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Formative assessment strategies for every classroom

A few years ago, I came across 10 assessments that can be performed in 90 seconds by TeachThought and really enjoyed the training assessment strategies they outlined. The use of class training assessment strategies during instruction—or simple assessments, as they call them—is easy and provides instant feedback teachers with the need to identify which students need the most help and adjust their instructional and lesson plans accordingly. Visit the above blog for more details on the following techniques: New Clothes Dos and Don'ts Three Common Misunderstandings Yes/No Chart Three Questions Explain What Matters Big Picture Venn Diagram Draw It Self-Directed Response Combining these 10 with 10 others we've blogged about in the past gives teachers 20 great training assessment strategies for check on student learning. Be sure to click to learn more about these training assessment strategies. Do you want more? Here are seven more strategies that can be used to get evidence of student learning. Tickets tickets. We blogged and explained the Exit Ticket, so why not have a ticket? Here, the teacher asks a question at the start of a lesson, and students write their answers on index cards or strips of paper. The answers are used to evaluate the initial understanding of something to discuss in that day's lesson or as a brief summary of the understanding of the previous day's lesson. The teacher designs the lesson around the fact that information about student learning will come at the beginning of the lesson and can be used to improve teaching and learning in this lesson. Be sure to write the question so that it is easily interpreted and analyzed, allows time for you and/or students to analyze the answers, and leaves room for the lesson to be adjusted, if necessary. Keep the question going. With this training assessment strategy, you'll ask a student a question and then ask another student if that answer seems reasonable or correct. Then ask a third student for an explanation of why there is an agreement or not. This helps keep all students engaged because they must be prepared to agree or disagree with the answers given and provide explanations. 30-Second Share. With this strategy, students take a turn to report something learned in a lesson of up to 30 seconds each. The connections with the learning objectives or criteria of success are what you will look for in the language used by the student. Make this a routine at the end of a lesson so that all students have the opportunity to participate, share ideas and clarify what was learned. Parking. This is an underutilized strategy for students and it may arise questions before learning as well as during and after. tool also offers an anonymous site for questions that may be directly related to the content or tangential to the current topic and provide an insight into student thinking. Simply save a place on the board to write ideas or questions that aren't completely at the time, but it should be revisited later. One minute paper. This can be considered a type of departure ticket, as it is usually done near the end of the day. Ask your students, either individually or with a partner, to respond in writing to a single indicator. Typical indications include: The most important learning of the day and why the most surprising concept and why the most confusing topic and why something I think might appear in a test or questionnaire and why 3-2-1. At the end of learning, this strategy provides students with a way to summarize or even question what they have just learned. Three requests are provided for students to respond to: 3 things you didn't know before 2 things that surprised you about topic 1 thing you want to start doing with what you've learned Reflection Assessment. This post-assessment reflection is completed first by the individual student and then shared in a small group. Provide a list of questions so that students can reflect on their assessment experience. The questions provide insight into both content learning and learning tactics. Digging into all 27 of these training assessment strategies are easy to administer and free or cheap to use. They will provide you with the evidence of student learning you need to make lesson plan adjustments and continue to learn on target and move forward. They will also give their students valuable information so they can adjust their learning tactics and know where to focus their energies. If you are not quite sure where to start, the following discussion questions can help. Questions for teachers How are training assessment data used to inform instructional decisions? How can training assessment strategies foster a collaborative and commitment learning environment? How do training assessment strategies unra tangles evidence of student learning? What is a strategy that could be tested tomorrow and why? Questions for leaders How are training assessment data used to drive academic instructional decisions throughout the school? How can training assessment strategies be modeled in staff meetings, PLCs and meetings with teachers? What are three training assessment strategies that you could provide to your teachers and staff? Why do you think these would be more effective in your school? For more information, visit the School Assessment Archive for Teaching, Learn, Grow. 20 Simple evaluation strategies that can be used every day provided by Saga Briggs The ultimate goal of teaching is understanding. But sometimes it's easier to talk than teach, as we all know, especially when we need to cover a lot of material in a short period of time. We hope that students will understand, if now before test time, and we keep our fingers crossed that their results will indicate that we have done our job. The problem is that we often rely on these tests to measure understanding and then move on. There is not always time to deal with weaknesses and misunderstandings after test grading, and time to help students learn through to ask big questions is gone. Below are 22 simple assessment strategies and tips to help you become more prevalent in your teaching, planning and curriculum design. TeachThought Professional Development Book for training in evaluation practices that grow teachers 22 simple assessment strategies and tips that can be used every day 1. An open question that takes them writing/speaking Avoid yes/no questions and phrases like It makes sense this? In response to these questions, students usually answer yes. So of course it is surprising when several students later admit they are lost. To help students capture ideas in class, ask open questions that require students to receive students writing/speaking. They will certainly reveal more than you would have thought to ask directly. 2. Ask students to reflect During the last five minutes of class they ask students to reflect on the lesson and write down what they have learned. Then ask them to consider how they would apply this concept or skill in a practical environment. Exit entries with tools like Loop, make it easy to manage and review student responses. 3. Use the Give a short questionnaire at the end of the class to check for understanding. 4. Ask students to summarize That students summarize or paraphrase important concepts and lessons. This can be done orally, visually or otherwise. 5. Hand signals Hand signals can be used to assess or indicate the understanding of student content. Students can show anywhere on five fingers to point maximum understanding to a finger to point the slightest understanding. This strategy requires the commitment of all students and allows the teacher to check for understanding within a large group. 6. Answer cards Index cards, signs, whiteboards, magnetic boards, or other elements are simultaneously maintained by all students in class to indicate their answer to a question or problem presented by the teacher. Using response devices, the teacher can easily pinpoint the responses of individual students while teaching the entire group. 7. Four Corners A quick and easy snapshot of student understanding. Four Corners provides an opportunity for student movement while allowing the teacher to monitor and evaluate understanding. The teacher poses a question or makes a statement. Next, students move to the proper corner of the classroom to indicate their response to the indicator. For example, corner options could include I strongly agree, I strongly disagree, I agree a little and I'm not sure. 8. Think-pair-share Students take a few minutes to think about the question or They then team up with a designated partner to compare thoughts before sharing them with the entire class. Choral reading Students mark the text to identify a particular concept and out loud, reading the text marked aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between reading statements and questions; and practice phrasing, covenant and dialogue reading. 10. One Quiz Ask a single focused question with a specific goal that can be answered in a minute or two. You can quickly scan written responses to evaluate student understanding. 11. Socratic Seminar Students ask questions about each other about an essential question, topic or selected text. The questions start a conversation that continues with a series of additional answers and questions. Students learn to ask questions that address issues to facilitate their own discussion and reach a new understanding. 12. 3-2-1 Students consider what they have learned by answering the following question at the end of the lesson: 3) things they learned from the lesson; 2) things you want to know more about; and 1) questions they have. The indicator stimulates students' reflection on the lesson and helps process learning. 13. Entrance to the door Students write in response to a specific request for a short period of time. Teachers collect their answers as a ticket through the door to check students' understanding of a taught concept. This exercise quickly generates multiple ideas that could become longer pieces of writing at a later time. 14. Journal reflections Students write their reflections on a lesson, such as what they learned, what caused them difficulties, strategies they found useful, or other lesson-related topics. Students can reflect and process lessons. By reading students' work—especially—the types of learning journals that help students think—teachers can identify misconception and individual achievements. (See also 15. Evaluation of pencil-paper training Students respond individually to short pencil-paper training assessments of skills and knowledge taught in the lesson. Teachers can choose to have self-corrected students. The teacher collects the results of the assessment to monitor the individual progress of students and report future instruction. Both the student and the teacher can quickly assess whether the student acquired the knowledge and skills provided. It is a training assessment, so a grade is not the intended purpose. 16. Erroneously checking current students with common or predictable misconception about a concept they are covering. Ask them if they agree or disagree and to explain why. 17. Rapid analogy Teaching with analogies can be powerful. Periodically, present students with an analogy indicator: the concept being covered is like ____ because _____. 18. Practice frequency Check for comprehension at least three times per lesson, minimum. 19. Use the variety Teachers should use enough different individual and whole group techniques to check the understanding they know with what all students know. More than likely, this means that during a single class the same technique should not be repeated. 20. Make it useful The real test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Set aside a few students for three minutes re-teach? Or move on? 21. Peer instruction Perhaps the most accurate way to check if there is understanding is to have a student try to teach another student what he has learned. If he can do it successfully, it is clear that he understood the lesson. 22. Separate what you do and don't understand whether it's doing a t-chart, drawing a conceptual map, or using some other means, students not only list what they think they know, but what they don't know as well. This won't be as simple as it sounds, we're usually not aware of what we don't know. They also often know more or less what they can identify with, which makes this strategy a bit raw. But that's fine: the goal is not that they are accurate and complete in their self-assessment the goal is for you to get a sense of what they do and don't know. And seeing what they can even start articulating on their own is an excellent starting point here. 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