1F - Formative Student Assessments

|  |  |  |  |
| --- | --- | --- | --- |
| **Assessment** | **Used in this lesson** | **Comments** | **Was this assessment effective?** |
| **Eight Words or Less** – in 8 words or less, have students summarize important aspects of a chunk of instruction or reading. |  |  |  |
| **Muddiest Point** – students are asked to write down the “muddiest point” in the lesson (what was unclear) on a post–it. |  |  |  |
| **Transfer and Apply** – students list what they have learned and how they might apply it to their real lives. Students list interesting ideas, concepts, or strategies learned in class. |  |  |  |
| **Stop Lighting** – have students label each question on an assessment or activity with a color. Green – “I got it!” Yellow – “I’m not sure!” Red – “I’m lost. I have questions?” |  |  |  |
| **Commercial Break** – mid-class break that allows students to stop and reflect on the concepts and ideas that have just been introduced, make connections, and seek clarifications. (“I changed my thinking about…) |  |  |  |
| **Fishbowl** – 5-6 students are placed in the middle of the classroom and given a guiding question to discuss. Students outside the fishbowl can compose a T-chart with the responses of fishbowl members and their reaction to the response. Children can be “tagged in” to participate. |  |  |  |
| **Misconception Check** – present students with a misconception about a topic, then ask whether they agree or disagree and explain why (pre or post learning). |  |  |  |