Formative Assessment Strategies

	Tools for Formative Assessment					
	Techniques to Check for Understanding					
Index Card Summaries/Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.					
Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand and can explain it (e.g., thumbs up) I do not yet understand (e.g., thumbs down) I'm not completely sure about (e.g., wave hand).					
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.					
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like because					
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html					
Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.					
Student Conference	One on one conversation with students to check their level of understanding.					
3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. • I changed my attitude about • I became more aware of • I was surprised about • I felt • I related to • I empathized with					
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: •Anecdotal Records •Conferences •Checklists					
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.					
Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.					
Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.					
Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are:					

Truc/False Short Answer Paper and Pencil Matching Extended Response Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught. Choral Response In response t o a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said. A-B-C Summaries Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied. A form of reflection immediately following an activity. The teacher recates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "list the key concepts just presented." Inside-Outside Circle Inside-Outside Circle Inside-Outside Circle Numbered Heads Together Students as subject to the subje		Multiple Choice					
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- Give an example of? - What is wrong with? - What might you infer from? - What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?							
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- What conclusions might be drawn from? - What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?		- What is wrong with?					
- What question are we trying to answer? What problem are we trying to solve? - What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?	Oral Questioning	- What might you infer from?					
- What are you assuming about? - What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?		- What conclusions might be drawn from?					
- What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?		- What question are we trying to answer? What problem are we trying to solve?					
- What might happen if? - What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?		- What are you assuming about?					
- What criteria would you use to judge/evaluate? - What evidence supports? - How might we prove/confirm? - How might this be viewed from the perspective of?							
- What evidence supports ? - How might we prove/confirm ? - How might this be viewed from the perspective of ?		- What criteria would you use to judge/evaluate?					
- How might we prove/confirm? - How might this be viewed from the perspective of?		- What evidence supports?					
- How might this be viewed from the perspective of?		- How might we prove/confirm?					
		- What alternatives should be considered?					
- What approach/strategy could you use to?							