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| **Close-Ended Selected Response**  | **Open-Ended Constructed Response** | **Products** |
| •multiple choice •true-false •matching | •fill in the blank•short answer•label diagram•“show your work”•visual representation(e.g., web, concept map, flow chart, graph/table, picture) | •essay•research paper•log/journal•lab report•story/play•poem | •portfolio•art exhibit•science project•model•video/ Podcastaudiotape•spreadsheet |
| **Performances** | **Process-Focused** | **Student Self-Assessment** |
| •oral presentation•dance/movement•science lab  demonstration•athletic demo/competition | •oral questioning•observation•interview•conference•process  description•“think aloud”•learning log | •Teacher-made prompts for reflection•content/skills-specific conferences•discussion (whole-class or small-group)•reflection logs•weekly self-evaluations•self-assessment checklists and inventories•teacher-student interviews |

# Formative Assessment Strategies

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| **Tools for Formative AssessmentTechniques 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.  |
| **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/False• Short Answer• Paper and Pencil• Matching• 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 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. |
| **Debriefing** | A form of reflection immediately following an activity. |
| **Idea Spinner** | The teacher creates 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 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 Together** | Each student is assigned a number. Members of a group work 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.  |
| **Turn to Your Partner** | Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.  |
| **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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?- What ideas/details can you add to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?- 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 \_\_\_\_\_\_\_\_\_\_\_?- What alternatives should be considered \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_?- What approach/strategy could you use to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_? |

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