

Appendix A

Disclaimer: You will not use all of these suggestions in one lesson. Rather, these assessment suggestions provide you with a variety of ways to measure student progress. As the teacher, you determine which methods will work best for your students. These examples are not all inclusive. They are provided to give additional options of how you might assess your students.

Teachers formatively assess lessons to gain in-the-moment information on student understanding in order to inform and modify instruction. Some ways of gathering information on how well students understand a concept are listed below:

- Effective Questioning Techniques - THIS ONE YOU WILL WANT TO USE IN EVERY LESSON!!
- Exit Tickets - Pose a question or give a problem at the end of class. Students will submit their answers for teacher review before the next class. Results should inform the teacher on how to group students, what to re-teach, what students grasped, etc. These should not be used for grades, but to inform instruction for the next lesson.
- Red, Yellow and Green Cups - Stack these cups with green on top. These cups can be used to monitor groups of students for understanding. As long as students understand the concepts being introduced or taught, the green is the cup should be on top. When students have a question, they place yellow cup on top and when they need clarification or are "totally stuck," they should place red cup on top. This allows the teacher to see at a glance how students are doing.
- Popsicle Sticks - Student names are written on popsicle sticks – one per stick. AFTER posing a question to the class, the teacher will draw a stick from a cup and ask that student to provide an answer. Allow wait-time after asking the question and before calling the name on the popsicle stick to ensure that everyone has time to formulate a response.
- White Boards - Students are each given a dry erase board and marker. After posing a question or problem, the teacher asks for responses to be written on the boards. When prompted, students hold up the boards for the teacher to quickly determine the level of student understanding.
- Math notebooks/journals for students - Students can record examples and thought processes for their solutions. This can be a way to track student growth and development throughout the course.
- Checklists for what students have or have not mastered can also be used for formative assessment. These can be designed to "fit" any content.

- Frayer Model (and/or other types of graphic organizers) – A concept map that can help students develop an understanding of topics. This strategy provides students with an opportunity to develop both examples and nonexamples of a concept, helping them further refine their understanding of that concept. (See Module 1)
- Jigsaw – A strategy that can allow for student discovery and can encourage students to assist each other with developing an understanding of a concept. First, each member of the home team is assigned a topic on which to become an expert. Students with the same topic/skill will meet in expert groups to discuss and master the topic/skill. All students return to their home teams and share/teach what they learned to their team members. (See Module 2)
- Four Corners - A Four Corners strategy is a structured way to provide students choices to a given prompt. The choices to the prompt can be placed on paper, one choice/paper in each corner of the classroom. This strategy can be adapted to any lesson and any topic and may provide the teacher with a quick assessment of student understanding. The use of this strategy may help uncover common misconceptions that can be addressed. (See Module 3)