

# TOOLS FOR FORMATIVE ASSESSMENT

Techniques to Check for Understanding	Processing Activities
<b>Index Card Summaries/Questions</b>	Distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on the unit topic, list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about the unit topic that you do not yet fully understand and word it as a statement or question.
<b>Hand Signals</b>	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principle, or process.
<b>Web or Concept Map</b>	Use graphic organizers that will allow students to perceive relationships between concepts by diagramming key words representing those concepts.
<b>Student Conference</b>	One-on-one conversation with students to check their level of understanding.
<b>3-Minute Pause</b>	The 3-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.
<b>Observation</b>	Walk around the classroom/library and observe students as they work to check for learning.
<b>Self-Assessment</b>	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>Exit Card</b>	Exit cards are written student responses to questions posed at the end of the lesson.
<b>Journal Entry</b>	Students record in a journal their understanding of the topic, concept or lesson taught. Review the entry to see if the student gained an understanding of the topic or concept that was taught.

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<b>Choral Response</b>	In response to a cue, all students respond verbally at the same time. The response can be either an answer to a question or to repeat something that teacher/librarian has said.
<b>Debriefing</b>	A form of reflection immediately following an activity.
<b>Inside-Outside Circle</b>	Inside and outside circles of students facing each other. Within each pair, students quiz each other with questions they have previously written. Outside circle moves to create new pairs – REPEAT.
<b>One Sentence Summary</b>	Students are asked to write a summary sentence that answers the “who, what, where, when, why, how” questions about the lesson/topic.
<b>Think-Pair-Share</b>	Students formulate individual responses to the directions, and then turn to a partner to share their answers. Call on several random pairs to share their answers with the class.
<b>Oral Questioning</b>	Create a list of questions to help student reflect on the lesson. Example: “What is the big idea or key concept?”
<b>Tic-Tac-Toe</b>	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid like a tic-tac-toe board and students may be expected to complete from one to “three in a row”. The activities vary in content, process, and product and can be tailored to address library standards.
<b>3-2-1</b>	<p>3 things you found out/ 3 key words</p> <p>2 interesting things/ 2 new ideas</p> <p>1 question you still have/ 1 though to think about</p>
<b>Quick Write</b>	This strategy asks learners to respond in 2-10 minutes to an open-ended questions or prompt posed by the librarian before, during, or after reading.

## Techniques to Check for Understanding

## Processing Activities

### RSQC2

In two minutes, students *recall* and list in rank order the most important ideas from the previous lesson; in two minutes, they *summarize* those points in a single sentence, then write one major *question* they want answered, then identify a thread or theme to *connect* this material to the unit's main objective.

### Whip Around

The teacher or librarian poses a question or task. Students then individually respond on a piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The students are randomly called upon to share one of his or her ideas. The other students check off any items that are said and sit down when all their ideas have been shared with the group. This continues until all the students are seated. As the teacher or librarian listens to the ideas or information shared, he or she can determine if there is a general level of understanding of if there are gaps in students' thinking.

### Triangular Prism (Red, Yellow, Green)

Students give feedback by displaying the color that corresponds to their level of understanding.

### Flag It

Students use this strategy to help them remember important information. They will "flag" their ideas with a post note.

### K-W-L (+)

Students respond as whole group, small group, or individually to a topic as to "What they already know, what they want to learn, and what they have learned." PLUS asks students to organize their new learning using a concept map or graphic organizer that reflects the key information.

### Socratic Seminar

Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.