

## Sample Formative Assessment Activities and Website Resources

<b>Activity Name</b>	<b>Description</b>
<b>Ticket out the Door (Exit Ticket)</b>	At the end of class, ask students one or two questions to check for understanding and have them respond on a piece of paper. Students give you their paper on the way out the door.
<b>Oral Questioning</b>	Question students throughout the class period to check for understanding.
<b>Journaling/Learning Logs</b>	Reflection opportunity on learning that has taken place
<b>Warm-Up</b>	Provide a warm-up the reviews the previous lesson.
<b>Homework</b>	Use to determine where the student's strengths and weaknesses are the following day. This should inform instruction for that day.
<b>Concept Maps</b>	Graphic organizer of a specific concept or a vocabulary word stating ideas such as similarities, differences, properties, categories, etc.
<b>Minute Paper</b>	Give students an open-ended question and three to five minutes to write an answer. Example: What is the most important thing you learned today?
<b>KWL</b>	KWL is a technique used by teachers to assess what students "know," "wish to know," and "have learned about a particular topic." Divide a sheet of paper into three columns labeled K, W, L. At the beginning of a lesson, the KWL serves as a written record of the student's prior knowledge (K) on the topic, and allows the opportunity for the student to note what they desire (W) to know about the topic. Following the lesson, the student self-assesses what has actually been learned (L) about the topic.
<b>Problem Solving Observations</b>	Give students a multi-step problem to solve in pairs. Try to pick problems that can be solved in multiple ways or ones that require students to explain their thought process.
<b>RAFT</b>	Role, Audience, Format , Topic
<b>Levels of Questioning</b>	Bloom's, Marzano's, etc.
<b>Muddiest Point</b>	Students write one or two ideas that were least clear to them from the current or preceding class period.
<b>Directed Paraphrasing</b>	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.

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<b>One Sentence Summary</b>	Students summarize knowledge of a topic by constructing a single sentence that answers the questions “Who does what to whom, when, where, how, and why?”
<b>Memory Matrix</b>	Students fill in cells of a two-dimensional diagram for which the instructor has provided labels.
<b>Application Cards</b>	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.
<b>RSQC2</b>	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day's class; in two more minutes, they <i>summarize</i> those points in a single sentence, then write one major <i>question</i> they want answered, then identify a thread or theme to <i>connect</i> this material to the course's major goal. Add an additional <i>comment</i> , if desired.
<b>Transfer and Apply</b>	Students write down concepts learned from the class in one column; in another column provide an application of each concept.
<b>Characteristic Features</b>	Students summarize in matrix form those traits that help define a topic and differentiate it from others; useful for determining whether students separate items or ideas that are easily confused.
<b>Windshield Check</b>	Example: CLEAR = I get it! BUGS = I get it for the most part, but some things are still unclear. MUD = I still don't get it!
<b>Student Self Assessment</b>	The three stages most commonly followed by teachers when asking students to self-assess their work are: <b>Stage 1</b> - Students identify their own successes. <b>Stage 2</b> - Students identify a place for improvement. <b>Stage 3</b> - Students identify their successes and make an “on the spot” improvement. Have students self-assess using a few guiding sentence fragments, such as:  I am pleased with my work so far, because... Two improvements I've made are... Next time I revise my work, I need to focus on... I would grade myself a 1,2,3,4,5 because I... In order to improve, I need to...
<b>Peer Assessment</b>	Have students peer assess using a few guiding sentence fragments, such as: You did these really well: You could have... Next time you need to focus on... When using peer assessment, focus on only one aspect of the assignment at a time. For example, the peer may look for multiple pieces of evidence, or only grammatical errors.
<b>Anecdotal Records</b>	Observations of student progress made by teachers during class

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<b>Think-Pair-Share</b>	Invite students to discuss their thinking about a question or topic in pairs or small groups then ask a representative to share the thinking with a larger group.
<b>3-2-1 Cards</b>	Example: 3 things I learned from the states of matter lab... 2 questions I still have about states of matter... 1 way I see matter changing state...
<b>Graffiti Walls</b>	The teacher places a large sheet of paper on a smooth surface and invites the students to write or draw what they know about the topic. Students “sign” their work or statements, allowing the teacher to see, at a glance, misconceptions, naïve conceptions, prior knowledge, and new learning targets.
<b>Capsule Vocabulary</b>	Put students in groups and have them use and discuss the new words and then put them in a paragraph to determine if they understand the uses.
<b>White Boards</b>	Hold up the answers
<b>Content Frames</b>	Have the topics, themes, etc. in a chart and have students fill in the important aspects of each topic. Quick way to determine if they understand main instruction.
<b>Framed paragraphs</b>	Start sentences for students to finish with the “meat” of the topic to determine if they understood.
<b>Post Reading Mapping</b>	Have students in groups or individually map or draw what were the important topics discussed. Easy to tell at a glance if they caught the right information.
<b>Sentence Synthesis</b>	Use several new vocabulary words in one sentence to determine understanding of words. Share orally or on overhead to discuss usage.
<b>I Have the Question, Who Has the Answer?</b>	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. <b>Another variation is to make cards into a chain activity:</b> The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression. Play continues until all of the cards are read and the initial student is ready to read his card for the second time.
<b>Signal Cards</b>	Provide students with cards to signal understanding of concepts, or directions, or a sense of "I'm lost!", and you send the message that it is all right not to understand everything the first time around.
<b>Gallery Walk</b>	Have questions or statements posted in the room. Provide students with stickers to place next to the questions or statements they feel are the most important. There are many variations of this activity.

### **Helpful Websites:**

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

<http://www.iowa.gov/educate/content/view/1072/1486/>

<http://www.taosschools.org/THS/School%20Improvement/CIEDipTTModule7TypesofFormativeAssessment.pdf>

<http://www.ncpublicschools.org/accountability/educators/vision/formative>

<http://www.park.edu/cetl/quicktips/classroomassess.html>