**Tools List: Formative Assessment Project**

**Formative Assessment Evidence Gathering Tools**

**Transfer Activity**—Define a word or idea using words or phrases—take those words and transfer to a character from a book, cartoon, movie, TV show, etc. That character should be the “live” embodiment of the words listed.

**Analogy Prompt**—Compare/Contrast two things…\_\_\_\_\_is like \_\_\_\_\_ because while \_\_\_\_ is like \_\_\_\_\_ because….

**Chalk Talk**—Post an essential question on a large piece of paper. Students have a silent conversation…each student should have a different color marker…sign names…great record of the conversation,

**ABC Summary**—assign letter to every student…they must think of a word or phrase that begins with that letter that reflects their learning for the day/lesson

**Geometric Shapes**—Circle---what is still going around in your head…triangle—what were the three main points of the story…square…what squares with your beliefs or four main points of lesson, etc.

**Three Levels of Text**—Read a text…summarize…pick out the main point…by selecting the most important paragraph, then sentence, then word.

**A/B Partners**-- One partner is A, reads section marked A, One partner is B, reads section marked B. Teach each other at the end.

**Carousel Activity**—Post essential questions…divide into group…each group travels to each question and leaves their input

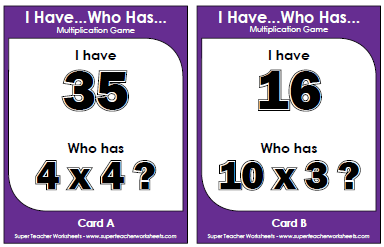
**Say Something**—Read a piece of text…turn to partner and “say something”…can also be written down to collect as evidence

**Journal Reflection**—Reflect on learning in a journal…can take a variety of forms

**Six Word Summary**—In six words, summaries new learning…identify 6 main points, etc.

**Exit Slips/Ticket out the Door**—Students answer a question, write the main point of a lesson, solve a problem, ask a question…turn in as they leave the room.

**Whip Around**—Go quickly around the classroom calling on each person in turn to give an idea or response to a prompt.

**I Have, Who Has**—

Create cards similar to these…works well with vocabulary words, state capitols, etc.

**Bump in the Road/Muddiest Point—**Ask students to reflect on their learning and specify the one area that is giving them the most trouble. Write about what they don’t “get”.

**Frayer Model—**A four box concept map that can be used in a variety of ways. It’s original use was for vocabulary words. Each box asked students for a specific thing: definition, example of, non-example of, use of word in a sentence.

**The Week in Review**—At the end of the week, students are asked to write down the essential learnings from each day. These can then be used as a review sheet. Students can also stoplight (assess) where they are with each learning and set goals for improvement where needed.

**Letting Questions Percolate**—Extending wait time when asking questions. Research shows students need about 7-10 seconds to really hear, reflect, and compose an answer.

**Question Strips**—Have question starters, indicative of Bloom’s Taxonomy, on strips of paper to help ensure you ask higher order questions and get to deeper thinking.

**Stoplights**—Stamp the outline of a stoplight on student work. Allow them to self assess where they think they are at in their learning as they complete the assignment. Green= Got It! Yellow= Need some help! Red= I’m Lost! Teachers can also use to give feedback.

**No Opt Outs**—This techniques requires that every student who gives an incorrect answer or “passes” by saying I don’t know, has to articulate the answer before moving on to the next question or learning opportunity.

**Walk Around Survey**—Walk Around Survey can be used as an activating or summarizing strategy. In this activity, students are given a topic of study. First they write down everything they know on the topic. Then they move around the room for the purpose of conversing with other students. During these conversations, students will share what they know of the topic and discover what others have learned.  I ask students to use two different colored pens so I can see what they know and what they got from others.

**Jigsaw**—Jigsaw is a cooperative learning strategy that enables each student of a "home" group to specialize in one aspect of a topic. Students meet with members from other groups who are assigned the same aspect, and after mastering the material, return to the "home" group and teach the material to their group members. With this strategy, each student in the "home" group serves as a piece of the topic's puzzle and when they work together as a whole, they create the complete jigsaw puzzle.

**I Can Teach**—Peer coaching; peer teaching

**Concept Sort**—Give students slips of papers with elements of various concepts written on them…see if they can sort them into groups and label those groups appropriately.

**Thumbs Up; Thumbs Down**—Students show whether they understand a particular piece of content knowledge or skill by indicating with a quick thumbs up or down.

**Voting Cards**—Students have laminated cards with numbers 1- 10 or 1-5 or whatever number range the teacher prefers. As the instruction occurs teacher can ask students to gauge their level of understanding by showing a numbered card. 1= I Could Teach This! all the way down to 10= HELP!

**Clickers**—The devices can be used to give quick multiple choice, true-false items to students and get immediate feedback through smart boards or a clicker system.

**One Minute Papers**—Students have one minute to write down the essential learnings from a lecture, reading, video, discussion, etc.

**3-2-1—**Can be use in a variety of ways---Example: Write down 3 main characters from the reading, 2 plot twists, and 1 main idea.

**Think Alouds**—To model for students the thought processes that take place when difficult material is read. When using think alouds, teachers verbalize their thoughts while they are reading orally. Students will understand comprehension strategies better because they can see how the mind can respond to thinking through trouble spots and constructing meaning from text.

**Key Idea Identification**—Students are asked to identify the key idea from a reading, lecture, video, etc.

**Write in Down**—Asks students to write down their thinking when solving problems, coming to conclusions, or any thinking activity. Meta-cognition is reinforced when students think and write about their thinking.

**ABCD Cards**—Low Tech version of clickers Kids have cards with the letters on them. Teacher puts up a question…kids respond by holding up card. Gives insight into students thinking

**Think, Pair, Share**—A strategy used to help kids think through questions more effectively. Ask a question…have students Think about it for a minute…Write down their thought, pair with a partner and share, and then share with whole group if appropriate.

**Three Minute Pause—**A reflection technique that allows students time to reflect on concepts and ideas that have just been introduced. They can connect new learning to prior knowledge, experience, and or seek clarification if needed. Some prompts could include:

I changed my attitude about…

I became more aware of…

I was surprised about…

I related to…

**At First I Thought…Now I Think…--**Quick way to see how students thinking has changed over the course of a specified instructional period. Ask students to get a post it note or index card and answer the prompt…At first I thought…(insert topic here)…Now I think….

**White Boards—**In response to a cue, students write answers on small, individual white boards and hold up for a quick check from the teacher…can also be used in groups.

**3x Summarization—**Ask students to write three different summaries:

One in 10-15 words

One in 30-50 words

One in 75-100 words

The different lengths require different attention to details. Compare/contrast with peers/look at teacher model.

**3 Things—**List 3 things that a fellow student might misunderstand about this topic…debrief.

**Doodle It—**Have students draw or illustrate what they understand instead of writing about it.

**Chalkboard Splash—**Students respond to various questions posted around the room, usually related to a common theme or topic. After all responses are recorded, analyze peer responses for similarities, differences and surprises.

**Test the Answer—**Students text their answers to questions using a site such as Wifitti (<http://goo.gl/wrxOC>)

**Flubaroo—**Use the Flubaroo scripts to create sefl-marking quizzes that students can take for formative feedback on their own understanding of content and skills.

<http://www.flubaroo.com>

**Twitter Voting—**Similar to clickers, but cheaper. Set up a script that uses twitter to vote and display a graph of the results and debrief.

**Cork Board—**Students are able to collaboratively display their closing thoughts, ideas, questions, etc on a digital cork board, such as **Padlet or Linoit**

**Photos to assess learning—**Chose two or three photos that represent a process you are studying. Have students write captions for each photo and a short summary of the related process.

**As I See It—**Sentence stems that elicit opinions or understandings about key ideas, issues associated with a topic.

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