

Formative Assessment Strategy	Notes:
<p>Infuse Learning http://www.infuselearning.com/</p> <p>Free, simple to use assessments that can be designed by teachers and accessed by students on any device. Questions can be short answer, true/false, multiple choice, multiple response, Likert scale, etc.</p>	
<p>Today's Meet.com</p> <p>Provides a backchannel for students to make comments, ask questions, share insights, and reflect on their learning.</p>	
<p>Thumbs up –Thumbs down</p> <p>Use as a quick true or false response to a question or have the students report their understanding.</p>	
<p>Fist to Five</p> <p>Students indicate the extent of their understanding of a concept or procedure by using their hand. A closed fist (no understanding), one finger (very little understanding), and up to five fingers (I understand it completely and can easily explain it to someone else).</p>	
<p>Letter Cards</p> <p>Each student has a set of cards with the letters A-D on it and the teacher asks a couple of quick multiple choice questions to assess understanding.</p>	
<p>Dry Erase Boards</p> <p>Each student or pairs of students has a board and can write or draw a short response.</p>	

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<p>Traffic Signal Cards</p> <p>Students report their understanding of what is being taught by using green (I get it, keep going), yellow (caution, I'm a little confused), and red (You lost me; I definitely have no clue what is going on). It is important to occasionally have students calibrate their perception of their understanding.</p>	
<p>3-2-1 Protocol</p> <p>3 Things you found interesting. (Knowledge/Comprehension)</p> <p>2 Things you have questions about. (Application/Analysis)</p> <p>1 Thing you would like to try. (Synthesis, Evaluation, Create)</p> <p>3 Big ideas you have learned.</p> <p>2 Words which sum up your learning</p> <p>1 Question you still have.</p>	
<p>Exit Slips</p> <p>Ask students to rate (using a rating scale) their understanding of the topic. Or ask students what they are most confused about.</p>	
<p>Smart Cards</p> <p>Students write summaries and illustrate key concepts on an index card. Teachers review the cards for understanding and provide feedback. Students can use the cards for studying.</p>	
<p>Graphic Organizers</p> <p>Webs, quick writes, Venn Diagrams, compare and contrast are great learning tools and can also be used to check for understanding and provide feedback to increase understanding.</p>	

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<p>Quizzes and Tests</p> <p>Remember it is how these quizzes and tests are used, along with the feedback provided that will make them formative.</p>	
<p>Write About Your Topic</p> <p>These sheets would typically include a place to draw a picture or diagram, list key words, and then a summary of the learning in a paragraph. Provide feedback to guide student learning.</p>	
<p>Write a News Article</p> <p>Explain how news articles are written with the most important facts coming first and more details coming later in the article. Students should write a news article summarizing what they have learned. Have students create a headline that summarizes their learning.</p>	
<p>Collage</p> <p>A unit collage is designed to synthesize the information of a unit or topic. These poster-sized representations illustrate key pieces of information, formulas, examples, quotes, vocabulary, steps, etc. from the unit.</p>	
<p>Everything I know about...</p> <p>Have students generate a list of everything they know about a specific topic. From the list that the students have brainstormed, have them do one of the following: (the teacher would choose dependent on the topic) Create a timeline to sequence 5 key events, choose three terms and elaborate by adding details to each one, use several of the items to create a summary, or using the list you have generated, explain why these things are important in life.</p>	

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<p>Misconception Check</p> <p>Present students with common or predictable misconceptions about a concept or process. Ask them whether they agree or disagree and explain why. This could be done in pairs.</p>	
<p>QIC</p> <p>Q = Questions I = Insights/ideas C = Connections</p> <p>This is a way to have students reflect in writing on their learning. They should address what questions they have, what insights or ideas that they learned, and what connections they can make to real life, other content areas, etc.</p>	