

Instructionally Embedded Modes of Assessment

Introduction

Instructionally Embedded Assessments (IEAs) are opportunities for teachers to assess student learning, within the course of a unit of study, to gauge student understanding, provide feedback, determine next steps, and make instructional adjustments accordingly. They are meant to integrate classroom instruction, student learning, and assessment and are woven into the instructional sequence. IEAs are intended to be relaxed, constant, and integrated or embedded within classroom instruction.

Teachers have the flexibility to adapt IEAs to align with their priority standards and reflect the delivery of the content within their classrooms, which allows for a customized experience for each student. IEAs should give both teachers and students insights into the students' knowledge, skills, and understandings relative to the grade-level content. Due to the level of flexibility with IEAs, they can be quite developmentally and culturally appropriate for all students.

There are many types of effective IEAs. They can be short written responses to engaging prompts, quotes, illustrations and the like, where students are constructing new ideas and relating their learning with a short period of time such as a single class period. They also can be extended assessment opportunities where students are able to extend and elaborate on their knowledge as they collect new information, reason, evaluate, and/or synthesize around a topic of interest. Writing samples are often prime examples of IEAs. Other examples of IEAs might involve projects, performances/presentations, conversations, and observations. Ultimately, IEAs should allow students to “show what they know” in a variety of ways while the learning is still occurring.

The California Department of Education suggested the steps in the table below to implement instructionally embedded assessments, and we have adapted their recommendations.

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Steps to implementing instructionally embedded assessments

1. Plan what, when, and how to assess each child
2. Collect information from a number of sources, such as observations, classroom products, performance events, and conversations with the student and their families.
3. Assemble a collection of evidence or portfolio that may include notes/pictures on observations, prompted responses, writing samples, projects, performance event artifacts, and notes about conversations.
4. Review the portfolio often and write reflective summaries that can be used in sharing information about the student's development. Narrative reporting may be completed by both students and teachers.
5. Present summaries and information from the portfolio to students, families, and staff to guide instructional planning and adjustments. Students may also be used as presenters of the information.
6. Use the information to determine student progress and growth toward proficiency of assessed standards.

Resources:

- <https://snapgse.stanford.edu/snap-assessments/instructionally-embedded-assessments>
- https://dynamiclearningmaps.org/sites/default/files/documents/StateBonusItems/I_E_Assessments_Flyer_YE_Version.pdf
- <https://drdpk.org/dll/embedded.html>

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Selected Response		Constructed Response		Performance Assessment		Conversations/Observations	
	<u>Multiple Choice</u>		<u>Fill in the Blank</u>		<u>Performance Tasks or Events</u>		<u>Reflection Conversations</u>
	<u>True-False</u>		<u>Essays</u>		<u>Video on PA</u>		<u>Questioning</u>
	<u>Matching</u>		<u>Mind/Concept Maps</u>		<u>Video 2 Assessing Deeper Learning</u>		<u>Additional Resource</u>
			<u>Graphs/ Tables</u>		<u>MAEIA Project</u>		<u>Additional Resource</u>
			<u>Illustrations</u>		<u>Task Cards</u>		<u>Oral Assessment</u>
					<u>Additional Resources</u>		<u>Interviews/Surveys</u>
					<u>Presentations</u>		<u>Observations</u>
					<u>Projects</u>		<u>Journal Sharing</u>
		<u>Additional Resources</u>	<u>Additional Resource</u>				
		<u>Debates</u>	<u>Student Self-Assessment</u>				
			<u>Peer Assessment</u>				
			<u>Narrative Reporting</u>				