***Formative Assessment Ideas***

***Lost and Found Box–*** *Teacher asks students to write down “where they got lost”, or what they did not understand from the day’s lesson on a card and put them into the Lost Box. After further whole group instruction, small group instruction, or individual conferencing; students, when ready, retrieve their lost card, explain how they now understand, or have clarified their lost points, and then place their cards into the Found Box.*

***Inside/Outside Circle* –** *Teacher asks students to form two circles – one inside circle and one outside circle. Students in the inside circle turn and face the students in the outside circle. Teacher asks students to explain how they would use what they learned in the lesson in “real reading and writing”- (for example if the instructional target focused on rhetoric-how would they use what they learned about rhetoric to be a more critical reader and/or a more proficient persuasive writer.) Teacher tells students to take so many steps – 1, 3, 5, etc. (could be done several times) and explain again. Teacher would be taking anecdotal notes for whole group, small group, and/or individualized instruction. After circle discussions, students may write their explanations on squares of paper to submit.*

***Got It-Not Sure-Lost Chart* –** *Students complete a 3 column chart. In the first column they would list the points from the day’s instruction they are sure they understood, points they were not quite sure about in the second column, and points on which they were totally lost in the third column.*

***Partner Share Exit Card –*** *Partners verbally share what they believe to be the three most important things/ideas they learned that day. They then write what they said on 1 side of a card and what their partner said on the other side, and sign both cards. (Looking at both what they said and what their partner said, or what they thought their partner said may provide insight into the understanding of both students.)*

***Target Strip* *–*** *Students are given a sentence strip or strip of paper and asked to write the one thing that confused them about the day’s instruction.*

***Three-Two-One* *–*** *Student list the three most important point of the lesson, then narrow it to the 2 most important points, and finally to the one most important point from the instruction/lesson/activity on a large inverted triangle graphic organizer.*

***Non Example Cards*-** *Teacher prepares 3 examples on a square/index card based on the day’s lesson with one example being incorrect or a non-example. Students must identify the one (or more) incorrect example(s) and explain/write how they know or why they think the example is incorrect.*

***Make It Right -*** *Teacher lists several incorrect statements addressing the current learning target and students must rewrite (adding or deleting the necessary information) the statements correctly.*

***Relay Learning*** – *Following instruction*, the t*eacher writes the current learning target on several sheets of paper and gives the “target papers” to student learning groups or teams. Each student adds a comment or related thought under the target and initials it. The paper is passed in a circle within each learning group, with each student continuing to add thoughts or notes related to the learning target and their initials, for a predetermined specific period of time. Each team member signs the paper and the teacher collects for review. (Students may be given the option to pass. Many passes from a student- lack of initialed comments - may indicate the need for an individual learning conference.)*

***Get The Gist* –** *On a graphic organizer, sheet of paper, etc. students answer the following questions:*

 *Who or what was this about?*

 *Write everything you learned about the who or what.*

 *Write the main idea in 10 words or less.*

***Four Corners* –** *Teacher numbers corners or places in the classroom and students are asked to write the things they learned, or are sure they understood from the day’s instruction on a Post It Note. If they write 1 thing they go to Corner or Place 1, if they write 2 things they go to Corner or Place 2, and so on until all students are in the corresponding corner to the number of points they wrote on their Post It Note. They discuss written points with corner buddies and sign Post It Notes. Teacher circulates during discussions and collects Post It notes to review.*

***Now and Then*** *– Students write on a T Chart in which Side 1 of the T Chart is labeled Now and Side 2 is labeled Then. They write and explain what they have learned on side 1 at the end of an instructional segment. They then share that with an elbow partner. After both partners have shared, they may confirm, revise or add to their original thoughts and write those in the Then column.*

***Really Cards* –** *Students write on the front of a card the points that really made sense to them from the day’s lesson and on the back of the card, the points that really did not make sense to them.*

*\*Though an activity may say “a day’s lesson,” formative assessments should be done at appropriate points during teaching and learning.*

![MC900322513[1]]()*KEDC ELA Content Network*

*October Meeting*