

# LA 1.5: Capturing Definitions



| Learning Outcome  | Pedagogical Intent  | Student Position  |
|---|---|---|
| <p><b>Demonstrate knowledge and use of a variety of ongoing, classroom-based assessments adapted to student needs.</b><br/> <b>Assessment: 25 pts.</b><br/> <b>TA: 15 Minutes</b></p> | <p><b>Teachers will be able to apply the assessment system to students they need to have assessed and placed.</b></p> | <p><b>Students have just watched a video segment introducing them to the assessment process and to key distinctions in assessment terminology that will be used throughout the course. Students are now asked to paraphrase their learning so that the facilitator can assess students' understanding and reinforce learning if needed.</b></p> |

## Instructions

1. Refer to the chart you constructed as a group in LA 1.1 and AVG 1.2.
2. Now using the directions on the [Direct Paraphrase chart](#). Provide an explanation for each category.
3. Now list assessments you have identified under the appropriate category. As you sort the assessments, discuss with each other what are the details of that assessment that make it fit within the category.
4. Pair up with someone in your group and provide a paraphrase of your understanding of each category. Paraphrase in such a way that someone who has not viewed the video segment could understand the key differences among these types of assessment.
5. As you paraphrase and explain the assessment type to your colleague, name at least one of the appropriate assessments you listed. As you name the assessment, indicate how it is representative of the category.



Pinnegar, S. E. (2019). *Assessment for Linguistically Diverse Students*. EdTech Books. Retrieved from [https://edtechbooks.org/diverse\\_assessment](https://edtechbooks.org/diverse_assessment)