

Planning Aligned Formative Assessments

As component 3d: Using Assessment in Instruction in the 2013 Danielson Framework for Teaching states, *“Assessment of student learning plays an important new role in teaching: no longer signaling the end of instruction, it is now recognized to be an integral part of instruction. While assessment of learning has always been and will continue to be an important aspect of teaching (it’s important for teacher know whether students have learned what teachers intend), assessment for learning has increasingly come to play an important role in classroom practice... [with teachers having a] ... ‘finger on the pulse’ of a lesson, monitoring student understanding and, where feedback is appropriate, offering it to students.”*

The following questions are designed to help teachers design formative assessments, including selecting strategies from the bank of formative assessments in the following pages, that match the planned instructional outcomes.

<i>Identify an upcoming lesson you will teach and consider:</i>	
<p><i>Assessment for learning:</i> What concept, skill, or knowledge will you check for student understanding throughout the lesson?</p>	
<p><i>Assessment of learning:</i> What learning outcome will you want to know that all students met by the end of the lesson?</p>	
<p>Which formative assessment strategy or strategies would best help you answer the first two questions, and why?¹</p>	
<p>What would fully correct, partially correct, or incorrect responses look like?</p>	
<p>How might you respond to those potential student responses?</p>	
<p>How might that strategy support students in receiving feedback that will improve their performance or engage in self or peer-assessment?</p>	

¹ Sometimes a formative assessment strategy can serve as both an assessment for learning as well as an assessment of learning (e.g., using the Practice Presentation—the teacher can assess students’ skill at assessing each other’s and their own performance against the rubric, and the teacher can collect the work at the end of class for assessment of learning for the period). Other times, a teacher might select complementary but distinct strategies for both (e.g., using Socratic Seminar for assessment for learning, and a Quick Write or 3, 2, 1 at the end of the lesson to assess student learning).

Types of Formative Assessment

This is a bank of formative assessment strategies that can help teachers gather information about student learning in order to make adjustments in instruction and provide students with real-time, developmental feedback.

Type	Description
1. 3-2-1	This is a great assessment to provide after students have read or skimmed something, or after learning a new concept. Below are some sample sentence stems for the 3-2-1 assessment:
	3 things you found out 2 interesting things 1 question you still have
	3 differences between ___ and ___ 2 effects of ___ on ___ 1 question you still have about the topic
	3 important facts 2 interesting ideas 1 insight about yourself as a learner
	3 key words 2 new ideas 1 thought to think about
	Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you have experienced)
2. 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...
3. Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
4. Individual/ Small Group Student Conference	The teacher meets with students to discuss a specific targeted skill. The teacher can record the student's progress toward the standard and what is the next step for them. The teacher also provides real-time feedback to help advance the student towards mastery of the standard. Here are two video examples: http://www.youtube.com/watch?v=Pad1eAcsHho ; https://vimeo.com/55966096
5. Directed Paraphrasing	Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past. Then, another student can state whether he/she agrees or disagrees and can add on. Based on students' level of understanding, the teacher can adjust the lesson appropriately and provide real-time feedback to the students.
6. Discussion Questions	The teacher asks targeted questions about student understanding and records student responses. This can be done whole group or in small groups. Later this information can be transferred to the student's assessment records, and in the moment the teacher can provide feedback or make any necessary adjustments to instruction based on students' levels of understanding. Push students to demonstrate higher level thinking by asking challenging questions such as asking them to explain, justify, imagine or defend. Webb's Depth of Knowledge levels can help guide rigorous instruction and questioning. For more information, visit: http://schools.nyc.gov/Academics/CommonCoreLibrary/ProfessionalLearning/DOK/default.htm

7. Exit Slip/ Admit Slip	When students enter or begin the lesson, they are presented with a learning objective. At the conclusion, they complete a brief, simple assessment that the teacher can use to ascertain the extent to which the student has met the learning objective, and what he/she needs to do next.
8. Four Corners	Corners are labeled: Strongly agree, Agree, Disagree and Strongly disagree. Present a statement that has multiple possible responses and have students go to the corner that best fits their opinion. Students then pair up to discuss why they feel as they do. Teacher circulates and records comments. Next there can be a whole group discussion, where opinions are defended and or students can return to their desks to write a brief defense of their opinion. For example, the teacher may present the statement: <i>"Hamlet is insane."</i> Students would decide whether they agree, then would have to use evidence from the text to support their positions.
9. Gallery Walk	After teams have generated ideas on a topic using a piece of chart paper, they appoint a "docent" to stay with their work. Teams rotate around examining other teams' ideas and asking questions of the docent. Teams then meet together to discuss and add to their information so the docent also can learn from other teams. In some cases, students can add written comments to the posters as they are examining them.
10. 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.
11. Response Polling	Students record their answer to a given question on individual white boards or on a sheet of paper. On the teacher's signal, the students raise their responses so the teacher can see if they arrived at a reasonable answer. Based on the results, the teacher can make a determination about how to proceed with the lesson and which students may need additional support.
12. KWL & KWL+	Students respond as whole group, small group, or individually to a topic as to "What they already know, what they want to learn, what they have learned." PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a paragraph summarizing what they have learned.
13. Learning Logs	Students maintain a log where they record their learning to demonstrate understanding. This is a resource the teacher can check daily to assess student understanding and make the necessary adjustments to planning.
14. Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and to explain why. The misconception check can also be presented in the form of a multiple-choice or T/F quiz.
15. Observations	The teacher walks around the room as students are engaged in an activity. There is a specific skill that is being addressed and the teacher will record what she/he sees on informal notes to be transferred to the student's assessment record to drive further instruction. The teacher can also provide students with real time feedback on their progress.
16. One Question and One Comment	Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion. Each student shares at least one comment or question. As the discussion moves student by student around the room, the next person can answer a previous question posed by another student, respond to a comment, or share their own comments and questions. As the activity builds around the room, the conversation becomes an in-depth opportunity for all students to learn new perspectives on the text and a chance for the teacher to assess students' level of understanding of the text and/or concept being discussed.

17. One Sentence Summary	Students are asked to write a summary sentence that answers the “who, what, where, when, why, how” questions about the topic.
18. Portfolio Check	At the end of a unit or semester, a portfolio can serve as a summative assessment, but while it is being created it is an opportunity for the student to self-assess and for the teacher to see how well the student is meeting the learning objectives and provide meaningful feedback to push the student’s progress before the end of the unit.
19. Practice Presentation	Create a standards-based rubric written in student-friendly language that students use as they prepare their work. Then, students can assess each other’s and their own performance against this rubric, and receive feedback to help them move towards mastery.
20. RSQC2	In two minutes, students <i>recall</i> and list in rank order the most important ideas from a previous day’s lesson; in two more minutes, they <i>summarize</i> those points in a single sentence, write one major <i>question</i> they want answered, and identify a thread or theme to <i>connect</i> this material to the course’s major goal.
21. Quick Write	Students are asked to write anywhere from 1–10 minutes on a specific topic. This should be a focused question with a specific goal that can, in fact, be answered within the allotted timeframe.
22. Self/Peer Assessment	Students reflect on their learning, with reference to a rubric or criteria list and assess where they are on the continuum. Students can also act as peer evaluators, using evidence to describe how their peers’ work aligns to the rubric.
23. Short Quizzes	Students respond to a prompt or a few targeted questions. They receive feedback promptly with directions for what they will do as a result of the outcome.
24. Socratic Seminar	Students generate questions about an essential question, topic, or selected text. The students use these questions to initiate a conversation that continues with a series of responses and additional questions. The teacher can assess the students’ level of understanding of a text or topic, and also provide feedback to help steer the discussion and further student understanding.
25. Think-Write-Pair-Share	The teacher presents a question (higher level, related to the learning objective). Students have 30 seconds to a minute to think on their own and write down their response. On a signal, they turn to a partner and discuss their thoughts for about a minute, and finally they share with the class for discussion.
26. Triangular Prism (Red, Yellow, Green)	Students have a triangle that can display red, yellow or green. During individual or group work, teacher directs students to display the triangle with the color that represents their level of understanding (green= understand, yellow= some questions, red= doesn’t understand). Students who display green must be prepared to explain the concept to a classmate. As the teacher circulates and monitors student learning, he/she can be guided by these colors to go to certain groups or individuals first.
27. Whip Around	The teacher poses a question or a task. Students then individually respond on a piece of paper listing at least 3 thoughts/responses/statements. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by the students, he or she can determine if there is a general level of understanding or if there are gaps in students’ thinking.