

## A Sampling of Types of Formative Assessment

**Formative Assessment:** *"Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes. (CCSSO)*

| Type                                       | Explanation   | Examples / Suggestions   | Additional information  |
|--|---|--|---|
| Conferencing/<br>individual/small<br>group | The teacher meets with students to discuss a specific targeted skill. The teacher can record the student's progress toward the standard and what is the next step for them.   | Video example:<br><a href="http://www.youtube.com/watch?v=Pad1eAcsHho">http://www.youtube.com/watch?v=Pad1eAcsHho</a><br>Good feedback video also!   |   |
| Discussion                                 | The teacher asks targeted questions and records informally student responses. This can be done whole group, small group. Later this information can be transferred to the student's grade pages   | Propose an alternate ending to the book.<br>Defend your change with information from the book and what you know about the characters.  | Bloom question stems  |
| Exit slip/admit slip                       | When students enter or begin the lesson, they are presented with the goal for the lesson. At the conclusion, they complete a brief simple assessment that the teacher can use to assess their skill level on the goal and what they need to do next.  | Name as many geologic periods as you can.<br>Extension: Put them in the correct order<br>Struggling : Provide the first letters or other hints   | <a href="http://wblrd.sk.ca/~bestpractice/exit/resources.html">http://wblrd.sk.ca/~bestpractice/exit/resources.html</a>                             |
| Four corners                               | Corners are labeled: Strongly agree, agree, disagree and strongly disagree. Present a controversial statement and have students go to the corner that best fits their opinion. Students then pair up to discuss why they feel as they do. Teacher circulates and records comments. Next there can be a whole group discussion, where opinions are defended and or students can return to their desks to write a brief defense of their opinion. | As a class, study the available information on Global Warming. Next present the following question:<br>The planet Earth is getting warmer and we must make immediate changes in our behavior to prevent disaster.<br>Have students select their corner and work to create a presentation with support data | <a href="http://debbiedespirit.suite101.com/four-corners-activities-a170020">http://debbiedespirit.suite101.com/four-corners-activities-a170020</a> |
| Games                                      | As students play the game, the teacher circulates with a clip board and records individual observations on student skills. This information will drive later small group lessons.   | As students play Contig , the teacher circulates around the room, recording on a clipboard at what skill level students are playing the game. Are they just using addition, or are they using multiple steps.  | Mathwire.com has the game board and explanation of the game.<br><a href="http://mathwire.com">http://mathwire.com</a>                               |

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| Graphic organizers      | The teacher presents a variety of graphic organizers and allows students to choose from a sample to demonstrate their knowledge on a given standard. As they work, the teacher can circulate around the room and discuss choices with the students. This information, along with the final product can drive further learning. | Students use a Venn Diagram to compare and contrast the books <u>Polar Express</u> and <u>Silver Packages</u> .  | <a href="http://www.eduplace.com/graphicorganizer/pdf/venn.pdf">http://www.eduplace.com/graphicorganizer/pdf/venn.pdf</a>   |
| Individual white boards | Students record their answer to a given question on their white boards. On the teacher's signal, the students raise their boards so the teacher can see if they arrived at a reasonable answer. This would drive later small group work.   | The teacher posts a question, such as how many cups in 2-1/2 quarts. Students record their response, and when requested, show their answer. Teacher notes students who are having difficulty.  | Alternate white boards can be cardboard in a clear page sleeve or shower board.   |
| Kinesthetic assessment  | This assessment requires students to incorporate movement to demonstrate their understanding. The teacher can make notes on their understanding for further learning.  | Math: Create a graph on the classroom floor, in the hall or in the gym and have students locate coordinates by moving to them. Begin with small groups or pairs.   | <a href="http://www.ehow.com/list_7793126_ideas-learning-through-movement-classroom.html">http://www.ehow.com/list_7793126_ideas-learning-through-movement-classroom.html</a>             |
| Laundry Day             | This is a student self-assessment where they select a group with which to study for a summative assessment. Previous class work can also be used as criteria.  | There are 4 groups : Tide(Those who feel they are drowning in information); Gain(understand basics but missing some key parts; Bold(fairly confident, just some missing details)Cheer (sure of success , looking for enrichment)   | <a href="http://wvde.state.wv.us/teach21/LaundryDay.html">http://wvde.state.wv.us/teach21/LaundryDay.html</a>   |
| Learning/Response logs  | Students maintain a log where they record their learning, or respond to a lesson regarding their understanding.  | The teacher collects all or some of the logs after students have completed a task. Students will comment on their level of comfort with the information, as well as what was learned and what questions they may still have.   | <a href="http://www.busyteacher'scave.com/literacy/readers_response.html">http://www.busyteacher'scave.com/literacy/readers_response.html</a>   |
| Observations            | The teacher walks around the room as students are engaged in an activity. There is a specific skill that is being addressed and the teacher will record what she/he sees in informal notes to be transferred to the student's grade pages to drive further instruction.  | Students are working on a math challenge requiring using manipulatives to determine various equivalent fractions. The teacher will walk around and record what is observed, who demonstrates mastery and who needs more support. Suggestion: Create a sheet with student names down the left and open slots at | <a href="http://www.nycomprehensivecenter.org/docs/form_assess/FormAssessObsLessonPlanTool.pdf">http://www.nycomprehensivecenter.org/docs/form_assess/FormAssessObsLessonPlanTool.pdf</a> |

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|                       |  | the top. List the standards being addressed with a given activity, then use a system to record those having difficulty and those who need more of a challenge. Those not marked show mastery. Transfer data to student record sheets later. Create the next day plan from the results.     |   |
| Practice presentation | Students practice a presentation model, with peer feedback. They are working on verbal work as well as presentation skills and demonstrating knowledge on the subject matter.  | Create a standards based rubric that students see before they prepare and as they peer evaluate.   | <a href="http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf">http://www.readwritethink.org/files/resources/printouts/30700_rubric.pdf</a>                                     |
| Projects              | Students demonstrate knowledge on a specific set of standards by presenting information to the entire group. A rubric is given prior to the creation of the presentation and the student/group is evaluated via this document. Further small group lessons will be created as a result of this information | Create a standards based rubric that students see before they prepare and as they peer evaluate.   | Example rubrics<br><a href="http://www.technology.com/web_tools/rubrics/">http://www.technology.com/web_tools/rubrics/</a>  |
| Questions             | Challenge students to demonstrate higher level thinking by asking challenging questions such as asking them to explain, justify, imagine or defend.  |  | Bloom question stems<br><a href="http://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf">http://tpri.wikispaces.com/file/view/05-2Bloom-16-17+Stems+for+Instruction.pdf</a> |
| Self/peer assessment  | Students reflect on their learning, and assess where they are in the continuum. Students can also be used a peer evaluators, explaining how they feel a product reflects what was expected.( NOTE: Students must be extensively taught this skill!!)   | <i>As I See it</i><br>Determine the number of rows you would like on the template. Create and enter in the sentence stems on the template.<br><br>1. Examples of types of sentence stems<br>a. Personal Statements<br>o When I read this, I imagine that...<br>o I was most impacted by... |   |

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|                    |   | <ul style="list-style-type: none"> <li>b. Explanatory Statements <ul style="list-style-type: none"> <li>○ The angle changes because...</li> </ul> </li> <li>c. Prediction Statements <ul style="list-style-type: none"> <li>○ Based on the data, I predict...</li> </ul> </li> <li>d. Confusion Declarations <ul style="list-style-type: none"> <li>○ After today, I am still confused about...</li> </ul> </li> </ul> <ol style="list-style-type: none"> <li>2. Make and distribute enough copies for each student.</li> <li>3. Ask students to express their knowledge or opinions using the stems.</li> <li>4. Discuss what students have discovered about their own opinions or levels of knowledge.</li> </ol> |   |
| Short quizzes      | Students respond to a prompt or a few targeted questions. They receive feedback promptly with directions for what they will do as a result of the outcome.  | For multiple choice quizzes, have a double answer key (vertical fold) and have them record them twice. Students turn in 1 copy and keep the other for discussion as you go over the answers immediately after they have finished.   |   |
| Think – pair-share | The teacher presents a question (higher level, standard targeted). Students have 20 -30 seconds to think on their own. On a signal, they turn to a partner and discuss their thoughts for approx. 1 minute, and finally they share with the class for discussion. | Hand signals, perhaps with a quiet sound signal, can be useful for this activity. A closed fist for think, crossed fingers for pair, and an open palm up for share.   | <a href="http://olc.spsd.sk.ca/DE/PD/instr/strats/think/">http://olc.spsd.sk.ca/DE/PD/instr/strats/think/</a> |
| Visual assessment  | Students use visuals, such as drawings, diagrams, photos, maps or 3 D creations to demonstrate understanding of a standard. This may be an ongoing sort of assessment where the teacher may question the student for further definition.                          | Students create a “Doodle Art” as they watch an educational video. They are to write important vocabulary and draw visuals to help demonstrate what they learned. They can share their Doodle Art with a partner as the teacher circulates around the room, recording   |   |

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|                   |   | information. After polishing up, they can turn them in.  |  |
| Writer's notebook | Students have a 3 ring binder where they keep all their writing, informal and final drafts. The teacher periodically reviews select writing and has a discussion of strengths and weaknesses. | In the back there is a two column response page. The teacher can indicate what the student needs to work on and then the student indicates in future writing where this is demonstrated. | Student may use this notebook for personal writing as well. Consider allowing the student to keep at the conclusion of the year. |