



## HANDOUT 4.1.1 – Consolidate Your Learning

### Formative Assessment Strategies

#### Directions:

In the chart, you will see six common strategies for teachers to use to elicit evidence about student learning. Read through these examples, paying attention to the what, why and when of using a strategy. These columns are partially completed to show how a teacher might effectively use each strategy, what evidence a teacher might collect about students in relation to the learning goal, and when to use the strategy.

Complete the missing what, why and when columns for strategies. Then, add additional strategies in the rows below. You can also record your own experiences with using different strategies.

Continue to meet with your learning group to share strategies and discuss how teachers can use the evidence in ways that move student learning forward.

Strategy	Strategy Description (What)	Evidence the Teacher Collects (Why)	Most Appropriate to Use (When)	I Have Used This Strategy	I Would Like to Use This Strategy
Exit Slips	<p>Teacher poses a specific question related to the learning goal for the day.</p> <p>Student writes a short written response to this question (taking no more than 5 minutes) and the exit slip is handed to the teacher as the student leaves the room.</p> <p>Teacher sorts through the exit slips to determine what action, change, or response is needed the next time the class meets.</p> <p>The teacher can quickly determine which students have a consolidated understanding, which ones need more assistance and which ones are going to require much more instruction on the concept.</p>		Can be used after the learning or at the end of a class.		



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Anticipation Guides	<p>Teacher writes three or more statements about the learning goal. Some of the statements are true and some are false.</p> <p>Student agrees or disagrees with the statements prior to and after learning and explains why.</p> <p>Teacher can access student understanding of the concept prior to beginning the instruction.</p>	<p>Students have the opportunity to share their prior knowledge with the teacher, which will help guide the teacher to plan instruction for all students.</p> <p>Students are more likely to give the response they believe to be true prior to learning, as this is a non-graded strategy.</p> <p>It will likely be a positive experience for students to see what they have learned after the instruction.</p>	Can be used prior to learning, and then revisited after learning to see if more changes in instruction are needed.		
3-2-1	<p>Teacher creates a 3-2-1 template.</p> <p>Student writes three things they learned in class; two things they found interesting; and one thing they still don't fully understand or have questions about.</p> <p>Teacher looks at responses to determine next steps in the classroom and how to address questions that remain.</p>		Can be used during the learning or at the end of the learning experience.		
Minute Papers	<p>Student is directed to self-select one or more concepts and write what they know about the concept for one minute (generally on half sheets of paper or on index cards).</p> <p>Teacher collects the minute papers and reads through the responses. The teacher will see if students understand the concepts or if there are misconceptions to address the next class period.</p>		Can be used before, during, and/or after learning.		



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<p>Questions Followed by Think, Pair, Share</p>	<p>Teacher creates a critical question that provides students an opportunity for deep thinking. The question is used to draw students into a discussion that expands student learning. Questions are not recall of facts or numbers, but instead help students explore issues that are critical to the development of their understanding.</p> <p>Students respond to a question by sharing ideas briefly with a nearby partner.</p> <p>Teacher circulates and listens to the pair dialogue to see what students are thinking. The teacher also can call on random pairs to share their response with the whole class and obtain feedback.</p>	<p>This is a feedback and monitoring strategy used to check understanding at any point of the lesson.</p> <p>Use of pairs may encourage students who may be reluctant to share much within the whole-group structure.</p> <p>The teacher has the opportunity to target feedback to individuals as they circulate around the room listening to the sharing conversations.</p>	<p>Can be used before, during, and/or after learning.</p>		
<p>Individual Whiteboards</p>	<p>Teacher provides an individual whiteboard and dry erase marker for each student. The teacher develops a problem that each student is asked to solve and mark the answer visibly on the white-board.</p> <p>Students complete their work and hold their whiteboards up.</p> <p>Teacher reviews responses and can determine who understands the concept and who needs help.</p>	<p>Teachers can target individual and whole-group feedback based on the whiteboard responses.</p> <p>The whiteboard is a visible representation of student thinking, which makes it easier to comment upon.</p> <p>Whiteboards offer versatility and can be used for a variety of tasks and questions/responses, as well as allow students the opportunity to give feedback to each other.</p>	<p>Can be used before, during, and/or after learning.</p>		