Target-Method Match: *Match the assessment method to the learning target*

Learning Target	Assessment Method			
	Selected Response / Short Response	*Extended Response*	*Performance Assessment or Project*	*Observation / Conversation*
Knowledge / Recall	<u>Useful strategies:</u> • Response cards • Dry erase boards • Thumbs up/down • Choral response • Quiz or test • Fist to five • Thumbs up/down	<u>Useful strategies:</u> • Quick write • Constructed response • Think – pair – share • IVF summary sentence + fact outline • Quiz or test	**Not a good match**	**Partial match**
Reasoning / Understanding	**Partial match** • Use Agree/disagree or Thumbs up/down with minimal pairs (near examples and near non-examples) • Fist to five rating the significance of an event • Pick a number	<u>Useful strategies:</u> • Agree/disagree statements • Frayer model • 3-2-1 • Muddiest point / Point of most significance • I used to think, but now I know • Quick write • Constructed response • Think – pair – share • IVF summary sentence • IVF summary sentence + fact outline • IVF summary paragraph • Pick a number • Classroom visitor • Three minute pause • Chalkboard splash • Quiz or test	<u>Examples:</u> • Performance task • Dramatization • Enactment • Model	<u>Examples:</u> • State a conjecture and explain your reasoning. • Show others how you solved the problem. <u>Useful strategies:</u> • Split the line / Fold the line • Agree/Disagree circles • Think – pair - share
Performance / Basic Skills	**Not a good match**	**Not a good match**	<u>Examples:</u> • Recital or exhibition • Athletic skill • Progress monitoring with timed assessments (e.g., oral reading fluency, math facts)	**Partial match**
Applications / Products / Integration of Ideas	**Not a good match**	**Partial match**	<u>Examples:</u> • Project • Presentation • Essay • Debate	**Not a good match**

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Useful Formative Assessment Strategies

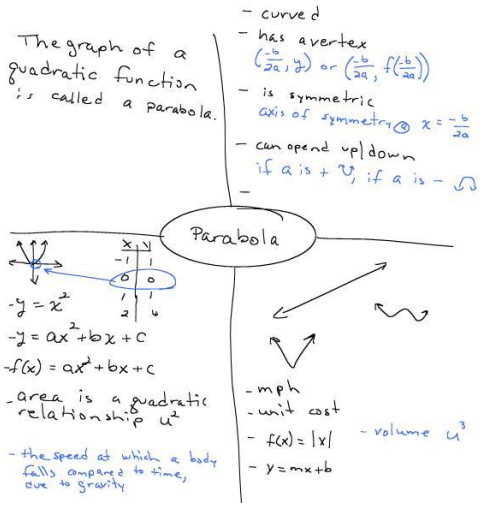
Strategy	When / How to Use It	Examples
3-2-1	**When**: Use at the end of a lesson to help students reflect on their learning. This is especially helpful with lessons that include difficult concepts or new ideas. **How**: Give students a template or have them copy the prompts onto a sheet of paper: **3** new things I learned 1. 2. 3. **2** things I am still struggling with 1. 2. **1** thing that will help me tomorrow 1. Students should be given time to write their reflections individually. Teachers may also wish to have students share their reflections with partners.	• When learning multiplication facts, ask ○ "3 facts I always know" ○ "2 facts I still have to think about first" ○ "1 strategy I can use when I don't know a fact" • "During the past three days, we've learned about the circulatory system. Please write ○ 3 new things I learned (or big ideas I already knew) ○ 2 things I am still struggling with (or 2 things I could learn more about) ○ 1 way I will use what I learned to be healthier"
Agree/Disagree Circles	**When:** Use to activate thinking and to force students to defend their thinking. Use before instruction to identify misconceptions or while students are developing new conceptual ideas to solidify and clarify thinking. **How:** Create a set of agree/disagree statements related to a topic. Have students stand in one larger circle. Pose the first agree/disagree question. Students who agree move to the inside of the circle, while students who disagree stay on the outside. The inner circle faces the outer circle so that students with different opinions are facing each other. Group students in a way that makes sense given the ratio of answers (e.g., 3 to 2 or 2 to 1), and give students a few minutes to defend their thinking. Return to the large circle and read the next statement.	• "Agree or disagree: The opposite sides of a trapezoid are parallel." • "Agree or disagree: Life during the war could be as difficult at home as it was for the soldiers." • "Agree or disagree: Antibodies work alone to defend the body against pathogens."

Strategy	When / How to Use It	Examples
Agree/Disagree Statements	**When:** Use at the beginning of a unit to identify preconceptions and misconceptions. This information can help the teacher group students for differentiation or target the lesson to students' prior knowledge. This activity also helps students to think about their own thinking. **How:** Pose a series of statements related to a topic. Students respond in writing to each statement with "agree," "disagree," "it depends on _____," or "not sure." Students also describe their thinking about why they agree or disagree. For some topics, especially in mathematics or science, the teacher may also ask students to answer the question "How can I find out?"	For each statement, students reply ○ Agree ○ Disagree ○ It depends on _____ ○ Not sure My thoughts: <u>Example statements:</u> • "Denominators must be larger than numerators." • "The author's purpose when he said _____ was _____."
Chalkboard Splash	**When:** When you want *students* to see the collective responses of the class. **How:** All students respond individually to the teacher prompt on paper and post to the chalkboard/whiteboard/bulletin board/chart paper. Individuals and/or teams review responses looking for similarities, differences, and surprises.	• "Review your notes on the chapter on first aid. List five items that should be included in any first-aid kit. Describe at least two uses of each item." • "Solve the problem: 'Six members of the soccer team shared the cost of lunch. The bill came to $42. How much money did each person pay?' Show your thinking using pictures, equations, or words." • "List reasons why more workers join unions during the Great Depression than they did before. Include examples."
Choral Response	**When:** Use at any point during instruction when a short, consistent answer is expected. Helps the teacher to monitor that students are on track. **How:** Pose a question, and hold up your hand as a signal to "think, don't blurt." After a few seconds, lower your hand and/or use a verbal cue for all students to answer at once. Listen for the same answer and for the volume/timing of the answer which will indicate student confidence.	• "The chemical that we DON'T want to add to this is . . . " • "Think. 7 + 8 is . . . everybody"

Strategy	When / How to Use It	Examples

Classroom Visitor	**When:** Use at any point during an activity to check that students understand the purpose of what they are doing. This can help a teacher ensure that hands-on activities promote learning and are not "just" fun.
	
	How: Stop at any point during an activity and pose a "What are you doing and why are you doing it?" question. Ask the students to imagine how they would answer if a visitor asked them this question. Students can discuss their answers with partners or in a one-minute writing. This activity shows how much learning is actually happening.
		Use during activities such as
		• During a science experiment or project
		• During a social studies re-enactment
		• While using math manipulatives:
		  ○ Fraction circles
		  ○ Base 10 blocks
		  ○ Drawing shapes on grid paper
		  ○ Algebra tiles
		• While using an interactive app or program

Constructed Response	**When:** Use at any time to check for understanding. **How:** Pose a question or a problem that cannot be answered with a short response. Questions can require sentence responses (one to three paragraphs) or could take a different format, such as concept map, graphic organizer, paragraph frame, or math problem where students show their work and justify their thinking.	• *My Favorite No: Learning from Mistakes* (Teaching Channel; Math Gr 6-8; Assessment) ○ *2x(4x+3) – 2(x-5)* • "Look at the solved problem and complete this paragraph frame: The student was correct when ____. The student was incorrect when ____. Overall, the answer was _____ because _____." • Compare the settings of the two books we just read.
Dry Erase Boards	**When:** When a short answer is expected but answers may vary. This can also be used for picture responses or when the teacher wants to clearly see what the wrong answers are. **How:** Each student or team has a portable dry erase board. The teacher poses a question requiring a short answer. Students record individual or team responses and then hold up the boards at the same time upon a cue from the teacher.	• "Draw three scalene triangles that are not congruent." • "List three characteristics of the character Dolly in the story." • "What is the most important factor affecting climate change?" • "Which state in the Southwest Region would you most like to visit?" • "What percent of 120 is 90?"

Strategy	When / How to Use It	Examples
Exit Ticket	**When:** At the end of the class period to collect information to use when planning for the next lesson. **How**: In the last few minutes of class, pose a question that each student answers individually. Students must turn in their answers in order to leave the room or transition to the next subject. Exit tickets can pose a variety of questions, including other formative assessment strategies such as "3-2-1," "Point of most significance," or a quick write / constructed response.	• "What was most helpful in today's lesson?" • "Describe how Hurricane Katrina impacted the economic situation in New Orleans." • "Today we did a lot of group work. Identify 3 things your team accomplished, 2 ways you supported the team, and 1 thing you want to get better at in group work."
Fist to Five	**When:** Use to check understanding of concepts, procedures, or directions at any point in the lesson. This allows the teacher to adjust the challenge and pace of the lesson to the needs of the students. **How:** Students indicate their level of understanding by holding up a closed fist (no understanding), one finger (very little understanding), and a range up to five fingers (I understand it completely and can easily explain it to someone else).	• "How well did you understand the directions I just gave?" • "If the exam was today, how ready would you be?" • "How much more time do you need to complete the task?"
Frayer Model	**When:** Use at the beginning of a lesson to assess students' prior knowledge about a concept or topic and to identify potential misconceptions. **How:** Students use a template to provide an operational definition, describe characteristics or properties, and list examples and non -examples from their own prior knowledge of an important concept or topic. **Modification:** Students can revise their Frayer model after instruction, perhaps using a different color of ink.	

<table>
<tr><th>Strategy</th><th>When / How to Use It</th><th>Examples</th></tr>
<tr><td>I used to think, but now I know

I already knew, here's an example</td><td>When: Use at the end of a lesson or after learning. Helps students to identify their own learning and helps the teacher to determine what parts of instruction had the greatest impact on students' learning.

How: Students respond orally or in writing using a two-column format to complete the sentence: I used to think _____, but now I know ___. Works well with Think – pair – share or could also work as an exit ticket.

Modification: If students believe they already knew everything that was just discussed, they can instead answer the question, "I already knew _____; here's an example: _____."</td><td>Example student responses:

• "I used to think multiplication always made larger numbers, but now I know it makes smaller numbers when I multiply by a fraction between 0 and 1."
• "I used to think that spiders are insects but now I know that all insects have six legs.
• "I used to think the spice trade was controlled by what people wanted, but now I know that it was controlled by the people who distribute."</td></tr>
<tr><td>IVF Summary Sentence</td><td>When: Use when the teacher wants to know if the student understands the big idea of what they have read or learned through other means.

How: Students write ONE summary sentence using the I-V-F format (Identify – Verb – Finish the Thought). Students can summarize a section of reading, part of a video, or the big idea of a small group or class discussion.</td><td><table><tr><th>I</th><th>V</th><th>F</th></tr><tr><td>Volcanoes</td><td>can lie dormant</td><td>for many years.</td></tr><tr><td>Railroads</td><td>connected</td><td>the east and the west.</td></tr></table></td></tr>
<tr><td>IVF Summary Sentence + Fact Outline</td><td>When: Use when teacher wants to know if the student understands the big idea and can also provide the basic facts to support the idea.

How: Students write an I-V-F Summary Sentence followed by a fact outline.</td><td><table><tr><th>I</th><th>V</th><th>F</th></tr><tr><td>Volcanoes</td><td>can lie dormant</td><td>for many years.</td></tr><tr><td colspan="3">• Up to centuries
• Crater erodes
• Tens of thousands of years to be extinct</td></tr></table></td></tr>
<tr><td>IVF Summary Paragraph</td><td>When: Use when a teacher wants to know if a student can clearly explain a big idea followed by supporting details.

How: Students use the I-V-F Summary Sentence and fact outline to generate a paragraph.</td><td>Volcanoes can lie dormant for many years, sometimes up to centuries. Over time, the crater formed during the last eruption erodes. If a volcano lies dormant for tens of thousands of years, it can be called "extinct."</td></tr>
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Strategy	When / How to Use It	Examples
Muddiest Point	**When**: Use at any time during instruction. Provides feedback to the teacher that can be used to modify teaching strategies in order to address student difficulties. **How:** Using half sheets of paper or index cards, ask students to describe the "muddiest point" of the lesson so far. Collect the responses and use them to inform the rest of the lesson or the next lesson. Useful at any point; could also be used as an exit ticket.	• "Today we have been exploring how to subtract two-digit numbers. What is the muddiest point for you so far when you try to subtract the numbers?" • "Today we have been learning about what it takes to write a good topic sentence. What is the muddiest point for you so far when writing a topic sentence?" • "Now that we are done reading and discussing the section on Components of the Atom, what is the muddiest point for you so far?"
Pick a Number • **Highlight ___ words** • **Summarize in ___ words**	**When:** Use when the teacher wants to control how much information the students should search for and share. Choosing a smaller number forces students to focus on the big ideas, while a larger number encourages additional detail. **How:** After students have read a passage, the teacher names a number and directs students to mark the passage or summarize the reading using the number as a guide.	• "Highlight 3 words from the article on clouds." • "Mark the 2 sentences that are most important in describing the causes of the war." • "Mark 7 descriptive words in the text." • "Write a summary sentence that has 12 words or less."
Point of Most Significant	**When**: Use at the end of a lesson. Teachers can sort responses to make judgements about how well the key ideas of the lesson were perceived as important by the students. **How**: Students describe orally or in writing the most significant point made during the lesson that contributed to their learning. Would work well as a Think – pair – share or as an exit ticket.	• "What point made during today's lesson best helped you to understand what a community is?" • "What part of today's lesson best helped you to understand techniques for drawing in perspective?" • "What did you learn today that best helped you to understand when to regroup or borrow and when not to?"

Strategy	When / How to Use It	Examples
Quick Write	**When:** Use at any time to check for understanding. **How:** Pose a question requiring a one to three paragraph response. Students write their responses, which requires a higher level of thinking than oral response. In a quick write, students do not have time to edit or revise their work. **Note:** Quick write tends to be messy, not a polished, final product. Words may be crossed off or even added to the margins. A quick write can be used as the starting point for something else.	• "Quick write: describe heat flow in the universe as it was addressed in our textbook." • "Quick write: describe the three characters in the story."
Response Cards / Plickers	**When:** Use at any time to check for students' conceptual and procedural knowledge. Useful to engage all students in the lesson, not just those who raise their hands. **How:** The teacher poses a selected response question (e.g., True/False; Yes/No; A-B-C-D; 1-2-3-4; Agree/Disagree). Students turn their card to the correct answer, keeping the card face down. On a signal, students hold their cards face up at chest height. This enables the teacher to see all responses but keeps individual student answers relatively private. If the response cards also have Plickers codes, the teacher can use a smartphone to scan all responses and display class data. **Modification:** When there is widespread disagreement on the correct answer, it may be useful to have groups of students discuss their reasoning together and possibly change their responses.	• "Agree or Disagree: A child cannot have a hair color that is different than both parents." • What is $\frac{27}{10}$ shown as a decimal? a) 3.05 b) 2.7000 c) 2.07 d) 2.007 • "Looking on the screen at our Plicker response data, why do you think that almost half the class chose B, while the other half chose D?" (partner talk)
Split the Line / Fold the Line	**When:** When you want students to explain or justify their thinking to a student with a differing view. **How**: Students place themselves along a continuum on an imaginary line based on criteria that the teacher sets. Then the teacher splits the line in half. One half of the line walks down so that the student who was in the middle of the line is now facing a student at the beginning of the line.	• "Put yourself on the line: Stand near the East wall if you believe the North won the Civil war, and place yourself near the West wall if you believe the South won."

Strategy	When / How to Use It	Examples
Think – Pair – Share **Think – Pair – Write** **Think – Write – Pair** **Write – Pair – Share**	**When:** Use at any time to activate thinking, process new ideas, or reflect on learning. This strategy is low-threat for students and can increase success rate as well as willingness to participate in whole group discussion. **How:** The teacher poses a question. Students think or write individually about the question and then pair up with a partner to discuss their ideas. Pairs can share their ideas with another pair or during whole class discussion. **Think** – students think about a question or prompt silently. Sometimes students also write their thoughts. **Pair** – students discuss their ideas with a partner. **Share** – partners share their ideas in small groups or whole group. **Modify:** Rather than take the time for a whole-group share, the teacher observes partner discussions and shares key ideas with the whole group. This can ensure that what is shared is accurate and efficiently shared.	• "Draw the life cycle of a plant." • "How might things have changed if _____ was reversed?" • "What would happen if we took ____ away from ____ and replaced it with ____?" • "Create a newspaper headline for today's lesson." • "What would have happened if the United States had not used the atomic bomb in World War II?"
Three Minute Pause	**When:** Use during a block of intense instruction when there is much information to process. **How:** Decide ahead of time when a logical pause might be, such as a certain point during a lecture or video. Use a timer to provide three minutes for students to discuss what they are learning with a partner or a small group. Return to the instruction as soon as the timer goes off – save whole group discussion for the very end of the lesson. The three minute pause should only be used during information-heavy lessons, or else it can stop the flow of instruction. *(Continued on next page)*	• Use periodically during a video, lecture, hands-on activity, or reading assignment. • Prompt students to discuss big ideas, questions, or area that are unclear. • Students should write down any issues left unresolved at the end of the three minute pause. • Also provide a final pause at the end of the lesson so that students can return to unresolved issues.

Strategy	When / How to Use It	Examples
	(Three minute pause, continued) **Think about it:** If you've ever noticed students whispering to each other during instruction but realized that they were on topic, this might have been the type of lesson during which a three minute pause would have been helpful. **Modification:** Allow students to choose whether they'd rather talk with a partner or write their reflections.	

Thumbs Up/Down	**When:** Use to check understanding of concepts, procedures, or directions at any point in the lesson. This allows the teacher to adjust the challenge and pace of the lesson to the needs of the students. Thumbs up/down can also be used to respond to agree/disagree or high/low questions.
	
	How: Pose a question, and indicate what Thumbs Up / Thumbs Down will indicate. For example,
	• Get It / Don't Get It: Thumbs up (I get it!), Thumbs down (I don't get it), or Thumbs sideways (I have some of it, but I'm shaky).
	• Agree / Disagree: Thumbs up (I fully agree), Thumbs down (I fully disagree), or Thumbs sideways (I'm not sure, or I only partially agree).
	• Thumbs up/down can be used for any question with opposite answers (yes/no; high/low; hot/cold)
	
	If using Thumbs up/down to indicate readiness to move on :
	• If the majority of the students are "thumbs up," move on (but note those with thumbs down in order to provide one-on-one assistance as soon as possible).
	• If the majority of the students are "thumbs down," it's time to adjust the instruction in order to meet students' needs.
	• If there is a 50-50 mix of thumbs up and thumbs down, consider peer support, such as pairing thumbs-down students with thumbs-up students.
		• "Thumbs Up for 'well;' Thumbs Down for 'not well': If I asked you to describe how a bill becomes law to a student who was absent, how well could you explain it?"
		• "Thumbs Up/Thumbs Down to agree or disagree: Denominators must be larger than numerators."
		• "Thumbs Up/Thumbs Down to agree or disagree: The main cause of the war was religious beliefs."
		• "Thumbs Up for hot / Thumbs down for cold: what is
		  ○ an ice cube?
		  ○ your desk?
		  ○ steaming pizza?
		
		See Agree/disagree statements and Agree/disagree circles for more examples.

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