23 ASSESSMENT STRATEGIES FOR THE CLASSROOM

1. **2 ROSES & A THORN**
   - Name two things that you liked about a chapter, lesson, etc and one thing you did not like or you still have a question about. This can be used as a wrap up or an exit ticket.

2. **POSTCARD**
   - Have students write a postcard as an historical figure to another historical figure discussing and describing an historical event.

3. **3 X SUMMARISATION**
   - To check understanding, 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 sample.

4. **3 THINGS**
   - List 3 things that a fellow student might misunderstand about the topic.

5. **VENN DIAGRAM**
   - Have students compare and contrast a topic using a Venn diagram.

6. **DOODLE IT**
   - Have students draw what they understand, instead of writing it.

7. **CHECK FOR TRANSFER**
   - Check to make sure your students are able to transfer a concept from one context to another. This could take a variety of forms. For example, can they identify the climax in a short story, a novel, a movie and an advertisement?
8 **HAND IN, PASS OUT**

Ask students questions and have them write their answers on sheets of paper anonymously. Students then hand their paper in.

Immediately & randomly give sheets back to students for marking. Students get practice marking each others’ work, but shouldn’t know who is who. Teacher then takes informal poll about how many questions students answered correctly.

9 **VISUALISE (BE THE ILLUSTRATOR)**

Read a page of the story not allowing students to see the illustration. Have each student **create a visualization** for that page.

10 **MY FAVOURITE NO**

Assign students a warm up problem or two. Hand out index cards to the students and ask students to write their answer on a card. Collect the cards and sort them into yes/no (right/wrong) piles.

**Choose your favourite “no” (wrong) response and analyse it as a class.**

This is a great way to find out what students don’t know. Consider using this as a regular warm up exercise before a class.

11 **FINGERS UP!**

**Similar to thumbs up, down, wiggly**

Choose option or match using 1, 2, 3, 4, or 5 fingers held up with 1 meaning “I need a lot of help” and 5 meaning “I really get this.”

12 **TWITTER BOARD**

Students are asked to summarise within a short sentence what is learned from a lesson.

13 **RED & GREEN CARD**

Give students an index card that has a red circle on one side and a green circle on the other. Have them hold it in front of them where you can see it. As they are following along with you and understanding, they show the green circle side. When they miss some information, need clarification, or don’t understand, they turn it to show you the red circle. Much more effective than having them raise their hands and lets you know shortly after they are lost instead of at the end of the lesson.
14 CLICKERS
GIVE EACH STUDENT A CLICKER (OR STUDENT RESPONSE SYSTEM) OR USE AN ONLINE SERVICE LIKE SOCRATIVE TEACHER, POLL ANYWHERE, OR GOOGLE DOCS. ASK QUESTIONS DURING CLASS, AND HAVE STUDENTS RESPOND INDIVIDUALLY (OR IN GROUPS) TO THE QUESTIONS.
http://m.socrative.com/lecture/#lecturerLogin
http://www.polleverywhere.com/

15 CREATE SOMETHING
THIS IS SIMILAR TO CHECKING FOR TRANSFER. HAVE STUDENTS BUILD OR CREATE SOMETHING THAT REQUIRES THAT THEY APPLY WHAT THEY HAVE LEARNED.

16 TEXT RENDERING
1. STUDENTS READ AN INFORMATIVE TEXT INDEPENDENTLY, HIGHLIGHTING OR WRITING DOWN A FEW SENTENCES THEY FIND IMPORTANT, INTERESTING, OR THAT GIVE THEM AN AH HAI MOMENT.
2. GROUP STUDENTS AND HAVE EACH SHARE A SENTENCE FROM THE TEXT.
3. NEXT, HAVE EACH STUDENT PICK AND SHARE A PHRASE FROM THE SENTENCE THEY SHARED.
4. HAVE EACH STUDENT PICK ONE WORD FROM THAT SENTENCE AND SHARE.
5. FINALLY, HAVE STUDENTS DISCUSS IF THE WORDS, PHRASES AND SENTENCES THEY CHOSE SUM UP THE TEXT.

17 EXTENSION PROJECTS
EXTENSION PROJECTS SUCH AS:
● DIORAMA
● POSTER
● FANCY FILE FOLDER
● COLLAGE
● ABC BOOKS
ANY CREATIVE IDEAS STUDENTS CAN COME UP WITH TO DEMONSTRATE ADDITIONAL UNDERSTANDING OF A CONCEPT.

18 WHITEBOARD SPLASH
PROPOSE A QUESTION OR PROMPT AND ASK A NUMBER OF STUDENTS TO RESPOND ON THE WHITEBOARD AT THE SAME TIME.

19 METACOGNITION
METACOGNITION OCCURS WHEN STUDENTS PROCESS WHAT THEY DID IN CLASS AND WHY IT WAS DONE.

WHAT DID WE DO?
WHY DID WE DO IT?
WHAT DID I LEARN TODAY?
HOW CAN I APPLY IT?
WHAT QUESTIONS DO I STILL HAVE ABOUT IT?
20 RUNNING RECORDS


21 HAND THERMOMETER

USE FOR PEER FEEDBACK. SIMILAR TO “TURN TO YOUR NEIGHBOUR”. STUDENTS SHARE WITH THE CLASS ONE THING THAT IS BEING WORKED ON SUCH AS STRONG CLUES TO A MYSTERY. AFTER THE STUDENT HAS SHARED, THE CLASS RAISES THEIR HANDS TO THE LEVEL THAT THEY FEEL THE ITEM HAS MET THE CRITERIA. NO VERBAL COMMENTS ARE NECESSARY AS THE STUDENT WHO SHARED HAS A VERY QUICK VISUAL OF WHERE THEY ARE AT.

● ALL THE WAY UP IS “HOT” OR EXCELLENT
● HALF WAY UP IS “MILD”, OKAY, OR MEETS BUT COULD BE BETTER
● JUST ABOVE DESK HEIGHT IS “COLD” OR NEEDS TO BE IMPROVED

22 GOOGLE FORMS

“COMMENTS, QUESTIONS OR SUGGESTIONS ABOUT THE LESSON?” STUDENTS WHO NORMALLY WOULD NOT PARTICIPATE IN CLASS WILL PARTICIPATE VIRTUALLY.

23 MOODLE

FOR FORMATIVE FEEDBACK ON STUDENTS UNDERSTANDING USE MOODLE. YOU CAN CREATE SELF-MARKING QUIZZES THAT STUDENTS CAN TAKE OR SET UP A FORUM TO DISCUSS LEARNING.