

THUMBS UP/THUMBS DOWN

Students respond to a whole-class question by putting thumbs up. If they fully understand a concept, thumbs down if they do not understand, and thumbs to side to indicate some area of confusion.

COLORED CARDS

Red Help

Green Understand

Yellow So, so

INDIVIDUAL REPORTER BOARDS

Whiteboards, chalkboards
for individual student responses.

CHAIN NOTES

Students pass around an envelope on which the teacher has written one question about the lesson. When the envelope reaches a student he or she spends a moment to respond to the question and then places the response in the envelope. Several envelopes can be circulated with different questions.

TRAFFIC LIGHTS

Place a green dot on the left side of the easel sheet for any goals that you feel you have already mastered.

Place a yellow dot on the left side of the easel sheet for any goals that you know something about but have not yet mastered.

Place a red dot on the left side of the easel sheet for any goals that you have either never heard of or that you know virtually nothing about.

EXIT CARDS/EXIT SLIPS

Students respond in writing to a prompt or question posed by the teacher at the conclusion of the lesson. It is the student's ticket out.

BRIEF CONSTRUCTED RESPONSE

One of several tools used to assess their students' reading comprehension. This tool specifically targets a students' ability to communicate their comprehension through written answers.

STICKY NOTES

Take notes while working with students. Place in anecdotal records. Also, use for students to post questions.

CHORAL RESPONSE

Students give a choral response to a whole-class question. This allows the teacher to determine how many students understand a concept.

CLOTHESLINE

Students move to a place in a human line that most closely matches their level of understanding. The line is a continuum, with the beginning of the line indicating no understanding of a concept and the opposite end of the line indicating high level of understanding.

FIST OF FIVE

Students respond to a whole-class question by showing the number of fingers that corresponds to their level of understanding (one being the highest and 5 being the lowest).

FOUR CORNERS

The teacher must label each corner of the room with a word or phrase that describes a different level of understanding. The students move to the corner of the room that most closely matches their individual levels of understanding.

INDIVIDUAL RESPONSE BOARDS

Students use white boards or individual response boards to respond to a question posed by the teacher. The students hold up their answers for the teacher to check or the teacher circulates around the room to check individual responses.

SIGNAL CARDS

Students use a card to indicate their level of understanding of a concept. Cards may be labeled as follows:

- Red, Yellow and Green
- Yes/No
- True/False
- Negative/Positive
- Stop, I'm lost/Slow down, I'm getting confused/Full Steam Ahead

SPEEDOMETER

Students think of a speedometer going from 0 to 100 miles per hour. They then lay one arm on top of the other with hands touching elbows. The students raise the arm that is on top, stopping at a point between 0 and 100 mph to indicate their level of understanding, with 100 mph representing complete understanding.

WINDSHIELD

Students respond "muddy," "buggy," or "clear" when the teacher asks them to describe their level of understanding. Before beginning the activity, the teacher explains that "muddy" means the windshield is plastered with mud, so the destination is not visible, which indicates little or no understanding. "Buggy" means that some debris is littering the windshield, and this indicates partial understanding. A clear windshield indicates a high level of understanding.

BE THE TEACHER

Students write what they think the learning intention for the lesson should be for the next time you teach the same lesson or for their next lesson.

MINUTE PAPER

Students identify the most significant (useful, meaningful, disturbing, etc.) things they have learned during a particular session.

MUDDIEST POINT

Students write one or two ideas that were least clear to them from the current or preceding class period. A way to explain this is to ask the students which part of the lesson they felt was “muddy.”

MEMORY MATRIX

Students fill in cells of a two-dimensional diagram for which the instructor has provided labels.

DIRECTED PARAPHRASING

Students summarize in their own well-chosen words a key idea presented during the current or preceding class period.

ONE- SENTENCE SUMMARY

Students summarize knowledge of a topic by constructing a single sentence to answer the question, “Who does what to whom, when, where, how and why?”

APPLICATION CARDS

After introducing an important theory, principle, or procedure, ask students to write down at least one real-world application for what they have just learned.

RSQC2

Within two minutes, students recall and list in order, from the most important to the least, ideas from a previous day’s class, in two minutes, they summarize those points in a single sentence, write one major question that they want answered, and then identify a thread or ask them to connect the material to the course’s major goal.

TRANSFER AND APPLY

Students write down concepts learned from the class in one column. In another column, they provide an application of each concept.

CHARACTERISTIC FEATURE

Using matrix form, students summarize those traits that help define a topic and differentiate it from others; this is useful for determining whether students separate items or ideas that are easily confused.

KWL CHART

Students complete this graphic organizer by specifying what they already know about a topic, what they want or expect to learn, and what they have learned.

MATCHING

Students match vocabulary terms to the definition.

MOST DIFFICULT FIRST

Students are given the option of completing the most difficult questions or problems first to determine if additional practice is needed.

OBSERVATION

Students complete a task as the teacher observes, takes notes, or records progressing using a checklist.

WORD SORT

Students sort terms into groups using categories chosen by the teacher or created by the students.

1, 2, 3 FLASH

Students let their fingers do the talking. Pose a problem or ask a question that has three or four possible responses. At the count of "1,2,3 flash," each student responds with the number of fingers that reflect his or her response. Quickly scan the room for results and make adjustments to your instruction if it seems necessary.

HAPPY FACE

A happy face self-assessment can be used periodically at the conclusion of group tasks. It tends to provide an evaluation of progress.

STUDENT SUMMARY

One student summarizes what the whole class learned during the lesson. You can select this student at the start or end of the lesson randomly (e.g. by using sticks, name card or other methods.)

STUDENT CREATED PROBLEMS

Students work together in groups to write one good question for the class to answer on mini whiteboards. At the end of the lesson one group asks the other students their question and answers are written and held up on whiteboards. The group then responds to the answers. If there is enough time, other groups ask their question.

HAND SIGNALS

Thumbs up: "I understand _____ and can explain it."

Thumbs sideways: "I'm not completely sure about _____."

Thumbs down: "I do not yet understand."

RAFT

Role: What is the role of the writer?

Audience: To whom is the writer writing?

Format: What is the format for the writing?

Topic: What is the focus of the writing?

Example:

R: Scalene Triangle

A: Your Angles

F: Text Message

T: Unequal Relationship

SUMMARY WRITING

Students should be able to record the GIST of the lesson on the Exit Slip.

CORNERS

Students choose a corner based on their level of expertise of a given subject.

Based on your knowledge of _____, which corner would you choose?

Corner 1: The Dirt Road – “There’s so much dust, I can’t see where I’m going! Help?”

Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)

Corner 3: The Highway (I feel fairly confident but have an occasional need to slow down.)

Corner 4: The Interstate (I’m traveling along and could easily give directions to someone else.)

Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.

Corner One will pair with Corner Three: Corner Two will pair with Corner Four for peer tutoring.

RALLY QUIZ

Students take turns quizzing their partners. Teacher provides a list of questions or students can generate a list of questions before playing Rally Quiz!

Partner A asks a review question of Partner B.

B answers.

Partner A checks. If correct, A affirms with praise. If not correct, A coaches, re-asks, then affirms with praise.

Students switch roles so B quizzes, and then affirms or coaches.

THINK-WRITE-PAIR SHARE

Think: Teacher engages students thinking with a question or task. Allow wait time for students to process.

Write: Students write response on paper.

Pair: Students compare and discuss responses.

Share: After students talk in pairs, teacher asks pairs to share their thinking with the rest of the class.

FORMATIVE ASSESSMENT

A process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended instructional outcomes.

- To gather evidence of student learning
- To inform instruction
- To motivate students and increase student achievement

Assessment **for** and **as** learning and not of learning.

WORD TOSS

Identify major concepts for the text the students will be reading.

Write seven to ten key words or phrases on board.

Students choose at least five words to explain to a partner or in writing.

THREE-STEP INTERVIEW

Students interview a partner and each then share with teammates what they learned.

Teacher provides the interview topic, states duration of interview, and provides think time.

In pairs: Student A interviews Student B.

Pairs switch roles: Student B interviews Student A.

Round Robin: Pairs part to form groups of four. Each student, in turn, shares with the team what he/she learned in the interview.

FIVE ATTRIBUTES BASED ON CURRENT LITERATURE THAT RENDER FORMATIVE ASSESSMENT MOST EFFECTIVE:

- 1. LEARNING PROGRESSIONS:** should clearly articulate the sub-goals of the ultimate learning goal.
- 2. LEARNING GOALS AND CRITERIA FOR SUCCESS:** should be clearly identified and communicated to students.
- 3. DESCRIPTIVE FEEDBACK:** should be provided with evidence-based feedback that is linked to the intended instructional outcomes and criteria for success.
- 4. SELF-AND PEER ASSESSMENT:** are important for providing students an opportunity to think meta-cognitively about their learning.
- 5. COLLABORATION:** A classroom culture in which teachers and students are partners in learning should be established.

ELECTRONIC RESPONDERS

Use for opening questions to determine what students know or as a quick review.

ABCD CARDS

Give each student a set of lettered cards (you might want to include Y and N or T and F) and pose multiple choice questions of the whole class. This is most useful when there is more than one correct answer, or when the answers depend on the assumptions the students make – this can lead to good discussions.

BASKETBALL DISCUSSION

Use a soft ball to throw to a student to answer a question. The student then passes the ball to another student to see whether the second student agrees with the first. The second student who comments on why the answer is correct or not. This can continue with questions like How? When? How long? Who else was involved? What else could have happened? Depending on the subject.

CLASS VOTE

Ask all students to vote on a question you put to the class with two or more possible answers.

ENTRANCE TICKET

Hand out a card to each student as they walk into the room and ask them to write the answer to a question posed on the board. Glance through the students' answers to help decide questions to ask the class, discussions, tasks to set, or how to seat students.

NO HANDS UP *except to ask a question*

Only let students raise their hands if they have a question to ask. Do not let students call out. Use a random method of choosing which student answers a question, e.g. each student's name is on a stick, a small card or on a randomizing program on the whiteboard.

POST-IT NOTES ON A CONTINUUM

Each student has a post it note with their name clearly written on it. The teacher draws a horizontal line on the board with, say, opposing statements at each end and asks students to think about where they would place their post it on the line to reflect their own view. Several students are then randomly asked to come to the board and place their post it notes, explaining why they have placed it in that position. The post its can be used many time over.

WAIT WATCHERS

Because it is hard for teachers to wait 3 seconds after asking a question to allow students to think, it is often useful to have a student volunteer with a stopwatch checking the teacher's wait time for a whole lesson.

PHONE A FRIEND

Sometimes when students are chosen randomly to answer a question they really do not know the answer, and may feel awkward and embarrassed, and it may be useful to allow them to "phone-a-friend", another student in the class who may be able to help them answer the question.

MY LEARNING LOG, MY TRIANGLE OF LEARNING, AND MY REFLECTION SHEETS

Students complete three sections of a Learning log or all sections of a Triangle of learning or Reflection sheet explaining what they learned during the lesson, etc.

EXIT TICKET

Near the end of the lesson ask the class a question. Give each student an index card to write the answer on. As students leave the room they hand in their exit card. You look through the students' answers when planning the next lesson and decide whether they have understood the concepts well enough for you to progress. Students can write their names on the cards if it will be helpful for you. You do not need to mark the cards. You can keep them or throw them away when done.

IN THE REAL WORLD

Students write an exit ticket explaining one way that what they learned today could help them in the real world or in another subject.

2 TRUTHS AND A LIE

On the board write three statements, questions or answers about the lesson topic. Two are correct and one is wrong. Ask students to tell you which one is the fib and why.

REFLECTIVE LEARNERS

Put up an A3 Poster with 4 sections. See example provided titled Reflective learners – “What is going well? What can we improve? What are the questions? What are the issues? And give each student two post it notes to write on their views for two of the sections.

CLASS BASKETBALL

Students stand and you pass a soft ball to one of them. This student gives one main idea from the lesson. The student then passes the ball to second student who has to state a different main idea and pass the ball to a third student. Once a student has taken part he or she sits down and cannot be passed the ball again. This continues until you think all the main points are given.

3-2-1

Students fill in an exit ticket with 3 things they want to practice, 2 things they would expect to be on a test and 1 thing they enjoyed from the lesson.