

Formative Assessment

Checking for Understanding

Being sure that ALL students are “getting it”

On the Spot

Quick Writes/Draws—Students summarize or paraphrase the content and share with partners or whole class. They may even draw their understanding.

Chalkboard Splash—All students write responses on the board to higher level question. Students analyze their peers to find similarities, differences, surprises.

Thumbs Up/Process Cards—Teachers give time to reflect on their learning and respond to “Ready to Share” or “Still Thinking.”

Thumbs Up/Down Vote—Use this for Yes/No or Agree/Disagree responses.

Choral Response—All students answer in unison. Important to use a visual cue to when you want all to respond.

Hold-Ups

Response Cards—On index cards, there are two or more answers. Students hold up the responses. You can put an answer/pictures on each side of the card or two on one side. You can use TRUE or FALSE; YES or NO; A, B, C, D, etc. Students explain their responses.

White Boards/Laminated Construction Paper—small erasable boards that students write their answers on with markers or crayons and then hold up.

Movement

Categorizing and Sorting—Students use manipulatives to group like items for a concept.

Line Ups—Students stand in two line facing each other. They share their responses with the person across from them. Then after a set time they move to the person on the left. May be used with two circles, one inside the other.

Mouth-It, Air Write It, Show me Using fingers

Acting it out, Role Playing, Concept Charades

Exit Pass—Students have to hand an answer or tell an answer to leave the room.

Group Work

Think-Pair-Share—Students think of their answer, share with a partner, then with the class. For variation, have student tell what his/her partner had said.

Random Reporter—Students work in groups and choose numbers (1-4, for example). Teacher randomly chooses a number that the corresponding students responds or reports the answer. Use dice or numbers in a hat to choose randomly.

Journaling/Writing