

Types of Assessments			
<p>Close-Ended Selected Response</p> <ul style="list-style-type: none"> •multiple choice •true-false •matching 	<p>Open-Ended Constructed Response</p> <ul style="list-style-type: none"> •fill in the blank •short answer •label diagram •“show your work” •visual representation (e.g., web, concept map, flow chart, graph/table, picture) 	<p>Products</p> <ul style="list-style-type: none"> •essay •research paper •log/journal •lab report •story/play •poem 	<ul style="list-style-type: none"> •portfolio •art exhibit •science project •model •video/ Podcast audiotape •spreadsheet
<p>Performances</p> <ul style="list-style-type: none"> •oral presentation •dance/movement •science lab demonstration •athletic demo/competition 	<p>Process-Focused</p> <ul style="list-style-type: none"> •oral questioning •observation •interview •conference •process description •“think aloud” •learning log 	<p>Student Self-Assessment</p> <ul style="list-style-type: none"> •Teacher-made prompts for reflection •content/skills-specific conferences •discussion (whole-class or small-group) •reflection logs •weekly self-evaluations •self-assessment checklists and inventories •teacher-student interviews 	
<p>Portfolio</p> <ul style="list-style-type: none"> •student-work artifacts •best work selection •process documentation •reflections •accomplishments •difficulties •surprises 			

Formative Assessment—Assessment for Teaching and Learning

Benefits of Formative Assessments for Teachers	Benefits of Formative Assessments for Students
<ol style="list-style-type: none"> 1. Teachers are able to determine what standards students already know and to what degree. 2. Teachers can decide what minor modifications or major changes in instruction they need to make so that all students can succeed in upcoming instruction and on subsequent assessments. 3. Teachers can create appropriate lessons and activities for groups of learners or individual students. 4. Teachers can inform students about their current progress in order to help them set goals for improvement. <p>(Boston, 2002)</p>	<ol style="list-style-type: none"> 1. Students are more motivated to learn. 2. Students take responsibility for their own learning. 3. Students become users of assessment. 4. Students learn valuable lifelong skills such as self-evaluation, self-assessment, and goal setting. 5. Student achievement can improve from 21-41 percentile points.

Formative Assessment Strategies

Tools for Formative Assessment Techniques to Check for Understanding	
Index Card Summaries/Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
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).
One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
Analogy Prompt	Periodically, present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts.
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.
Student Conference	One on one conversation with students to check their level of understanding.
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. <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...
Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> •Anecdotal Records •Conferences •Checklists
Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.

Portfolio Check	Check the progress of a student’s portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student’s achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> • Multiple Choice • True/False • Short Answer • Paper and Pencil • Matching • Extended Response
Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
Debriefing	A form of reflection immediately following an activity.
Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled “Predict, Explain, Summarize, Evaluate.” After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”
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.
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.
One Sentence Summary	Students are asked to write a summary sentence that answers the “who, what where, when, why, how” questions about the topic.
One Word Summary	Select (or invent) one word which best summarizes a topic.
Think-Pair- Share	Students think individually, then pair (discuss with partner), then share with the class.
Ticket to Leave	Closing activity where students respond in writing or verbally to short assignments.
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.

Oral Questioning	<ul style="list-style-type: none"> - How is _____ similar to/different from _____ ? - What are the characteristics/parts of _____ ? - In what other ways might we show show/illustrate _____ ? - 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 _____ ?
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AFRE – Keys to Instructional Excellence, 2008

AFRE – Standards-Based Instructional Planning and Designing, 2008

Standardized Test-Like Questioning and Thinking

Main Ideas	Significant Details
<ul style="list-style-type: none"> •The main point of the article is •Summarize what you read. •The main theme of the story is •List the facts regarding •The text is about . . . •The main idea is about •The story/article mainly tells . . . •Which of the following best expresses the main idea? •On the basis of information in the passage, we can determine that . . . •What would be the best title for this passage? •Which statement best expresses the central idea of this passage? •The main idea expressed in this passage is... •The most accurate expression of the central or controlling idea of this passage is... 	<ul style="list-style-type: none"> •List the facts regarding •Describe the facts •Describe the characteristics of the object's properties. •According to the _____ which of the following is/are true •In the article the author explains •The paragraph suggests that . . . •In this passage, the author explains •In which location •All are true EXCEPT •The passages indicates that _____ does _____ for •According to the passages who said •According to the passage what happened when

Sequence/Order Relationships	Comparison Relationships
<ul style="list-style-type: none"> •Trace the development of •Sequence the events leading up to •What do you do first when you . . . Next •List the steps involved in . . . •What steps did _____ take to solve reach her goal. •Sequence the order of events. •What happened first in this passage? Next? Then? After? Finally? •The next likely event would be (predict) . . . •After doing _____, the character's next decision was to _____. •What steps did _____ take to achieve his/her goal in the story? •The final step in the process is . . . •After the hypothesis is created, what is the next step in the Scientific Method? •Trace the development of . . . •Sequence the events leading up to . . . •What do you do first when you . . . Next . . . •List the steps involved in . . . •What steps did you use to complete the math problem? •What step was omitted from this process? •Place the following steps in the correct order. •What happened in the . . . •What are the sub-stages in . . . 	<ul style="list-style-type: none"> •List similarities and differences. •Compare and contrast the following •What are the significant similarities or differences between _____ and _____? •Which two are most similar or most different? •How are the two characters similar and/or different? •How are (two or more characters/entities) alike? •Details in the passages suggest that _____ and blank are alike or different. •_____ is better than _____ because •How are _____ and _____ connected? •Unlike _____, _____ is •Compared to _____, _____ is •The passage compares _____ to _____ because
	Interpreting and Applying Instructions
	<ul style="list-style-type: none"> •How do you do ____ if •How do you apply these steps in this situation? •What are the steps to •Which step would you use after you . . . •Apply instructions that you read in the reading materials to •If _____ changes, then how would you complete/make •Apply the instructions to (new situation) that is similar to the one described in the printed directions. •You would follow the directions to _____ unless •Explain the rationale behind the procedure to _____ •Why would you _____ before

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Cause-Effect Relationships	Drawing Conclusions/Making Generalizations
<ul style="list-style-type: none"> •List the causes of _____ •What were the effects of _____? •How does _____ affect _____? •What led up to _____? •The largest effect caused by _____ is _____ •Which of the following was NOT an effect of _____? *What resulted from _____? •_____ decision resulted in what consequence? •Because _____ happened, it can be reasonably inferred that _____ •_____ happened as a result of _____ •The author claims that when _____ happens, it causes _____ •According to the passage, _____ was _____ because _____ •_____ is determined by _____ •The passages indicates that _____ depends on _____ •Why did _____ become/did _____ •The author said that _____ pleased her because _____ •Based on the details, _____ happens because _____ •Based on the details you can conclude that _____ •The main character decides not to _____ because _____ •A person would not _____ because _____ 	<ul style="list-style-type: none"> •Can you say that most _____? Why or why not? •Based upon the events, what can you conclude about _____? •You may predict that _____ •During the time _____ takes place, _____ is _____ •The author's _____ can best be described as _____ •Which of the following best describes what may happen next. •The main character appears to believe that _____ •One thing that you might expect _____ to say about _____ •It can be reasonably inferred from _____ that _____ •One thing that you might expect would happen when _____ •According to _____ the author suggests that _____ •Researchers are searching for _____ that can best be described as _____ •Which of the following bests assesses the narrator's assessment of _____ •How is _____ a significant part of _____ •After _____ happens, you can likely conclude that _____ will happen. •It can be reasonably inferred that the answer that _____ would give is _____ •Which detail support the conclusion that _____

Author's Point of View/Purpose	Problem/Solution Relationships
<ul style="list-style-type: none"> •The point of view of the author _____ was _____ •How does the author use _____ technique •How does the author get her/his point across? •How do you think the author feels about _____? •What did the author mean when he/she said _____ •In this passage, the author was likely attempting to _____ •Which of the following best describes the author's attitude toward _____ •The overall message in the passage is that _____ •A clear intent of the author in writing this passage is to describe _____ •The narrator's point of view is that _____ •The author's attitude toward _____ is that _____ •Which statement by the author best supports the argument that _____ •How does the author prove her point about _____ 	<ul style="list-style-type: none"> •What problem is identified by the author? •What solutions does the author suggest? •What is the best solution for the problem? Justify your position. •What would happen if _____ •How many different ways can _____ •_____ can be solved if a person _____ •One thing that can be done to solve _____ is _____ •The first step in eliminating the problem of _____ is _____

Word Meanings and Phrases	
<ul style="list-style-type: none"> •Define the following term _____ •Define what is meant by _____ •Define _____ from the context clues. •Provide an example and non-example of _____. •What does the word _____ mean? •As it is used, the word _____ means _____ 	<ul style="list-style-type: none"> •The quote means _____ •The author defines _____ as being _____ •_____ literally means _____ •When someone says _____ he/she means _____ •The author's use of the word _____ is meant to convey the _____ •Which of the following best explains _____ in the quote _____

Comprehension/Thinking Skills Targets	Sample Questions
1. Identify and infer main ideas .	
2. Locate and interpret significant, implied, and subtly stated details .	
3. Order sequences of events .	
4. Identify major and subtle comparison relationships between people and ideas.	
5. Identify implied, subtle, or complex cause-effect relationships .	
6. Determine the appropriate meanings of words, phrases, or statements from figurative or technical contexts.	
7. Draw inferences, conclusions, or generalizations about text and support them with textual evidence and/or prior knowledge.	
8. Identify and interpret the author's purpose and point of view .	
9. Identify problem-solution relationships.	
10. Apply instructions with conditionals and new situations and give rationale for following the procedures.	

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