**Minute by Minute Assessment Strategies**

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| **ACTIVITY** | **DESCRIPTION** | |
| **12 Word Summary** | In 12 words or less, have students summarize important aspects of a particular chunk of instruction or reading. | |
| **3-2-1** | Students jot down 3 ideas, concepts, or issues presented, 2 examples or uses of idea or concept and  1 unresolved question or a possible confusion. | |
| **3-Minute Pause** | The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. Use sentence starters such as:  • I changed my attitude about… • I became more aware of…  • I was surprised about… • I felt…  • I related to… • I empathized with… | |
| **Am I a 10?** | Student instructions: Rate yourself from 1 to 10 (ten being the best) on how well you understand everything we study in class. Then complete the statements below: One thing that the teacher could do to help me understand things better is\_\_\_\_\_\_\_\_\_\_\_\_\_ . One thing that I do that helps me learn the best is\_\_\_\_\_\_\_\_\_\_\_\_\_\_” | |
| **Analogy Prompt** | Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ because \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. | |
| **Back-to-Back Boards** | (Students directions) You and your partner each get a mini-white board and stand back-to-back. The teacher asks a question and you each answer on your board. When the teacher says ‘turn around῀ you show  each other your answers and discuss. | |
| **Chain notes** | Students pass around an envelope on which the teacher has written one question about the class. When the envelope reaches a student he/she spends a moment to response tot he 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. | |
| **Circular check** | Students in groups are given a problem with a definite answer (good for math & science). First students completes first step without contribution from others in group and passes it to the next student. Second student corrects any mistakes and completes next step, again with out input from the group. Problem gets passed to next student and the process continues until the group has the correct answer. | |
| **Class vote** | Present several possible answers or solutions to a question or problem and have students vote on what they think is best. Discuss responses. | |
| **Concept Mapping** | Explain/ model a concept map. After lecture, explanation, or reading, have students fill in concept map (partner or individually). Report out. | |
| **Flash Cards** | After 10 minutes into a lecture or concept presentation, have students create a flash card that contains the key concept or idea. Toward the end of the class, have students work in pairs to exchange ideas and review the material. | |
| **Four Corners** | Teacher posts questions, concepts, or vocabulary words in each of the corners of the room. Each student is assigned a corner. Once in the corner, the students discuss the focus of the lesson in relation to the question, concept, or words. Students may report out or move to another corner and repeat. After students have moved, as a writing assignment they should be encouraged to reflect on changes in opinion or what they have learned. | |
| **Hand Signals** | Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand\_\_\_\_\_ and can explain it (e.g., thumbs up). - I do not yet understand \_\_\_\_\_\_ (e.g., thumbs down). - I’m not completely sure about \_\_\_\_\_\_ (e.g., wave hand).  Alternative: Assess your level of understanding of or agreement with a statement by holding up 1-5 fingers. | |
| **Headline News** | Create a newspaper headline that may have been written for the topic we talked about today.  Capture the main idea of the event. | |
| **Idea Wave** | Each student lists 3-5 ideas about the assigned topic. One volunteer begins the “idea wave” by sharing his idea. The student to the right of the volunteer shares one idea; the next student to rights shares one idea. Teacher directs the idea wave until several different ideas have been shared. At the end of the formal idea wave, a few volunteers who were not included may contribute. | |
| **Inside-Outside Circle** | Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat. | |
| **Learning Cell** | Students develop questions and answers on their own. Working in pairs the first student asks a question and the partner answers and vice versa. Each student can correct the other until a satisfactory answer is reached. (Good way to encourage students to go back to the text book). | |
| **Maze/Cloze activity** | A fill in the blank or circle the correct choice within the text to show comprehension. Ex of Maze:  The (tarantula, black widow, brown recluse) spider has a red hour glass shape on its abdomen. Cloze activities have blanks instead of word choices and are a little more difficult. | |
| **Misconception Check** | Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz. | |
| **Muddiest Point** | Students are asked to write down the muddiest point in the lesson (up to that point, what was unclear) | |
| **Numbered Heads Together** | Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group. | |
| **Observation** | Walk around the classroom and observe students as they work to check for learning. Strategies include: •Anecdotal Records •Conferences •Checklists | |
| **One Minute Paper** | Teacher decides what the focus of the paper should be. Ask students “What was the most important thing you learned? What important question remains unanswered? Set aside 5-10 minutes of next class to discuss the results. May be used in the middle of a class also. | |
| **Oral Questioning**  **(Some could also can be used as an exit slip)** | - How is \_\_\_\_\_\_\_\_\_\_ similar to/different from …?  - What are the characteristics/parts of ...?  - In what other ways might we show show …?  - What is the big idea, key concept, moral in ...?  - How does \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ relate to ...?  - What ideas/details can you add to..?  - Give an example of ...?  - What is wrong with…?  - What might you infer from …?  - What conclusions might be drawn from …? | - What question are we trying to answer?  What problem are we trying to solve?  - What are you assuming about ...?  - What might happen if …?  - What criteria would you use to judge/evaluate …?  - What evidence supports …?  - How might we prove/confirm …?  - How might this be viewed from the perspective of …?  - What alternatives should be considered …?  - What approach/strategy could you use to …? |
| **Paint Chips** | Use paint chips for students to indicate responses. 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.” | |
| **Quick class check** | Give students paper plates, index cards, whiteboard, or large sheets of paper when they enter. When asking a question have ALL students write the answer and at your signal, have ALL students hold up the plate (or whatever) so that you can see who/ how many got the answer. Discussion to elaborate can follow. | |
| **Quick Write** | Student writes for 2-3 minutes about what he heard from a lecture or explanation/read/learned. Could be an open ended question from teacher | |
| **Response Cards** | Use cards or with responses such as A B C D, True and False, colors, yes no. Ask questions that can be answered using the responses. Each student holds up the appropriate card. | |
| **Signal Cards** | Create cards to check for understanding. green means “I got it”, yellow means “I’m not sure, Maybe”, and blue means “I’m lost. I have questions” | |
| **Skim and Share** | Instruct students to skim back over a reading that you have already read for two minute. Now give thirty seconds to tell their partner some key ideas from the book. Then your partner does the same. Teacher observes. | |
| **Tickets to enter and exit** | Teacher asks students a specific question about the lesson. Students then respond on the ticket and gives to teacher, either on their way out or on their way in the next day. Teacher can then evaluate the need to re-teach or questions that need to be answered. | |
| **Transfer and Apply** | Students list what they have learned and how they might apply it to their real lives. Students list interesting ideas, strategies, concepts learned in class or chunk of class. They then write some possible way to apply this learning in their lives, another class, or in their community. | |
| **Turn to Your Partner** | Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class. | |
| **Windshield Checks** | Windshield Checks are useful during a lesson or unit of study to check for understanding. Ask where students are and they respond with: 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! | |
| **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. | |
| **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). | |

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