**Informal Methods of Assessment**

Informal assessment is a procedure for obtaining information about young people’s learning behaviours that can be used to make judgements about their progress, without using means standardised instruments or tests. Informal methods include:

* making observations of learners during a task
* using checklists to verify objective criteria are being met
* using portfolios to record work completed, experiences etc.

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| **Assessment Method** | **Purpose** | **Notes/Guidance** |
| **Observation:** watching learners’ activities in a systematic way. | Enables teachers/tutors to identify learning behaviours, record learners’ performance, and draw conclusions about their progress. | Plan for observation and be clear about the purposes of the observation. |
| **Anecdotal Record:** make a brief written description of student behaviour at a particular time. | Provides insight into a particular behaviour and can provide a basis for planning a specific teaching strategy. | Should include information about the setting (where the behaviour occurs) as well as what was said and done. Record only what is actually seen or heard.  |
| **Running Record:** describes a sequence of events that occurs over time. | Helps obtain a more detailed insight into learning behaviours over a period of time. | Maintain objectivity and try to include as much detail as possible. |
| **Event sampling:** focuses on a learning behaviour seen during a particular event or type of activity. | Helps identify behaviours during a particular event and over a period time. | Identify the target behaviour to be observed during particular times (e.g. clearing away equipment at the end of a session). |
| **Time sampling:** record particular activities or behaviours at specific time intervals (e.g. every five minutes, ten minutes). | Helps identify the frequency that the learner child demonstrates a particular behaviour. | Make the observation only during the time interval specified. |
| **Checklist:** a list of criteria identifying behaviours, skills and knowledge to be assessed. | Enables teachers/tutors to observe and easily check off what learners know, are able to do, and if they do them. | Make sure that the checklist includes items that are relevant to the programme of study.  |
| **Rating scale:** gives a numerical value to the degree of alignment with a set of criteria. | Enables teachers/tutors to make a judgment about the degree of success made in a task, the learner’s commitment to it, or intensity to which it is carried out. | Avoid rating scales with odd numbers, such as 1 – 5, or 1 – 7, as users often select the middle option. 1 – 4 or 1 – 6 are preferable. |
| **Interview:** Engaging learners in discussion through questions | Allows learners to explain their thoughts, reactions/behaviours, work samples, etc. in more detail. | As questions at all levels of Bloom’s taxonomy (the cognitive domain, NOT the affective domain). |

Questions based on Bloom’s Taxonomy of the Cognitive Domain:

<https://i.pinimg.com/736x/7f/4b/51/7f4b516cf585b0f097120b6056f46a78.jpg>