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:		
	Multiple Choice True (Follow)		
	• True/False		
	• Short Answer		
	Paper and Pencil Adatabia as		
	Matching The radia of December 1.		
	• Extended Response		
Journal Entry	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 to 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.		
Debriefing	A form of reflection immediately following an activity.		
	The teacher creates a spinner marked into 4 quadrants and labeled		
	"Predict, Explain, Summarize, Evaluate." After new material is presented,		
Idea Spinner	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 and outside circles of students face each other. Within each pair		
	of facing students, students quiz each other with questions they have		
	written. Outside circle moves to create new pairs. Repeat.		
Numbered Heads	Each student is assigned a number. Members of a group work together		
Together	to agree on an answer. The teacher randomly selects one number.		
	Student with that number answers for the group.		
One Sentence Summary	Students are asked to write a summary sentence that answers the "who,		
*	what where, when, why, how" questions about the topic.		
One Word Summary	Select (or invent) one word which best summarizes a topic.		
Think-Pair- Share	Students think individually, then pair (discuss with partner), then share with		
	the class.		
Ticket to Leave	Closing activity where students respond in writing or verbally to short		
	assignments.		
	Teacher gives direction to students. Students formulate individual		
Turn to Your Partner	response, and then turn to a partner to share their answers. Teacher calls		
	on several random pairs to share their answers with the class.		
	Howeig airciles to /different from		
Oral Questioning	- How is similar to/different from?		
	- What are the characteristics/parts of?		
	- In what other ways might we show show/illustrate?		
	- What is the big idea, key concept, moral in? - How does relate to?		
	- ITOW UDES relate to ?		
	- what ideas/details can you add to?		
	- Give an example of? - What is wrong with		
	- What is wrong with?		

- What might you infer from	Ś
- What conclusions might be drawn from	Ś
- What question are we trying to answer? What proble	em are we trying to
solve?	
- What are you assuming about	Ś
- What might happen if	
- What criteria would you use to judge/evaluate	Š
- What evidence supports	Ś
- How might we prove/confirm	\$
- How might this be viewed from the perspective of _	
- What alternatives should be considered	ś
- What approach/strategy could you use to	Ś

AFRE – Keys to Instructional Excellence, 2008

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