching in Higher Education. *Journal of Education and Practice*, 7(16), 38-41.
- Dean, C.B., Hubell, E., Pitler, H., Stone, B.J. (2012). *Classroom Instruction that Works*. McRel.
- Inayat, A., & Ali, A. Z. (2020). Influence of Teaching Style on Students' Engagement, Curiosity and Exploration in the Classroom. *Journal of Education and Educational Development*, 7(1), 87–102.
- Tolan, M., Niemotko, T., & Carey, K. (2020). Student Engagement in the Online Environment. *CPA Journal*, 13–15.





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Give IPDAE Your  
**Feedback!**

