



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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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
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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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
<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>		



HANDOUT 4.2.1 – Your Turn

Step 3: Now, use Sharon Pernisi’s lesson as your guide and write at least three discussion questions you would use to gather evidence of learning at the start of a lesson, in the middle of a lesson, and at the end of a lesson.

Start of Lesson	Middle of Lesson	End of Lesson

Step 4: Share your work for Steps 1, 2, and 3 with a colleague to get feedback before using the planned strategies and questions with students. Use the components of quality evidence discussed in this lesson to guide your feedback discussion.

- Are the questions aligned with the learning goal and success criteria?
- What information is each question designed to gather?
- Are the questions appropriate for the purpose?
- Are there a variety of question types?

Module 4

Eliciting and Interpreting Evidence



HANDOUT 4.4.1 – Consolidate Your Learning

Analyzing Evidence

Directions: Use the student example below to practice analyzing evidence of learning. Refer to the provided learning goal and success criteria that this student used to write an opening paragraph for a story. Then answer the questions below.

Learning Goal: Understand how to write an opening paragraph that introduces a problem and uses contrasting imagery and/or actions to create an engaging scenario.

Success Criteria:

- I can set up the problem in the paragraph.
- I can include contrasting imagery and action in the paragraph to create an engaging scenario.
- I can use vivid vocabulary to make the contrasts powerful.

Student Example:

It was a freezing night in First Falls. The old, grey walls glistened in the moonlight. There was a blanket of snow covering the whole parking lot, it was as if the whole place was a crystal. Max and Jenny had escaped from their beds to catch the culprit – Mr. Pedding. Abruptly, a blood curdling screech invaded the still quietness. Max spun around to see a huge bird, bigger than an eagle, bigger even than a full grown human being. Its dark shadowy figure came lumbering towards them, getting closer and closer. Before they knew it, the creature had snatched Jenny and chased off with her, while Max watched in horror, speechless and motionless.

Reflection Questions:

What interpretation of this evidence would you make?

What are the next steps for this student?

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When you have completed this task, think about what you needed to know to be able to interpret this evidence.