18 ASSESSMENT STRATEGIES
FOR THE CLASSROOM

Even more ideas supporting assessment for and as learning in the classroom

1 COLD-CALLING
Ask students questions during class. Use a procedure for asking questions which ensures that all students have a chance to be asked a question and includes students who might not otherwise participate. iPad apps such as TeacherKit (free) can be used to randomly call on students without repetition or leaving anyone out, or use Popsicle sticks.

2 USE GOOGLE DOCS
Have students do their writing in Google Docs. Either you observe their writing, or a peer does, and gives feedback while they are writing. Feedback should not be “Oops you made a mistake” but “Oh that’s interesting, what made you add that?”

3 ACTIVE PROMPT
Upload an image (like this one) to http://activeprompt.herokuapp.com/. Give the URL to students so they can respond and ask them to place a red dot according to where they stand. (See also http://activeprompt.org.)

4 TWITTER VOTING
Similar to clickers. This strategy enables the teacher to create a live text wall which will update student responses immediately in a PowerPoint presentation.


5 BACK CHANNEL
Using a program such as Todays Meet students are able to state ideas, discuss thinking, and share questions as a topic is being taught.

The teacher is able to quickly address questions, point out interesting thinking and students are able to build on their own understanding through the thinking of their peers.

Especially great for the shy students as they have a voice through technology.

https://todaysmeet.com/
6. **Cork Board**

Students are able to collaboratively post their closing thoughts, ideas, questions, or comments on a digital cork board. Try using LinoIt (http://en.linoit.com/) or Padlet (http://padlet.com/).

7. **Listening**

Have students explain to you how they know something is true. You can see from their explanation if they have any misconceptions.

8. **Crowd-source a Presentation**

Have students create a presentation, (PowerPoint or Google Presentation) and offer it to their personal learning network to edit. From the edits that are made by people in their network, students will obtain feedback on their work. The teacher can then view this. This requires students to have reasonably collaborative personal learning networks already developed.

9. **Photos to Assess Learning**

Choose two or three photos that represent a process. Have students write captions for each photo followed by a short summary.

10. **Create a Video**

Students create short videos or screen-casts where they explain their reasoning. You can then watch what they create and see what they are able to explain, what they omit, and what they may not understand.

11. **Partner Quizzes**

Students work on the first question together and provide each other with feedback. Then work independently on a new question covering the same concept.

12. **Answer the LEQ**

Can the students answer the lesson’s essential question (either verbally or written)?

13. **Teach Younger Students**

Have your students teach younger students (or act as tutors) the basic concepts in an area in which they should be very familiar.

Check in with both sets of students to see how well the tutoring worked. Use this to inform your instruction for the older and the younger students.
14 ROTATE GROUPS

Have activities set up at various stations and have small groups at each. Supervise an activity (or a discussion) and assess and provide feedback to everyone in the group. The students' groups rotate through the stations.

15 ASK CLARIFYING QUESTIONS

Ask questions of students to clarify your understanding of student thinking. There are many ways you can record the results.

16 ANTICIPATE RESPONSES

1. Anticipate student responses to the work you have taught.
2. Give the students the assessment.
3. Circulate around the room.
4. Record your observations using one of the templates shown for “Ask Clarifying Questions”.
5. Consider how closely student responses resemble your predictions.

17 MAKE PREDICTIONS

Have students make a prediction about an experiment or class demo and explain their reasoning. After performing the experiment or demo, discuss why their predictions were right or wrong. If grading the assignment (such as a lab report), base the grade on final conclusion, not prediction.

18 SELF-ASSESSMENT

After the students have finished a writing assignment, let them evaluate themselves using the same matrix you do. Discuss their self-evaluation.