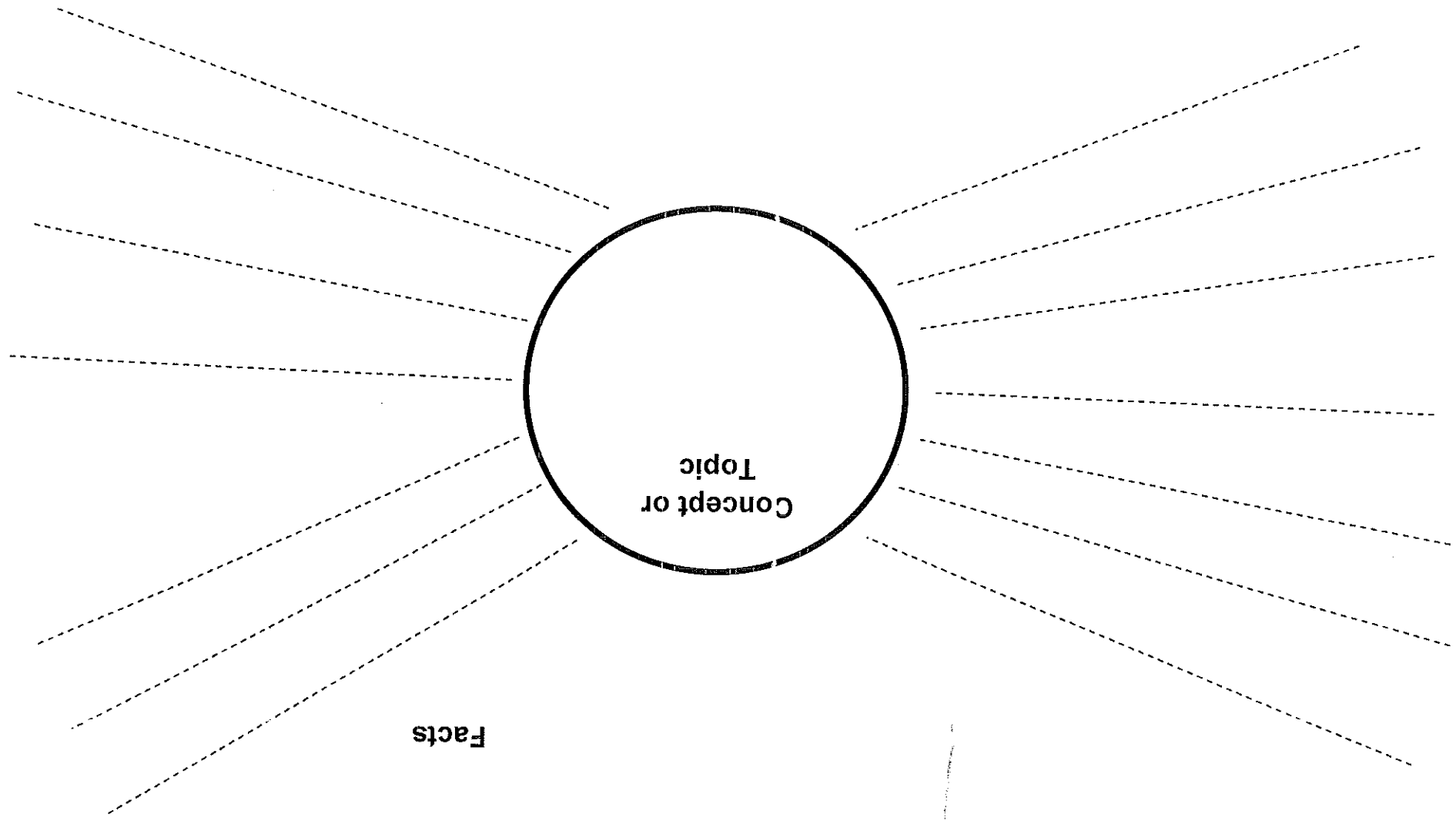


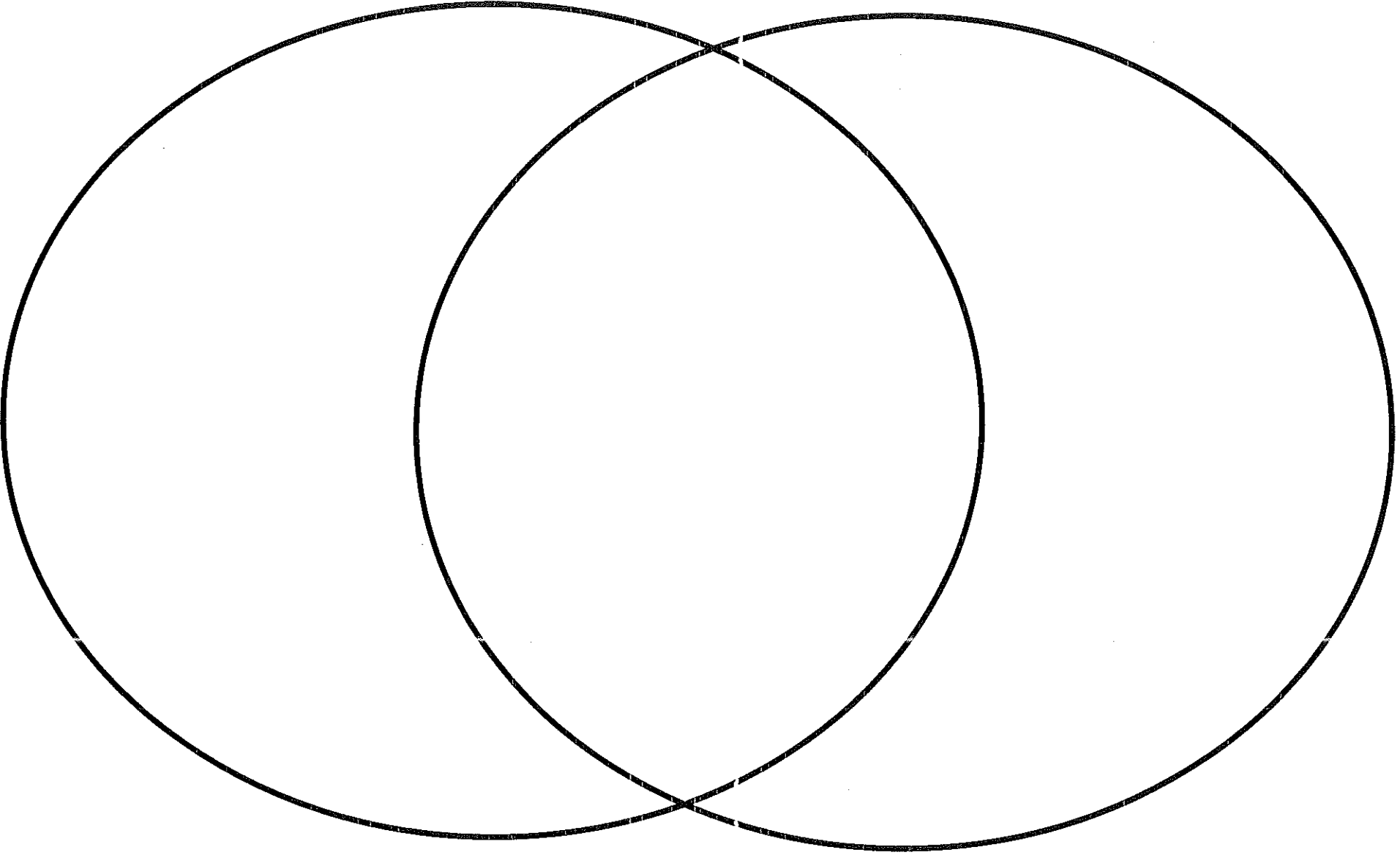
What I LEARNED	What I WANT to know	What I KNOW

Brainstorming Web

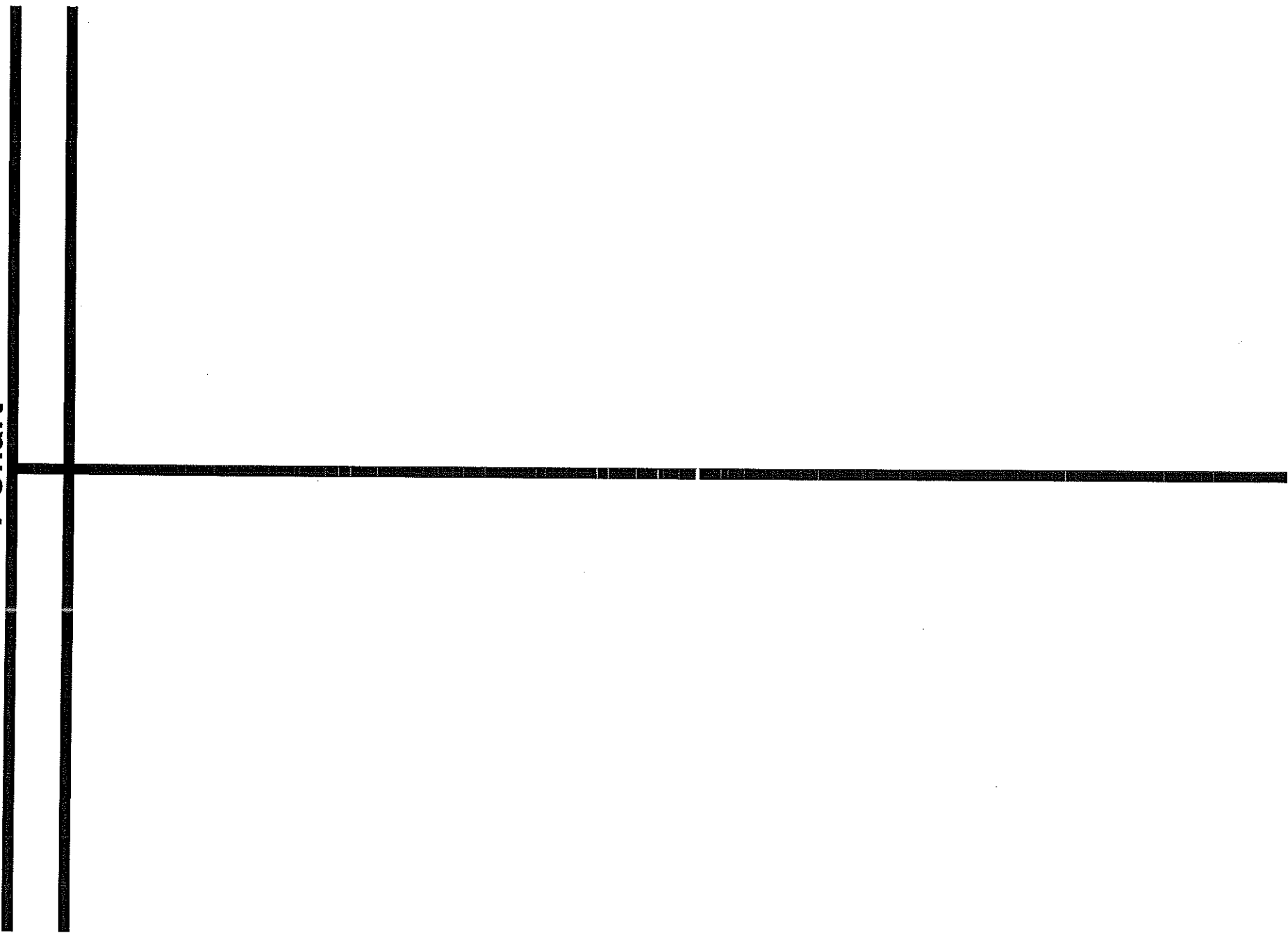


Facts

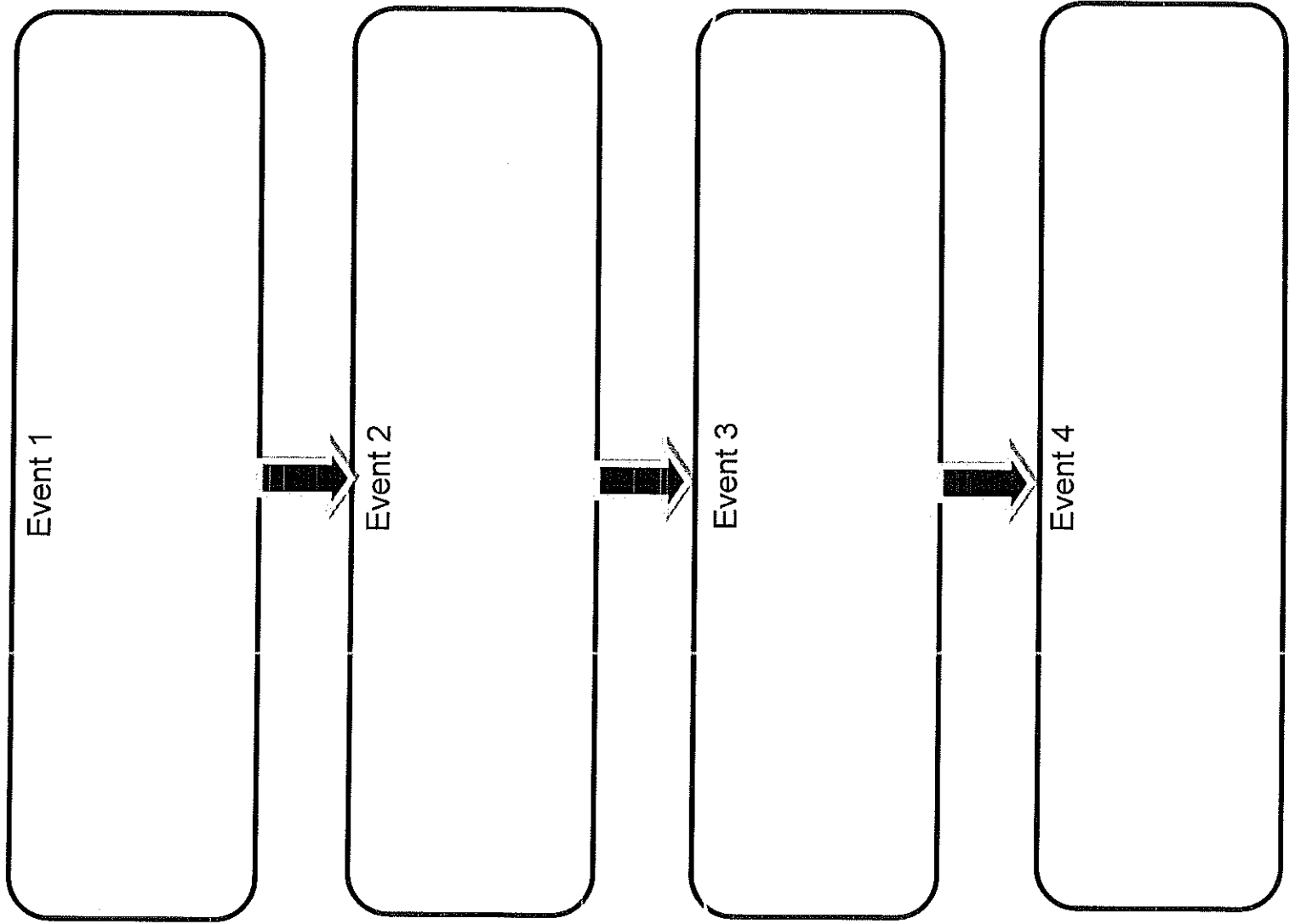
Venn Diagram



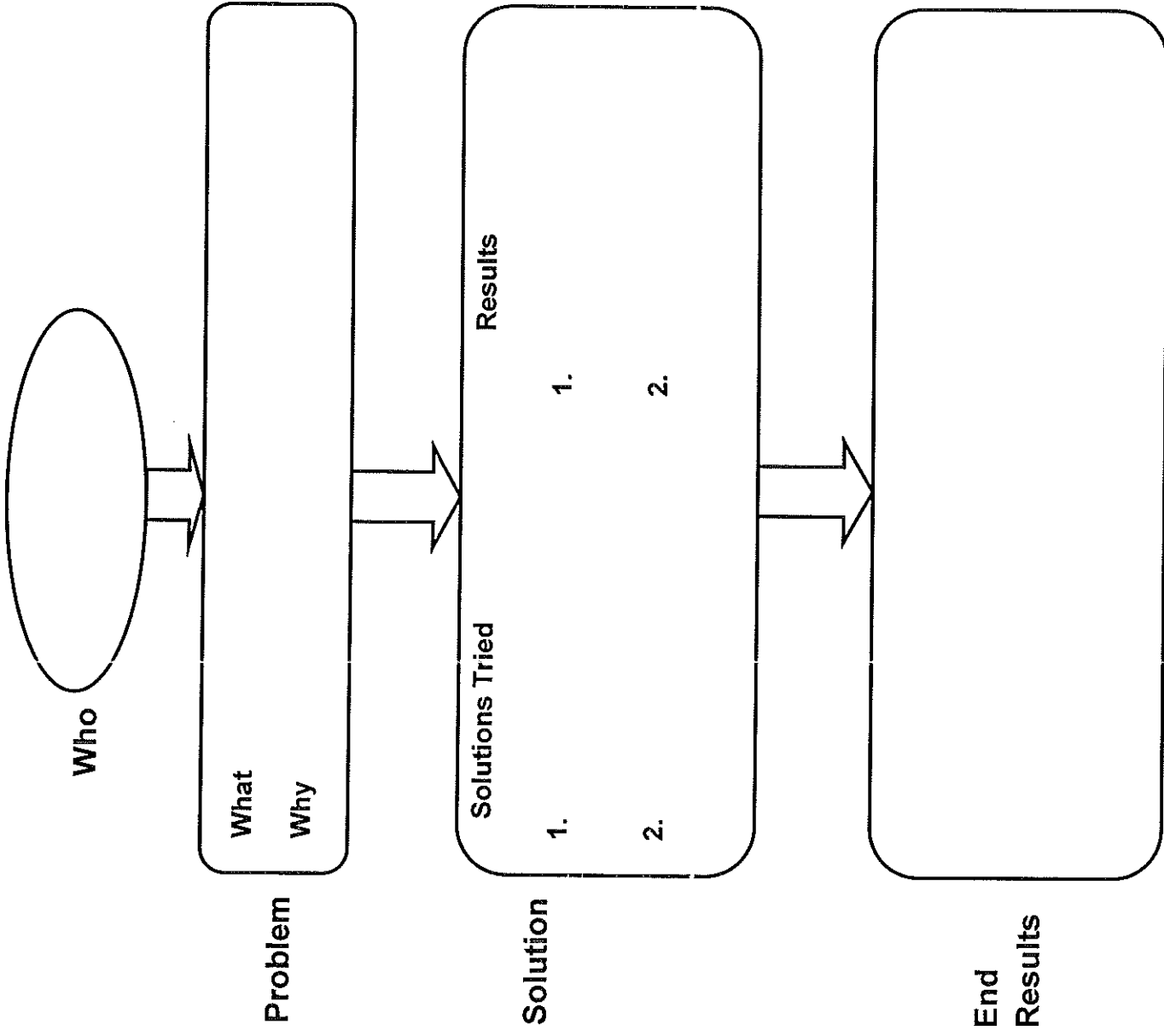
T Chart



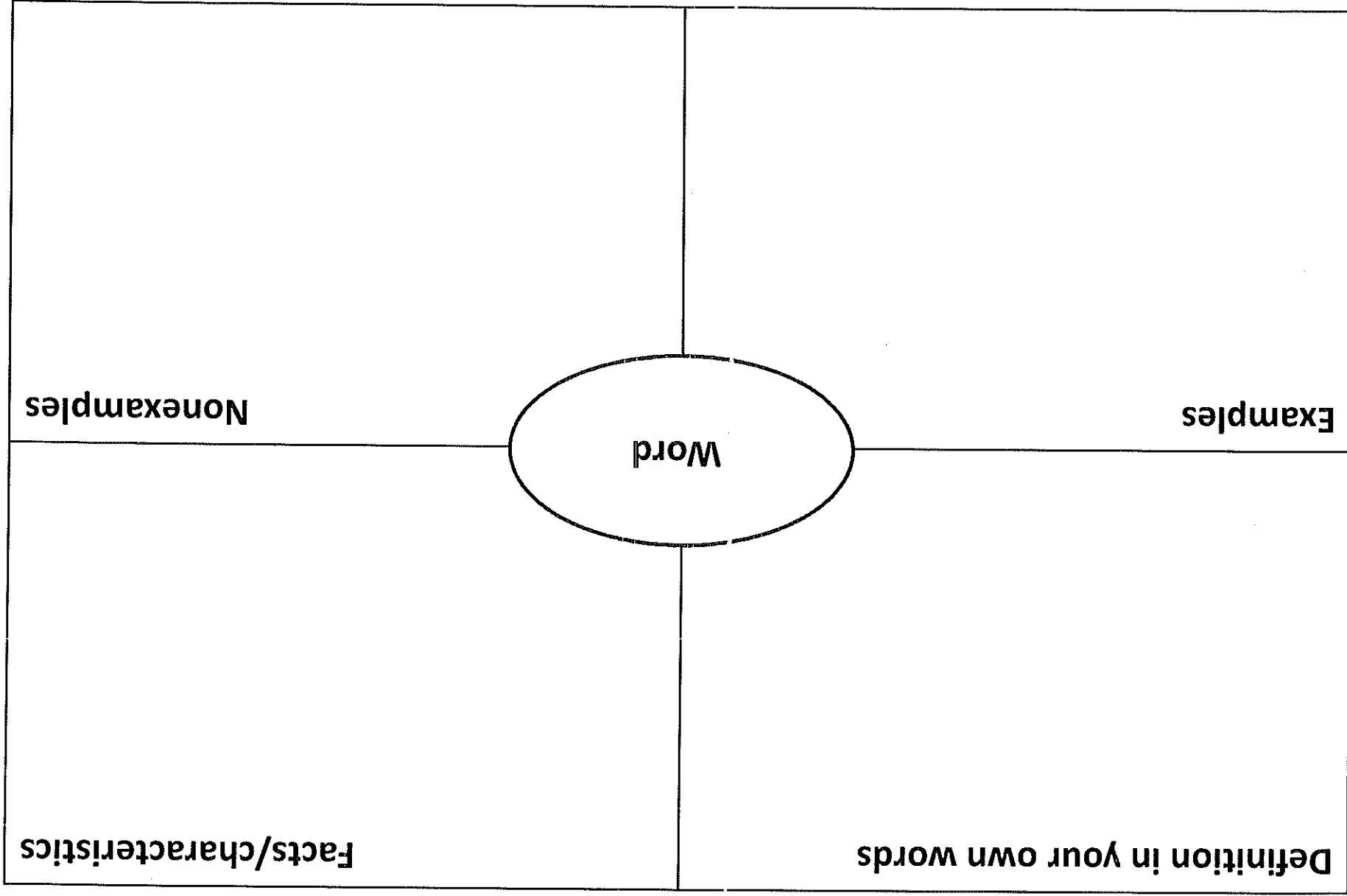
Chain of Events

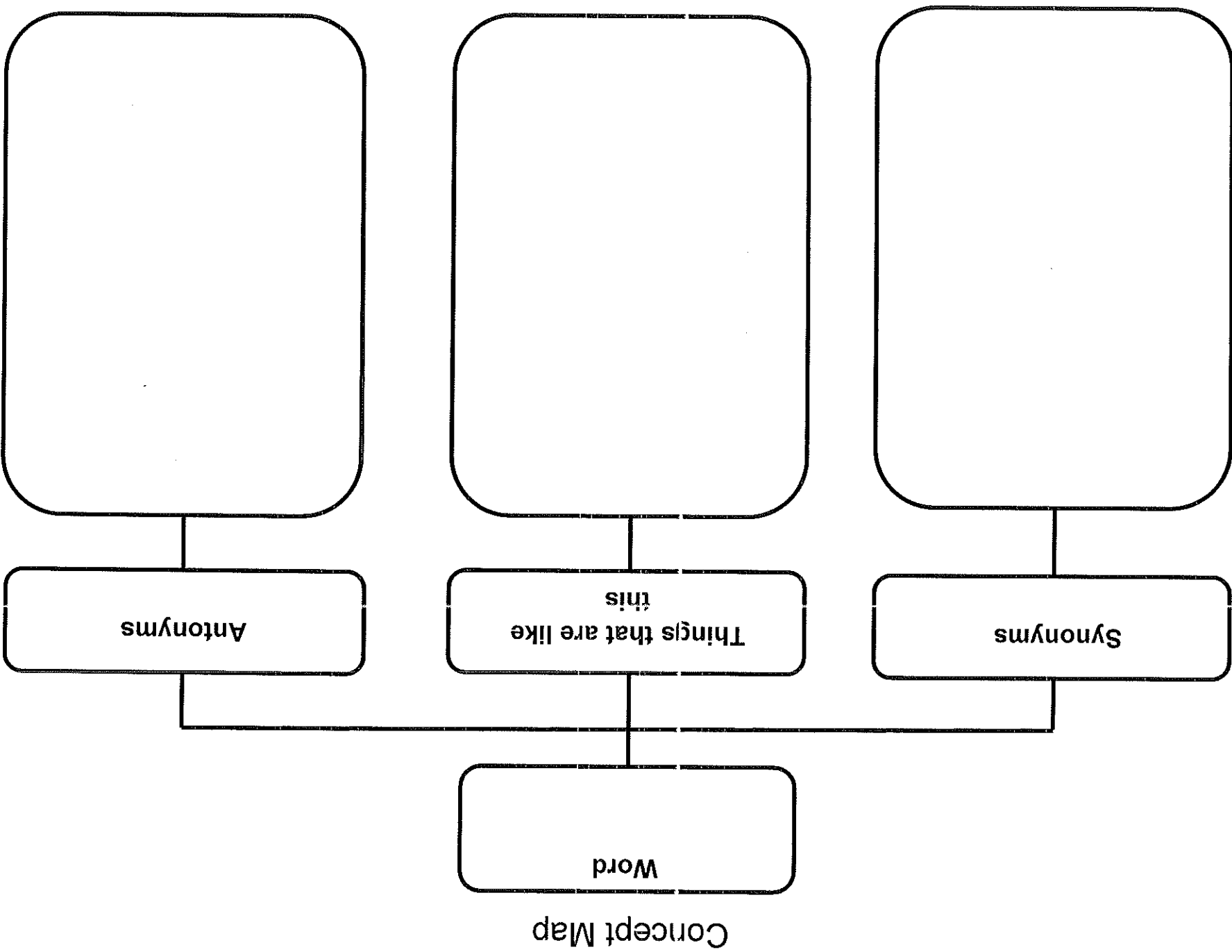


Problem-Solution Chart



Fraye Model





Defective's Name:

Sentence where I found the word:

Context Clue:

WORD:

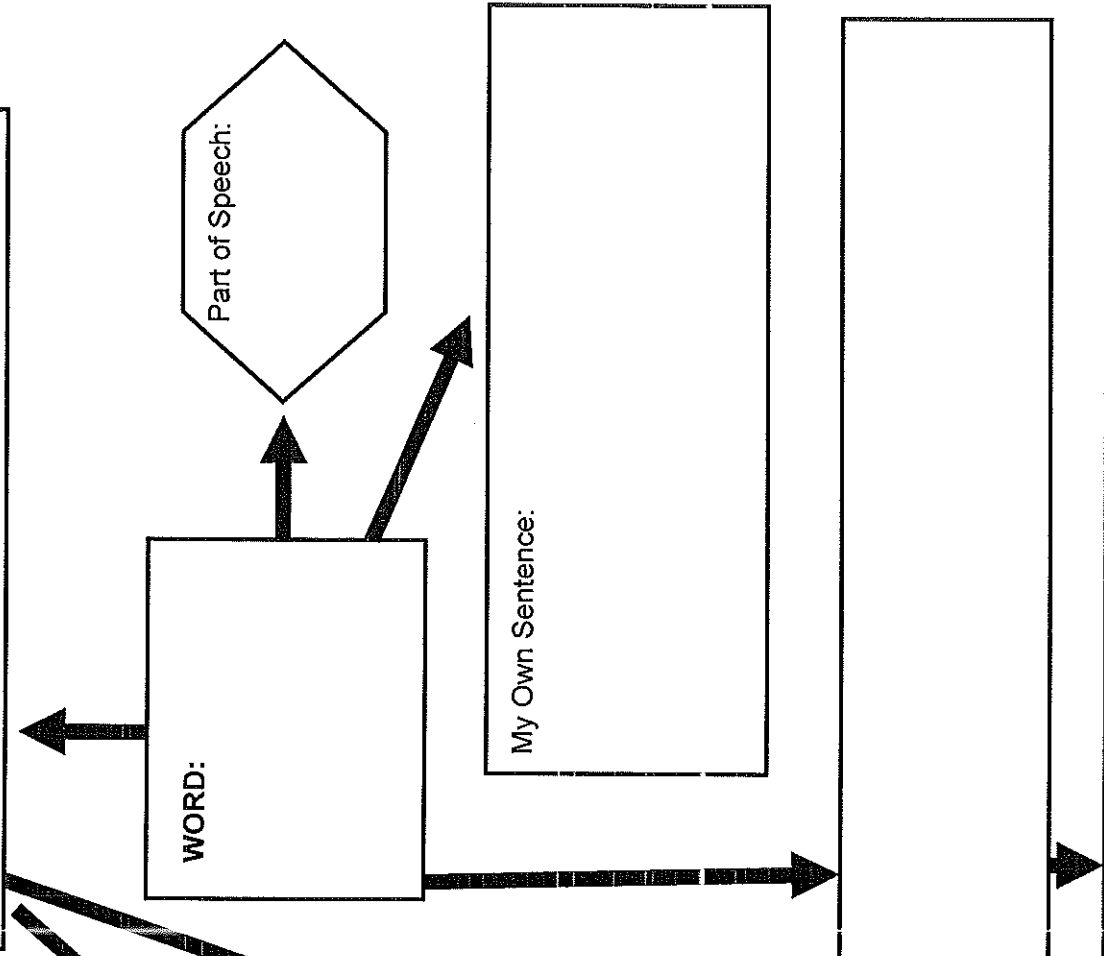
Part of Speech:

Context Clue:

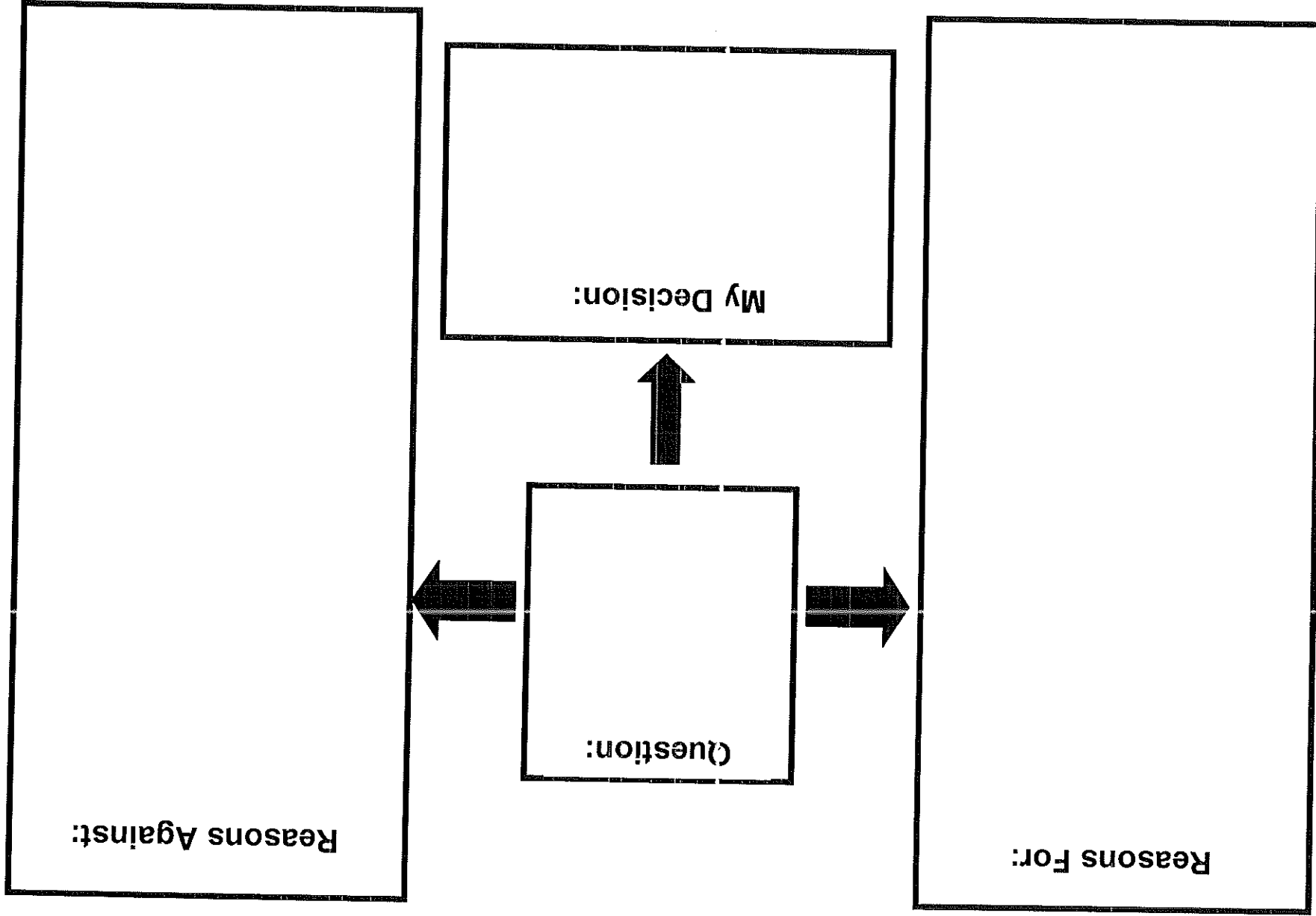
My Own Sentence:

My Own Definition:

A picture that will remind me of what this word means to me:

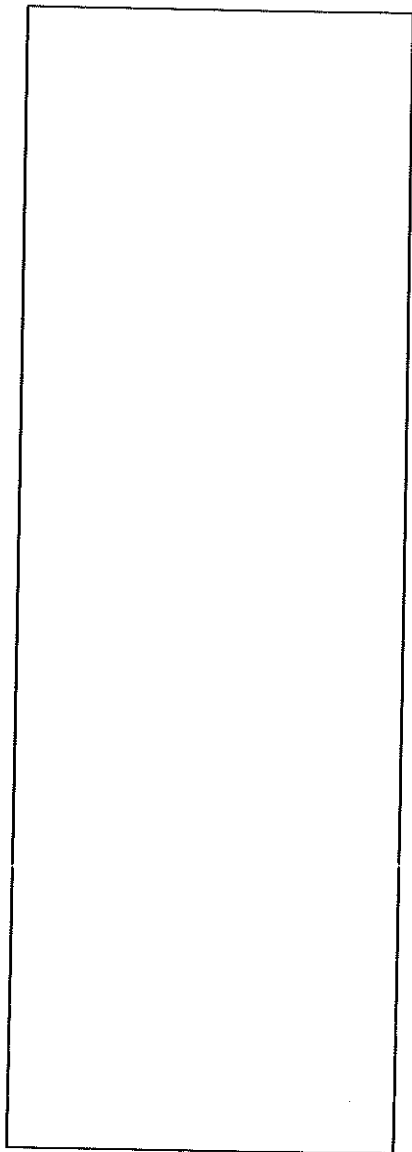


Decision Making Chart

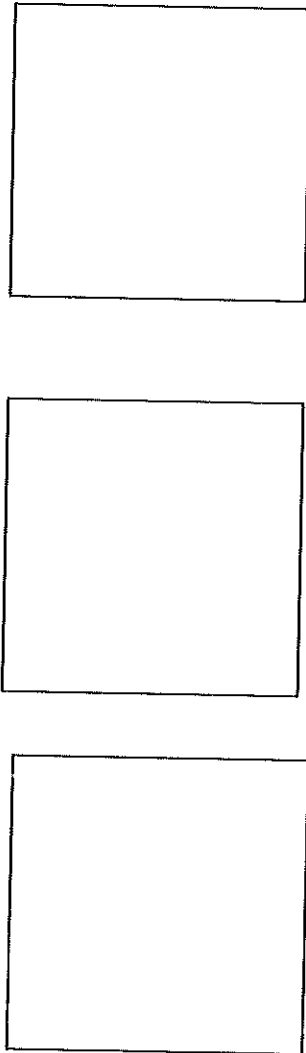


Show My Thinking Chart

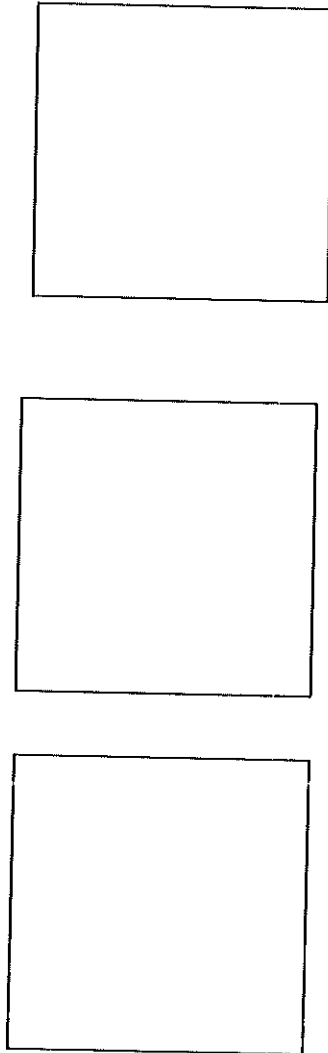
What I Know



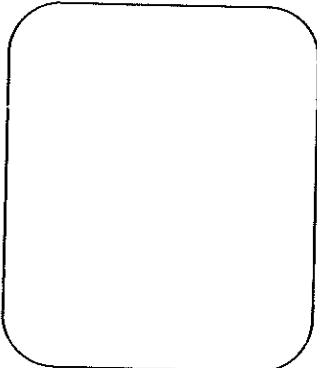
Action



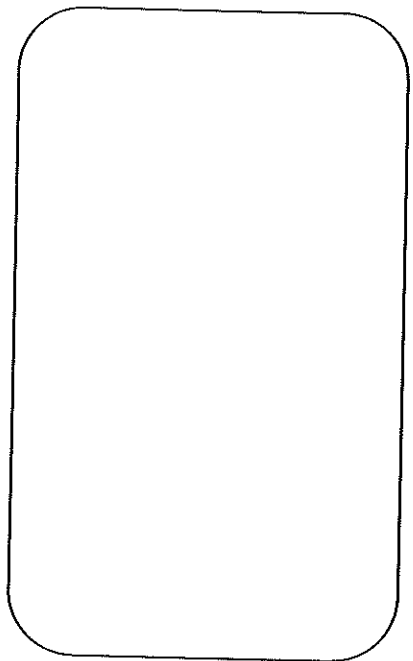
Reason



My Choice



My Reflection

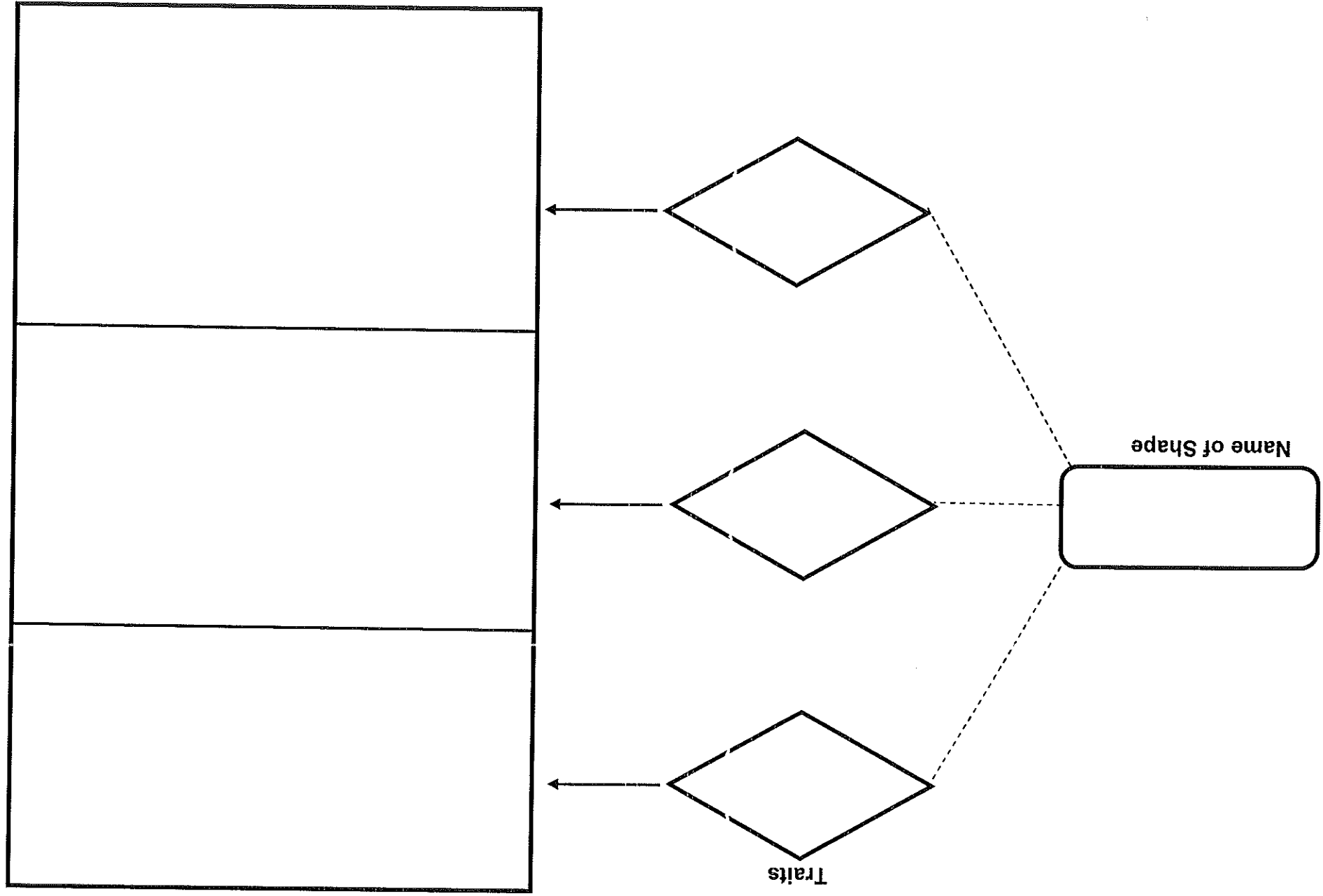


Map the Shape

Name: _____

Name of Shape

Traits



Evidence of the Trait



Make a Math Connection



Mathematical Problem

Representation (diagram, graph, picture)

Everyday Example

My Explanation

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

Windshield Check

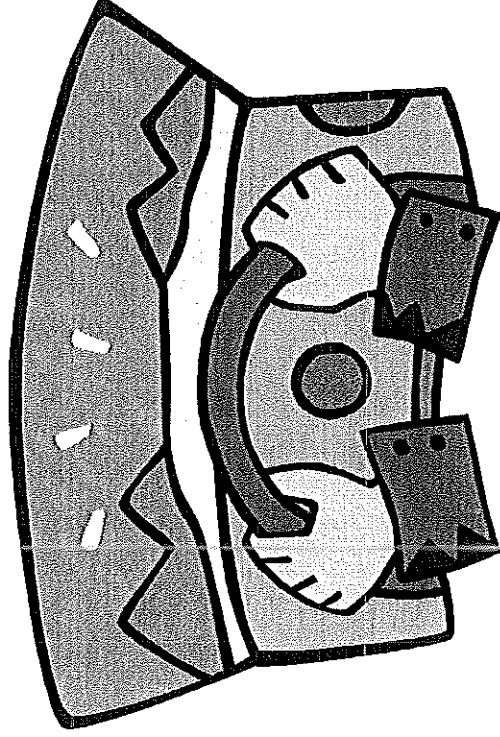
This formative assessment can be used to have students check their own understanding of a concept just taught in a lesson. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:

CLEAR = I get it! I thoroughly understand the concept.

BUGGY = I understand it for the most part, but a few things are still unclear.

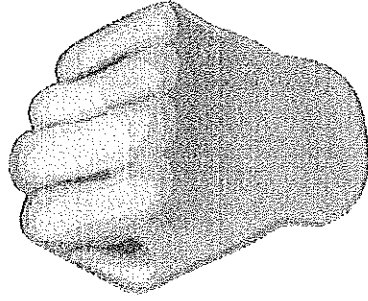
MUDDY = I don't get it at all.

This assessment can quickly let the teacher know if there are major or minor misunderstandings, and help him/her design instruction to clarify any misconceptions before moving on.



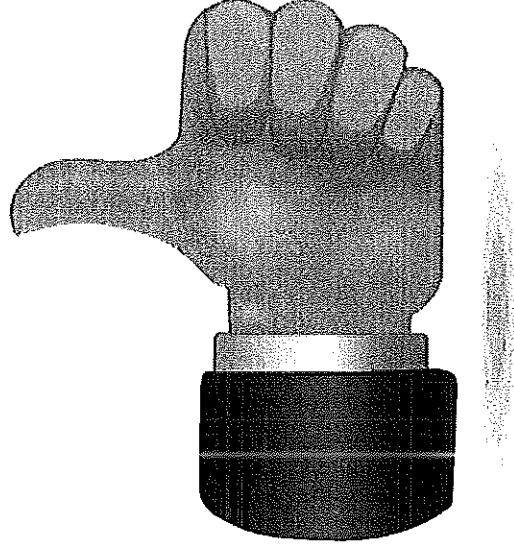
Fist to Five

This formative assessment technique quickly allows the teacher to gauge the understanding of the learners in his/her classroom. After presenting a lesson, or part of a lesson, the teacher asks students to use their hand to signal their depth of understanding. A fist means, "I don't understand any of it," while all five fingers out means, "I understand it completely." Students can signal by raising 1, 2, 3, or 4 fingers also. The teacher can readjust the next lesson or section of the lesson as needed based on student response. To hold students more accountable for their "truthfulness" the teacher can call on someone who signaled a 5 to explain the concept to the class, or partner students who understand (5) with those who don't (0) and let them teach each other for a few minutes.



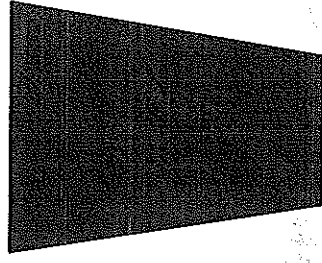
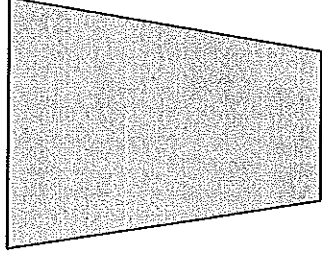
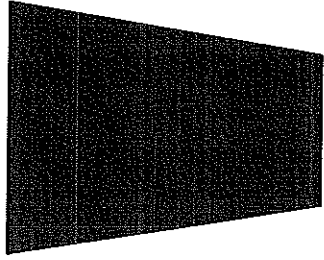
Thumbs Up – Side - Down

This formative assessment technique quickly allows the teacher to gauge the understanding of the learners in his/her classroom. After presenting a lesson, or part of a lesson, the teacher asks students to use their hand to signal their depth of understanding. A thumb up means “I have a good understanding.” A thumb to the side means “I still have some questions.” A thumb down means “I don’t get it.” The teacher can readjust the next lesson or section of the lesson as needed based on student response. To hold students more accountable for their “truthfulness” the teacher can call on someone who signaled a thumb up to explain the concept to the class, or partner students who understand with those who don’t and let them teach each other for a few minutes.



Colored Cups

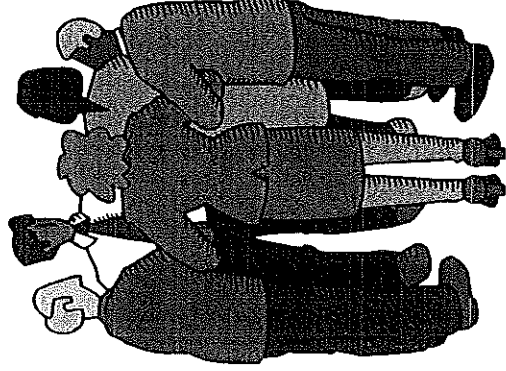
This formative assessment technique quickly allows the teacher to gauge the understanding of the learners in his/her classroom. The teacher gives each student 3 cups; one red, one yellow and one green. As students work independently, they display the appropriate color of cup to indicate their understanding of the concept. A green cup means "I am working OK and encountering no problems." A yellow cup means "I still have some questions because I can't do some of the work." A red cup means "I am lost and I don't know how to proceed." The teacher can work individually with students displaying the red cups, or bring them together for small group instruction. The same process can be used for the yellow cups, or a green cup could be paired with a yellow cup for peer tutoring. This same process can be used with colored cards if cups are not available.



Debate Circles

Kinesthetic Assessment

This formative assessment can be used to activate student thinking and uncover their understandings and misconceptions. Students form a circle in the classroom or another large area. The teacher makes a statement, like, “Which is more important: Individual Rights or the Common Good?” Students who think Individual Rights are more important move to the center of the circle. Students left on the outside, those who think the Common Good is more important, form another circle and both groups formulate their position on the topic. The teacher listens to the discussion and assesses student understanding. After the students have had time to formulate their arguments, they form two lines facing one another and students take turns expressing their ideas on the statement.



Think-Pair-Share My Partner's Thoughts

Like the Think-Pair-Share strategy, the Think-Pair-Share My Partner's Thoughts strategy is used to encourage reflection during a classroom activity. It is a great way to check for understanding.

During the "think" stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution to the problem. Students know they will have to share their partner's thoughts, rather than their own, so they will listen more intently during the discussion.

The teacher can use this activity as a formative assessment by listening to the conversations of each pair of students.



Response Sheet

Date:

Title:

Chapters or Pages:

Summary and Opinion:

Vocabulary

Prediction:

Question I Have:

S-O-S Summary

Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).

Name _____ Date _____

Read the following statement: _____

What does it mean? _____

What's your opinion? Circle one: I agree I disagree

Support your opinion with evidence (facts, reasons, examples, etc.).