

Formative Assessment Strategies

One Minute Essay	A one-minute essay question is a question focused on a specific topic that can, in fact, be answered in one minute.
Analogy Prompt	Give students an analogy prompt to complete and explain: <u> </u> (specific concept, topic, or idea) is like <u> </u> because <u> </u> .
Index Card Summaries and Questions	Give each student an index card. On one side, each student should select one big idea from the current unit of study and summarize it in their own words. On the other side, each student should identify one topic or idea they are not fully comfortable with and word the idea as a statement or a question.
Web or Concept Map	A wide variety of graphical organizers can be used to have students create visual representations of the relationships between ideas. Key words can be used to explain how connect ideas are related. For ideas, see http://www.graphic.org/concept.html
Misconception Check	Give students a situation demonstrating a common mistake or misconception about an idea or topic and ask them if they agree or disagree and why.
Student Conference	Have a one-on-one conversation with students to explore their understanding of a topic or idea.
Observation	Walk around the room and observe students as they work. Record evidence through notes, checklists, or follow-up conferences. These observations would be especially useful during cooperative learning exercises, such as think-pair-share, inside-outside circle, or jigsaw. See http://goo.gl/FSFT2a for more information on cooperative learning.
Exit Ticket	Give students exit tickets with one or more written response questions tied to specific objectives. The exit ticket could also include level 2, 3, and 4 items (unlabeled), and students could be asked to select one to answer.
Quiz	Traditional quizzes are one of the most common forms of formative assessment. They may include: <ul style="list-style-type: none"> ▪ Multiple choice ▪ Multiple choice with explanations ▪ True/false ▪ Short answer ▪ Extended response
Journal Entry	Students record their understanding of a topic or idea in a journal. The journal entries can later be viewed by the teacher to provide additional evidence of the student's level of learning.
Debriefing	Have students reflect on a lesson or activity immediately after finishing.
Idea Spinner	Create a spinner with four sections labeled "Predict, Explain, Summarize, and Evaluate" As new material is presented, the teacher draws a student's name, spins the spinner, and asks a question based on the quadrant the spinner lands in. For example, if the Predict quadrant is spun, the teacher may ask, "How do you think the events we discussed will affect what happens next?"
One Sentence Summary	Students are asked to write a single sentence summarizing the "who, what, where, when, why, and how" of the information discussed.
One Word Summary	Have students select or invent on word that summarizes a topic or idea, then ask them to explain their reasoning.
Verbal Questioning	Verbal questioning can provide valuable information about students' learning. Be sure to ask the students to explain their reasoning to build a more complete picture of their learning. <ul style="list-style-type: none"> ▪ How is <u> </u> similar to/difference from <u> </u>? ▪ What are the characteristics of <u> </u>? ▪ What are some ways we might show <u> </u>? ▪ What is the big idea, concept, or moral in <u> </u>? ▪ How does <u> </u> relate to <u> </u>? ▪ What ideas or details can you add to <u> </u>? ▪ Give an example (or counterexample) of <u> </u>? ▪ What is wrong with <u> </u>?

	<ul style="list-style-type: none"> ▪ What might you infer from _____? ▪ What conclusions can we draw from _____? ▪ What problem do we need to solve in this situation? ▪ What evidence supports _____? ▪ What might happen if _____? ▪ How might we prove or disprove _____? ▪ What alternatives might there be to _____? ▪ What might this look like viewed from the perspective of _____?
Sentence Frames	<p>Give students a sentence frame to complete explaining a topic or idea.</p> <p>Description: A _____ is a kind of _____ that _____.</p> <p>Compare/Contrast: _____ and _____ are similar because they both _____, but _____, while _____.</p> <p>Problem/Solution: _____ wanted _____, but _____, so _____.</p> <p>Cause/Effect: _____ happens because _____.</p>
3-2-1	<p>Have students complete a 3-2-1 form based on the day's learning. For example:</p> <p>3 things you learned 2 things you found interesting 1 question you still have</p> <p>-or-</p> <p>3 differences between _____ and _____ 2 similarities between _____ and _____ 1 question you still have</p> <p>-or-</p> <p>3 questions you have about the text 2 predictions based on what you read 1 connection to something from your own life</p>
Fist to Five	<p>As a quick assessment tool, ask students to show their current level of comfort with a topic or idea by holding up between zero and five fingers where zero fingers means the student has no understanding of the topic and is extremely uncomfortable with it and five fingers means the student completely understands the topic and would be comfortable explaining it to other students.</p>
Quick Write	<p>Give the students a few minutes to write a response to new learning, either before, during, or after. The students should write continuously the whole time without going back to revise or edit their writing to get as much information down as possible.</p>
Directed Paraphrasing	<p>Have the students summarize the topic or idea in their own words as concisely as possible.</p>
RSQC	<p>In two minutes, students <i>recall</i> and rank the most important ideas from some previous learning, and in two more minutes <i>summarize</i> those points in a single sentence and write one <i>question</i> they still have and want answered, and finally identify how the information <i>connects</i> to one of the essential standards for the course.</p>
Writing Frames	<p>Give students one of the paragraph frames below and ask them to complete it based on the current topic or idea.</p> <ul style="list-style-type: none"> ▪ Problem/Solution: _____ present(s) a dilemma that is _____. The problem is _____. This has occurred because _____. A resolution was possible. To solve it, it was necessary to _____. The solution include(s) _____. ▪ Compare and Contrast: There are several similarities and differences between _____ and _____. They both _____. In contrast to _____, _____ has _____. Unlike _____, _____ does not. On the other hand, _____. ▪ Description: Have you ever _____? _____ has very interesting characteristics. In particular, it/they has/have _____ and _____. It/they also _____. For these reasons, _____. ▪ Cause and Effect: _____ is influenced by _____. Since _____ happened, then _____.

	<p>_____. Therefore, _____. This explains _____ and _____. The impact is _____.</p> <ul style="list-style-type: none"> Sequence: The event/process of _____ is _____. First, _____. Then, _____. Next, _____. Finally, _____.
Student Data Notebooks	Have students collect information to track their learning based on the following questions: What is the goal? Where am I right now? How will I get to the goal?
Say Something	Have students take turns leading discussions in small cooperative groups on sections of a text or a video.
Socratic Seminar	
Tweet	Have students create a summary of a topic or idea using 140 characters or less. Encourage them to use abbreviations and “text speak” as appropriate.
One Question and One Comment	Students read a piece of text or watch a video and come up with one question or comment about the text or video. The students sit in one large circle or a few smaller ones, and then go around the circle sharing their question or comment. As the discussion continues, the next student may answer a question posed by another student, respond to a comment by another student, or share their own question or comment. Every student must share a unique question or comment over the course of the activity, and no student can share more than once until every student has had an opportunity.
Individual White Boards	Students record their answer to a given question on individual white boards, then hold the white board in the air when given the signal.
Polling Tools	The teacher uses websites such as PollEverywhere, Socrative, or InfuseLearning to create opportunities for students to respond individually to questions posed in class.
Transfer and Apply	In a two-column diagram, students write down the concepts learned in one column and provide an application of that idea in the other column.
Characteristic Features	Students summarize those traits that help define a topic and differentiate it from other topics in a matrix. For example, a matrix may list several conflicts down one side and cause, impact, and resolution across the top, and the student has to fill the relevant information in each box.
Graffiti Wall	The teacher places a large, blank piece of paper on the wall, and the students are invited to write or draw what they know about the topic. Students “sign” their work or art, which allows the teacher to see who contributed what to assess learning.
The Last Word	The topic to be summarized becomes an acronym. Students brainstorm all for the things they can remember about the topic studied and then elaborate on those ideas to create a phrase that start with each letter in the topic.