

## How Was It...

Learned a lot!

Learned some

Learned a little

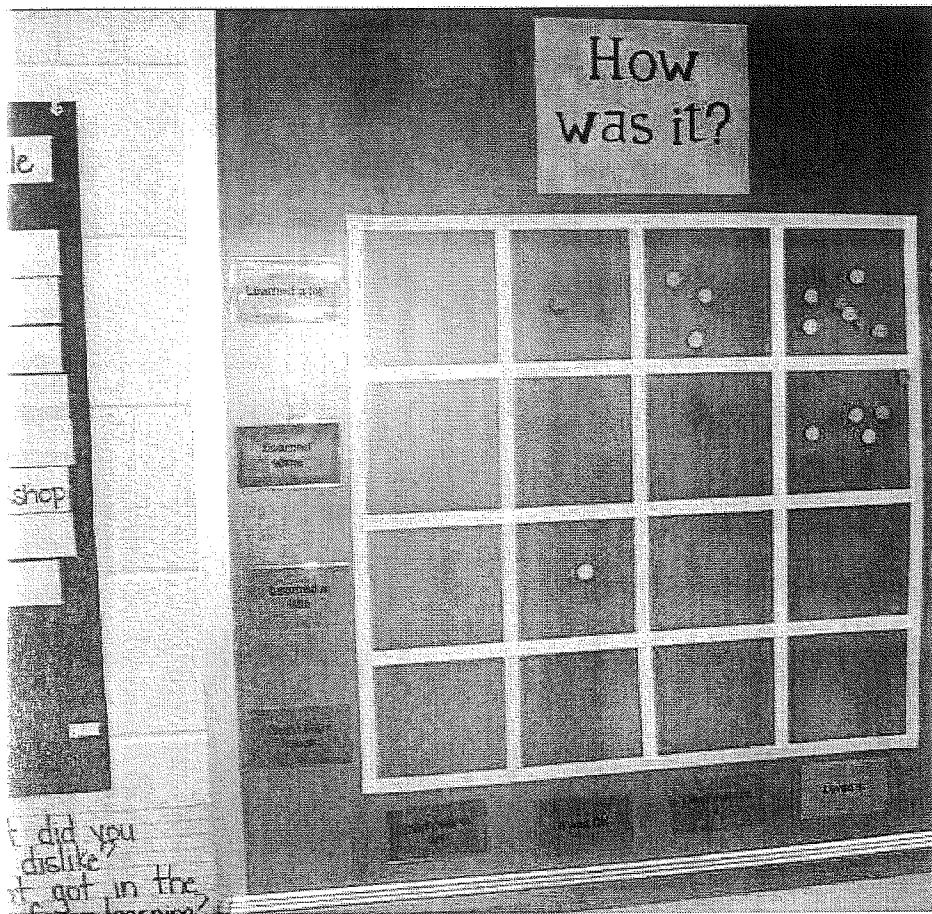
Didn't learn much


Did not enjoy it...

It was ok....

Pretty good!

LOVED It!



Found on ellises.schools.pwcs.edu



Jennifer Hoffpauir • 4 weeks ago

Great Idea to get student feedback on lessons. It's also a roundabout way of in scatter plots, too! :)



Emily McDaris • That's you!

Add a comment...

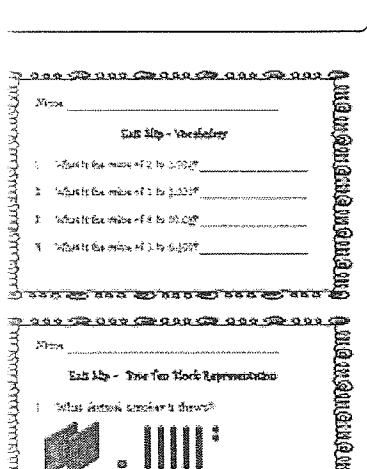


Added by Jennifer Hoffpauir

Follow



Via Loredana McFadden



Exit Slip	<ul style="list-style-type: none"> <li>1. I participated with...</li> <li>2. This provided me with...</li> <li>3. I learned...</li> <li>4. I can apply...</li> </ul>
Exit Slip	<ul style="list-style-type: none"> <li>1. I can apply...</li> <li>2. I can apply...</li> <li>3. I can apply...</li> <li>4. I can apply...</li> </ul>

Good list... gotta start using these!

32 6

Pinned from squareheadteachers.com

Effort Meter:



Exceptional Effort! I worked hard on this! I gave my all to...

nent

Follow Board

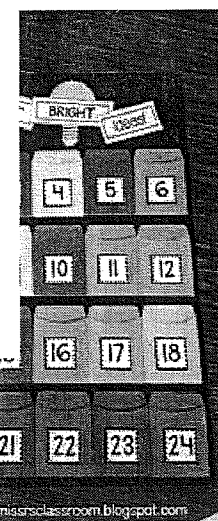


3loom

ays for Students : They Know

ys for Students to ay Know!

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ticket out the door--- i like how they could insert an index card or stick a sticky note on it

13 1

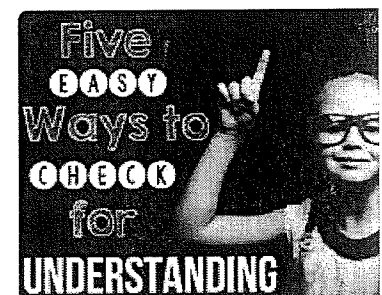
Pinned from missrsclassroom.blogspot.com



Goals in Sight By: All for the Love of Teaching

21

Pinned from all4theloveofteaching.blogspot.com



from Education to the Core

Know Your Students: Five Ways to Check for Understanding in Your Classroom

Education to the Core: Know Your Students: Five Ways to Check for Understanding in Your Classroom

15 1

Pinned from educationtothecore.com

Formative assessment: we used to provide ongoing feedback regarding student learning.

- Help teachers differentiate their instruction
- Help students better understand their own learning
- Help identify students who may be in

# Rube Goldberg Project Progress Log

Rate your contributions to your project and inform me of your daily accomplishments.

Last Name, First Name

How would you rate your personal work today? 1-I did not do well . . .5-I did my best to help complete the project.

1 2 3 4 5

☐ ☐ ☐ ☐ ☐

What did you get done today?

What is your plan for tomorrow?

Is there anything you need to talk to me about or that I need to be aware of?

Submit

*Never submit passwords through Google Forms.*



## "Laundry Day"

--To "clean up" what students don't understand

Place a different laundry jug in 4 corners of the room. Students move to the jug that best represents their level of readiness.

Match students from different jugs to study or work together.

Tide: Select this detergent if you believe the "Tide"al wave of information might drown you. You feel lost in a sea of information.

Xtra: Select this detergent if you understand the basics ideas, but may need a little "Xtra" help with the details.

Gain: Select this detergent if you are fairly confident you have "Gain"ed enough information to pass a test over the information, but still have a few questions.

Cheer: Select this detergent if you are certain you will have something to "Cheer" about after the test. You've got it.

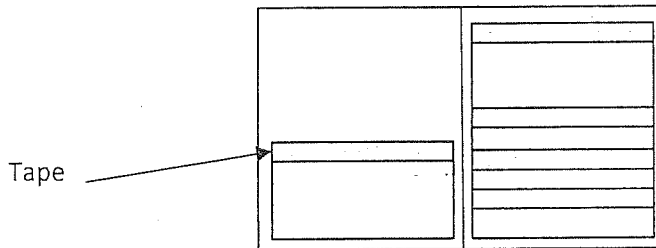
From: Cassandra Erkens, Leading Change in Assessment Practices

# Observation Folder

An ideal way to create an observation notebook is through the use of a folder and index cards. This will allow middle and high school teachers to easily organize for multiple classes of students.

First, you will need a standard manila file folder and enough 5" x 7" index cards for students in your largest class, plus a few extras for transfer students.

Place the file folder on a flat surface and beginning at the bottom of the folder tape (not glue) each index card above the next, leaving about ½ inch on which to write the student's name.



By taping the cards on each side of the folder you can flip the cards up to write on the card below it. The finished folder will look like this:

9/4 – uses correct subject-verb agreement 9/10 – some confusion about using commas correctly in a series – 9/11 -Mini lesson on commas in a series 9/14 – did not use the writing process to prepare the My Dream essay		English 1
Mary Baker	Carol Neil	
Sam Barker	Laura Palmer	
Beth Glass	Bobby Quinn	
Bill Gwinn	Monica Robinson	
Kate Hadson	Benjie Russell	
Mike Jefferson	Ryan Smith	
Lynn Justice	Britney Spencer	
Jane Kemp	Ty Taylor	
Roger Lett	Paige Turner	
Freddy Mollohan	Kelcey Varner	
Alice Mullins	Carla Williams	
9/3 – lacks knowledge of subject-verb agreement (uses "we was" in conversation) 9/10 – can use commas correctly in a series 9/12 – knows and uses the steps in the writing process as evidenced through the My Dream essay		

## Two Roses and a Thorn

Name: \_\_\_\_\_

Directions: For each rose, write something you learned from the reading. For the thorn, write something you didn't understand or need to know more about.

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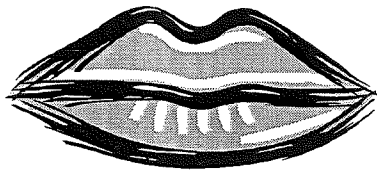
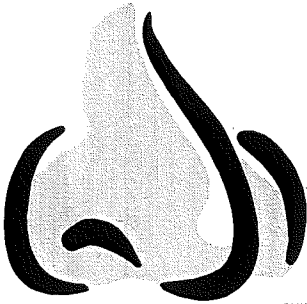
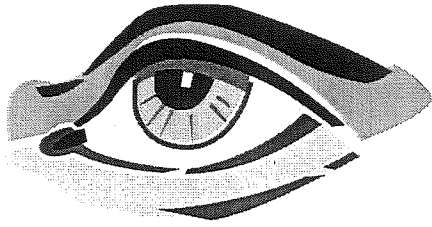
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## Sense-o-Gram

As you read or listen to the selection, jot down any words or phrases that activate your senses.







# Make a Math Connection



<p><b>Mathematical Problem</b></p>	<p><b>Everyday Example</b></p>
<p><b>Representation (diagram, graph, picture)</b></p>	<p><b>My Explanation</b></p>

## Formative Assessment Foldable

Fold a sheet of construction paper into thirds like a hot dog.

The sections can be used for Agree/Disagree, True/False, Multiple Choice, Numbers 1-4, a stoplight, and students' names.

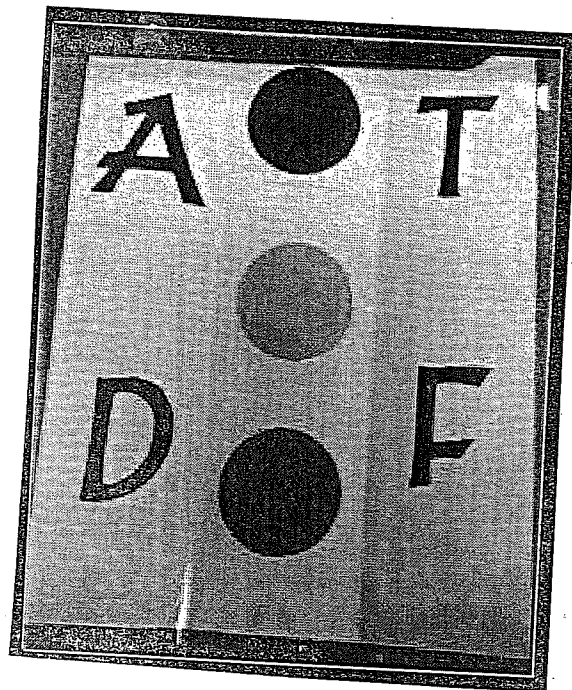
Students can respond to questions by folding their foldable so the applicable side shows and then pointing to their answer.

Stoplight code:

Red—I'm stuck.

Yellow—I need to slow down and review.

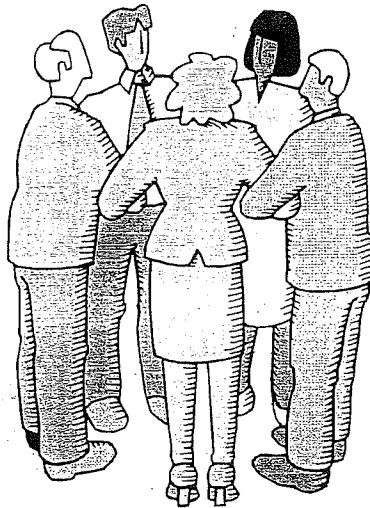
Green—I'm good to go!



## 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.



## Windshield Check

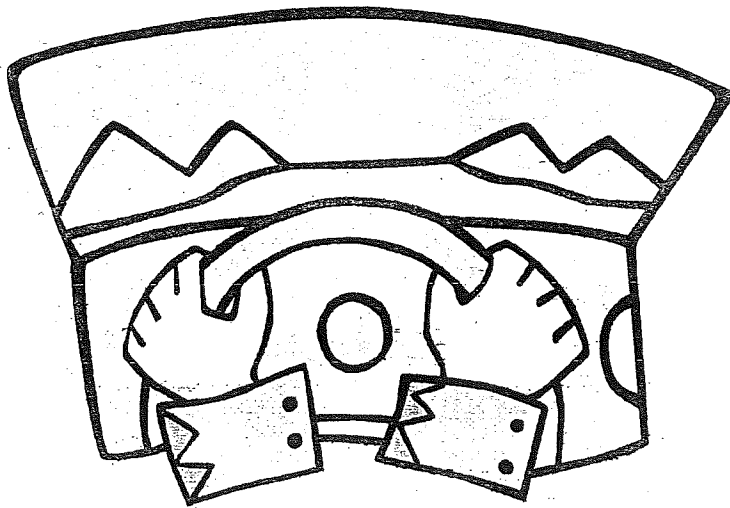
This formative assessment can be used to have students check their own understanding of a concept just taught in a lesson. Using the analogy of a windshield, students will decide which of the following best describes what they know about the concept:

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.



## **Two Stars and a Wish**

### **A Strategy for Peer Assessment**



This peer assessment is particularly useful for the writing process. Students are paired and asked to read each other's written work. The reader must identify two things the author did well (stars) and one specific suggestion for improvement (the wish).

Before implementing this strategy, students must be trained on the process of providing appropriate feedback to their peers. The teacher can use this strategy as a formative assessment by circulating around the classroom and listening to the conversations between partners.

