### Assessment for Learning Strategies

*Strategies sources: Formative Assessment Strategies, A Bakers Dozen; Seven Strategies of Assessment for Learning; 25 Quick Formative Assessments for a Differentiated Classroom; Formative Assessment Strategies for Every Classroom and West High School staff, Regina Public Schools and Saskatchewan Learning*

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Description</th>
<th>Most Appropriate To Use…</th>
<th>Links</th>
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</thead>
<tbody>
<tr>
<td>Exit Slips:</td>
<td>Short written response to a specific question on today’s learning; handed to teacher when leaving</td>
<td>At The End Of A Class</td>
<td>Best Practice exit forms</td>
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<tr>
<td>Posting Learning Targets</td>
<td>Specific learning targets stated in student-friendly language; posted &amp; referred to often</td>
<td>Pre, During, Post Learning</td>
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<tr>
<td>Showing Good &amp; Bad Examples Of Work</td>
<td>Example of exemplar work products and less proficient work; reasons for rating clearly stated, &amp; students analyzing what is good vs poor</td>
<td>Beginning Of Instruction; Before Project Completion; Must Provide Time For Students To Revise</td>
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<td>Extended Wait Time</td>
<td>Waiting over 5 seconds before allowing a response; allows time for slower processors</td>
<td>Anytime During Instruction</td>
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<td>Anticipation Guides</td>
<td>Statements on topic that students agree or disagree with prior to and after learning</td>
<td>Prior To Learning Then Revisited After Learning To Allow Changes</td>
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<td>3,2,1</td>
<td>3 things you learned; 2 things you already knew; 1 thing you still don’t fully understand</td>
<td>During Or At The End Of Learning</td>
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<td>Surveys</td>
<td>Surveys of student confidence or attitudes related to a topic</td>
<td>Pre, During, Post Learning</td>
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<td>Quick Write</td>
<td>Given topic and short time frame, students write everything they know on the topic.</td>
<td>Pre, During, Post Learning</td>
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Pair Share
Students respond to a question by sharing answer or ideas briefly with nearby partner
Pre And/Or During Instruction

Student Goal Setting
Students evaluate current level of learning on specific subject/topic and set goals for growth
Pre, And/Or During Learning

Ungraded Descriptive Feedback
Feedback that includes suggestions for improving the quality of the work; (Not a grade or %)
During The Learning; Useful To Influence Processes That Require Several Attempts

Student Self Assessment
Students evaluate their own work as compared to a set criteria; rubric, checklist, etc.
During Development Or Practice Of Learning; Prior To Final Submission

Peer Assessment
Classmate evaluates peer work as compared to a set criteria; rubric, checklist, etc.
During Development Or Practice Of Learning

Peer Assessment Strategy #1
Have students peer assess using a few guiding sentence fragments, such as:
During Or Post Instruction
- You did these really well:
- You could have…
- Next time you need to focus on…

Self Assessment Strategy #1
Have students self assess using a few guiding sentence fragments, such as:
During Or Post Instruction
- I am please with my work so far, because…
- Two improvements I’ve made are…
- Next time I revise my work, I need to focus on…
- I would grade myself a because I…
- In order to improve, I need to…
<table>
<thead>
<tr>
<th>Self Assessment Strategy #2 or Self Reflection</th>
<th>Post self evaluation questions on the wall in the classroom. Examples of such questions would be as follows:</th>
<th>During Or Post Instruction</th>
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<tbody>
<tr>
<td></td>
<td>• What were you most pleased about?</td>
<td></td>
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<tr>
<td></td>
<td>• What do you need more help with?</td>
<td></td>
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<tr>
<td></td>
<td>• What did you find difficult?</td>
<td></td>
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<tr>
<td></td>
<td>• What did you already know about it?</td>
<td></td>
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<tr>
<td></td>
<td>• What did you find easy?</td>
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<td></td>
<td>• What helped you move on to learn something new?</td>
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| Minute Papers | Minute Papers are generally written on half sheets of paper or index cards. The student is directed to write one or two important concepts from the day’s lesson. The purpose is merely to give students a chance to self-select one or more of the things they learned during a class session, an investigation, or a series of lessons. | During Or Post Instruction |

| Windshield Checks | Windshield Checks are useful during a lesson or unit of study to check for understanding. Example: CLEAR = I get it! BUGS = I get it for the most part, but some things are still unclear. MUD = I still don’t get it! | During Learning |

| Four Corners (Frayer Model) | Four Corners is useful as a strategy at many grade levels and in many subject areas. It makes use of a familiar graphic organizer. Four boxes contain the | Pre, During, Post Learning |
words definition, information, example and non-example. The topic or concept is named in the middle of the graphic organizer.

**KWL**

KWL is a technique used by Pre, During, Post Instruction teachers to assess what students "know," "wish to know," and "have learned about a particular topic."

Divide a sheet of paper into three columns labeled K, W, L. At the beginning of a lesson, the KWL serves as a written record of the student’s prior knowledge (K) on the topic, and allows the opportunity for the student to note what they desire (W) to know about the topic. Following the lesson, the student self-assesses what has actually been learned (L) about the topic.

**Graffiti Walls**

The teacher places a large sheet of paper on a smooth surface and invites the students to write or draw what they know about the topic. Students “sign” their work or statements, allowing the teacher to see, at a glance, misconceptions, naïve conceptions, prior knowledge, and new learning targets.

**Traffic Light**

Have students *traffic light*
their work (Atkin et al., 2001), marking it with a green, yellow, or red dot to indicate the level of help.
they need. Allow students

with green and yellow dots

to provide descriptive

feedback to one another,
while you provide feedback

for students with red dots.

Using An Ungraded Quiz Or Test For Assessment for Learning

When using a selected-response test, arrange the items according to the learning targets they assess and give students the list of learning targets correlated to the test item numbers. When receiving their corrected test, students identify which learning targets they have mastered and which learning targets they need to work on further. REMEMBER NOT TO USE A GRADED TEST FOR ASSESSMENT FOR LEARNING.

Q & A Sessions

Start lessons with a 5 minute Q&A session focused on key words and concepts from previous lessons.

Focused Discussion

Ask a variety of open-ended questions during Learning & Post Instruction.
questions that focus on the knowledge, understanding, and reasoning skills expected of students relating to the content of the lesson. (See below)

**Paint Chips**

Use paint chips from the local paint store for students to indicate responses to questions. For example, “If you agree completely with the statement, raise the purple paint chip. If you agree partially with the statement, raise the yellow paint chip. If you do not agree with the statement, raise the white paint chip.” Numbers can also be written on the backs of the paint chips to accommodate color blind students.

**Top 10 List**

Students review notes and texts to determine the most important ideas and concepts learned in a unit of study.

**My Opinion Journal**

Allows students a vehicle to record their beliefs as they “come to know” and find deep meaning in what they are learning.

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**Instruction**

During Learning & Post Instruction

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**During Learning & Post Instruction**

**My Top Ten List Info..pdf**

- Details
- Download
- 187 KB

**My Opinion Journal Info..pdf**

- Details
- Download
- 89 KB
SOS Summary
As assessment used at any point. The teacher presents a statement (s), asks the student’s opinion (o), and asks the student to support their opinion with evidence (s).

Fact Storming
A summarization activity that begins as a whole-class review and leads to individuals, pairs, or small groups reworking the information to make it their own.
Stars and Stairs

Feedback symbols for use in Pre and during learning. Feedback for teachers, peers and self reporting. The star is drawn next to improvements and good work. The stair symbol is drawn next to one or two areas that the student needs to focus on for more improvement.

Analyzing Frames

Templates for students to analyze their work to focus and guide their learning. It also give data for students to
set goals.

3-2-1 Summarizer
Used as closure at the end of a lesson or unit.

My textbook page
Part of a year-long process to create a student-generated textbook. Assigned after the class has explored an important concept. By summarizing main ideas, noting important vocabulary, explaining key concepts, etc. students make the information their own.

Reviewing and Analz.
cont..pdf

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Quick Write

A brief, timed writing activity giving students two or three minutes to reflect on and summarize their learning. It is a tool for summarization in which students use key vocabulary terms to synthesize their understanding in a paragraph as well as represent key ideas graphically. Research has shown that summarization yields some of the greatest leaps in comprehension and long term retention. This is a favorite of many students.

Ticket out the door

Students write down an understanding, question, aha, assigned problem or one thing learned during the day and hand it to the teacher on their way out to determine student understanding of instruction that day or series of days.

Lesson Planning Menu

A web linked planning menu that includes assessment strategies. Click on the hyperlinked blue words that will display the descriptions of assessment ideas.

Anecdotal Records

Anecdotal records are a form of ongoing assessment of observations of student(s) in the classroom. These jot-notes provide the teacher with information as to how the student is processing information,
collaborating with students as well as general observations on learning styles, attitudes and behaviour. These records are a valuable form on ongoing assessment.

**Rubrics**

A rubric is "a road map, telling students and teachers where to begin, where they're going, and how to get there." Dr. Kay Burke.

Rubrics are scoring guides or sets of expectations used to assess student level of understanding and allow students to know the expectations and what they need to do in order to be learning at a higher level.

**Minute paper**

During the last few minutes of the class period, ask students to answer on a half-sheet of paper: "What is the most important point you learned today?" and "What [point remains least clear to you?"

Review responses and note any useful comments. During the next class periods emphasize the issues displayed by the comments.

**Chain notes**

Students pass around an envelope on which the teacher has written one question about the class.

During learning Low amount of time for prep and analysis.
When the envelope reaches a student he/she spends a moment to response to the question and the places the response in the envelope. Look through the responses and determine the best criteria for categorizing the data with the goal of detecting response patterns. Discuss the patterns with students.

**Directed paraphrasing**  
Ask student to write a layman's "translation" of something they have just learned...geared to a specified individual or audience to access their ability to comprehend and transfer concepts. Categorize student responses according to characteristics you feel are important.

**One Sentence Summary**  
Students summarize knowledge of a topic by constructing a single sentence that answers the questions "Who does what to whom, when, where, how, and why?" The purpose is to require students to select only the defining features of an idea. Note if the students have identified the essential concepts of the class topic and their interrelationships.

**Application cards**  
After teaching about an important theory, principle, or procedure,
ask students to write down at least one real-world application for what they have just learned to determine how well they can transfer their learning. Quickly read and categorize them according to their quality. Pick out a broad range of examples and present them to the class.

**Student-generated questions.**

Allow students to write test questions and model answers for specified topics, in a format consistent with course exams. This will give students the opportunity to evaluate the course topics, reflect on what they understand and what are good test items. Make a tally of the questions and the topics they cover. Use some of the good questions for discussions and possibly revise them for the upcoming exam. This may be homework for students.

**During and post learning.**

Med time for prep and High for analysis.

The following definitions are found at:

http://changingminds.org/disciplines/argument/types_reasoning/types_reasoning.htm

- **Analogical reasoning**: relating things to novel other situations.
- **Cause-and-effect reasoning**: showing causes and resulting effect.
  - **Cause-to-effects reasoning**: starting from the cause and going forward.
  - **Effects-to-cause reasoning**: starting from the effect and working backward.
- **Comparative reasoning**: comparing one thing against another.
• **Conditional reasoning**: using if...then...
• **Criteria reasoning**: comparing against established criteria.
• **Decompositional reasoning**: understand the parts to understand the whole.
• **Deductive reasoning**: starting from the general rule and moving to specifics.
• **Inductive reasoning**: starting from specifics and deriving a general rule.
• **Modal logic**: arguing about necessity and possibility.
• **Traditional logic**: assuming premises are correct.
• **Pros-vs-cons reasoning**: using arguments both for and against a case.
• **Set-based reasoning**: based on categories and membership relationships.
• **Systemic reasoning**: the whole is greater than the sum of its parts.
• **Syllogistic reasoning**: drawing conclusions from premises.

Further Resources Available

http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html

**Formative assessment strategies.doc**

• **Details**
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• **88 KB**