

## **HANDOUT: A Potpourri of Assessment Strategies**

### **Formative Assessment Strategies**

(Compiled by Dr. Sharon Skeans)

**ADMIT SLIPS/ ENTRANCE SLIPS** – a focusing strategy where learners are asked to jot down an answer on an index card or a post-it note to gain admittance to the class. [Note: If the class session is a subsequent lesson after a preceding one, the task may be a review of the prior lesson.]

**TURN & TALK** – a pause in explicit teaching when learners are asked to dialogue with a partner to articulate a concept in their own words and, if necessary, to negotiate and revise their understanding by synthesizing their thoughts with those of their partner. [Note: This strategy is efficient in that it forces all learners to engage mentally in order to talk; the mere posing of a question to the whole class usually engages only those learners answering aloud the question.]

**3-MINUTE PAUSE** – similar in purpose to a “Turn & Talk” strategy, ask learners to get out of their seats and dialogue with someone not at their current table.

**THINK/ PAIR/ SHARE (or THINK/ GROUP/ SHARE)** – a thinking strategy in which learners independently thinks/brainstorms about a given question or concept or idea, then shares with a partner to combine and extend the list, and finally shares with a small group or the entire class.

**FIST-TO-FIVE** – Show me on one hand (a closed fist = 0; 5 fingers = “I get it!”) your current understanding of \_\_\_\_\_.

**THUMBS UP/THUMBS DOWN/OR TO THE SIDE** – Learners self-assess and/or rate their thinking or understanding of a concept. “Up” = high; “Down” = low; “sideways” = so-so or not sure.

**TWO ROSES & A THORN** – Learners jot down two things they understand at this point in the lesson and one thing they still have a question about.

### **Summative Assessment Strategies**

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**EXIT SLIP** - a quick write to a question on a half-sheet of paper; this is left with the catechist/teacher as learners exit the session; answers inform the catechist/teacher what was grasped and what confusions, if any, still remain and need to be addressed at the beginning of the next session. Catechist/Teacher may or may not request that learners write their names on exit slips. Exit slips can also evaluate the effectiveness of the catechist/teacher.

**HOW TWEET!** – Create a tweet (140 characters or less) that captures today’s lesson.

**THIS JUST IN!** – Create a headline for a news story that encapsulates the meaning of the lessons in 12 or fewer words.

**PAST AND PRESENT** – Briefly summarize what has changed. Specifically, what did you think in the past about this topic and what do you think now?

**PICTURE THIS!** – Draw an icon, an image, or a cartoon that illustrates the concept with 25 or fewer words for the caption or explanation.

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**DEAR JOHNNY** – Write a postcard (index card) to an absent student that describes today’s lessons. (This technique is particularly effective when several students were actually absent---the cards can be given to them the next day.)

**THINK/ PAIR/ SQUARE** – “Think” by brainstorming key ideas presented in today’s lesson; “Pair” by getting up and finding a partner and comparing all ideas; “Square” – With your partner, move and find another pair and have each of the 4 share one main idea.

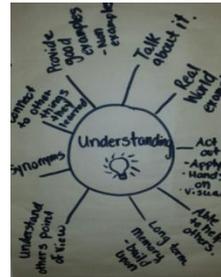
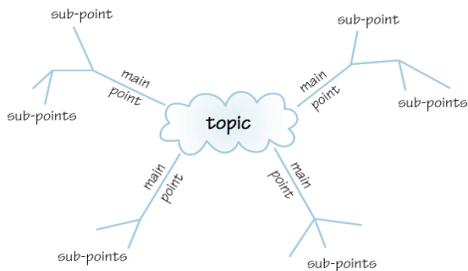
**SO WHAT? JOURNAL** – Identify the main idea of the lesson. Journal: Why is it important?

**FIVE-WORD FINALE** – List 5 words that describe the key points of the lesson. Be ready to explain and justify the choices.

**3-2-1** – What 3 things in today’s lesson did you learn or reaffirm, what 2 things did you find interesting, and what is one idea you plan to think about further/research on your own?

### ORIGINAL PRODUCTS

- Create an advertisement with visuals and text for the newly learned concept
- Write and perform a TV panel with experts to explain the key points of the lesson.
- Create a mind map or Venn Diagram of the lesson.



- Create a collage of the lesson’s/unit’s key ideas.
- Create a classroom TED Talk.
- Write and perform a poem or a rap focusing on a key point of the lesson/unit.

### Strategies that could be used for BOTH Formative & Summative

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**K-W-L** – a beginning-and-ending-of- the-lesson strategy that activates learners’ prior knowledge of a topic, allows teacher/catechist to spark curiosity about a topic, and to set a purpose for the lesson. Learners may use a sheet of their own paper and fold it in thirds ( a trifold). Left section is labeled “K” for *What do I know about*     (topic)    ? Middle section is labeled “W” for *What do I want to learn about this topic?* At the beginning of the lesson, learners list their ideas in these first two columns. Used again at the end of the lesson, learners complete the right section labeled “L” for *What did I learn about this topic?* Both the learner and the teacher/catechist has assessment evidence.

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**ANTICIPATION GUIDE** – a beginning-and-ending-of- the-lesson strategy that activates learners’ prior knowledge of a topic, allows teacher/catechist to spark curiosity about a topic, and to set a purpose for the lesson. Used again at the end of the lesson, learners return to the same statements to provide evidence of what learners know as a result of the lesson. To construct an *anticipation guide*, (1) identify the major ideas of the lesson; (2) consider what beliefs/understandings/misconceptions learners are likely to have about the topic; (3) write 4-6 general statements that challenge learners’ current knowledge; (4) at the beginning of the lesson, require learners to respond with either a “true-false” or “I agree/I disagree”; and (5) at the end of the lesson, ask learners to revisit their earlier responses and be able to explain by they either remain the same or have been changed. [Note: Depending on the complexity of the topic/statements, learners may be asked to complete the *anticipatory guide* independently or with a partner.]

**CONCENTRIC CIRCLES** – Ask learners to stand and form two concentric circles, with learners facing each other. Pose a question and allow time for the inner circle learners to answer it to the outer circle learners. Pause to allow the outer circle learners (listeners) to reflect and discern if the answer heard is feasible, correct, or “on-point.” [Note: This strategy would work well with “Essential Questions” at the end of lessons and/or in the middle of lessons as “teaching points” change.]