



# **56 different examples of formative assessment.**

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# Definition

A **formative** assessment or assignment is a tool teachers use to give feedback to students and/or guide their instruction.

It is not included in a student grade, nor should it be used to judge a teacher's performance. Both of these would be considered **summative** assessments.



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# 3x Summarization

To check understanding, ask kids to write three different summaries:

One in 10-15 words

One in 30-50 words

One in 75-100 words.

The different lengths require different attention to details. Compare/ contrast with peers/ look at teacher model (via document camera.)

# Postcard

Have students write a postcard as a historical figure to another historical figure discussing and describing a historical event.

# 3 Things

List 3 things that a fellow student might misunderstand about the topic.

# Venn Diagram

Have students compare and contrast a topic using a Venn diagram.

# Hand in, pass out

Ask students questions, have them respond on notebook paper anonymously. Students then hand their papers in. Teacher immediately, randomly gives them back to students for grading. Students get practice grading others work, but shouldn't know who is who. Teacher then takes informal poll about how many questions students answered correctly.





# Visualize (Be the Illustrator)

Student work

Read a page of the story not allowing students to see the illustration. Have each student create a visualization (illustration) for that page.

(Kim Huey)

# Quizzes

Give students quizzes, which either you mark, or they mark. You can use the information gathered from the quizzes to guide your instruction, or to give feedback to the students.

# Write it down

Have students write down an explanation of what they understand. Read these explanations to help inform your instruction, and write comments on them (or discuss them with the student) to give them feedback.

# My Favorite No

Assign students a warm up problem or two. Hand out index cards to the students. Sort the index cards into **yes/no** piles. Choose your favourite **no** response and analyze it as a class.

See <https://www.teachingchannel.org/videos/class-warm-up-routine>

# Mini-whiteboards

Each student, or groups of students, has a mini-whiteboard. As they work through problems, they can share them either with you as a class, or you can walk around the classroom and see their work.

# Create something

This is similar to checking for transfer. Have students build/create something that requires that they apply what they have learned.

# Check for transfer

Check to make sure your students are able to transfer a concept from one domain to another. This could take a variety of forms. For example, can they identify the climax in a short story, a novel, a movie, and an advertisement?

# Extension Projects

Extension projects such as:

- diorama
- poster
- fancy file folder
- collage
- abc books

Any creative ideas students can come up with to demonstrate additional understanding of a concept.



# Doodle It

Have students draw what they understand, instead of writing it.

# Chalkboard Splash

Numerous students respond to a prompt/question on the chalkboard or whiteboard at the same time.

# Text Rendering

Students read an informative text independently, highlighting or writing down a few sentences they find important, interesting, of note, or that give them an Ah ha! moment. Then, group students and have each share a sentence from the text. Next, have each student pick and share a phrase from the sentence they shared. Finally, each student will pick one word from that sentence and share. Have students then discuss if the words, phrases, and sentences they chose sum up the main idea of the text.

# Metacognition

Metacognition allows for the students to process what they did in class and why it was done. At the end of class (or each assignment if on block sched), have students complete a table similar to the one below. Collect and provide feedback.

What did we do	Why did we do it?	What did I learn? today?
How can I apply it?	What questions do I still have about it?	

# Exit slip

You hand out a short quiz or a few simple questions, and students give them to you as they leave your class.

3	Things I Learned Today ...
2	Things I Found Interesting ...
1	Question I Still Have ...

# Quick nod

You ask students if they understand, and they nod yes or no.

- You can do this using [Polleverywhere.com](https://www.polleverywhere.com) or a Google form.

# Watch body language

If you pay careful attention to the body language of your students, quite often they will communicate understanding or a lack of understanding through their body language.

# Running records

Assess students on reading, keeping track of what they do as they read, and what mistakes they make (possibly including self-corrections).

[Here is more detail on running records.](#)



# Thumbs up, middle, or down

Ask the class if they understand a concept. If they (think) they get it, thumbs up. If they are not sure, thumbs middle, if they don't get it, thumbs down.

In ancient Greece they used a closed fist (I have a good grip on the matter) or an open hand. @Braddo

See [http://en.wikipedia.org/wiki/Zeno\\_of\\_Citium](http://en.wikipedia.org/wiki/Zeno_of_Citium)

# Hand Thermometer

## Use for Peer Feedback

Students share with the class one thing that is being worked on such as strong leads. After the student has shared, the class raises their hands to level that they feel the item has met the criteria - no verbal comments necessary as student who shared has a very quick visual of where they are at

- all the way up is "hot" or excellent
- half way up is "mild" or okay, meets but could be better
- just above desk height is "cold" or needs to be improved

# Two Roses and a Thorn:

Name two things that you liked about a chapter, lesson, etc and one thing you did not like or you still have a question about. This can be used as a wrap up or an exit ticket.

# Fingers up!

Similar to thumbs up/down/middle - choose option or match using 1, 2, 3, 4, or 5 fingers held up with 1 meaning "I need a lot of help" and 5 meaning "I really get this."

# Red / green card

Students hold an index card (that has a red circle on one side and a green circle on the other) in front of them where you can see it. As they are following along with you and understanding, they show the green circle side. When they miss some information, need clarification, or don't understand, they turn it to show you the red circle. Much more effective than having them raise their hands and lets you know shortly after they are lost instead of at the end of class.

# Traffic Lights

Used for pre-assessment, student self-assessment and even as an exit slip. Green = I know this; Yellow = I may know this OR I partially know this; Red = I don't know this. You can do this before a topic, during the topic and right after the topic. You can track their progress (and so can they). You can use coloured highlighters for this. Some also use coloured cups on a students desk as well.

You can also laminate strips of construction paper, one of each color (r,y,g), single-hole punch on short end, and place on a ring. Students can then raise the appropriate color at any point during the class. (@brandonhebert)

# Google Forms

"Comments/questions/suggestions about the lesson?" Students who normally would not participate in class will participate virtually.

# Clickers

Give each student a student response system (or clicker) or use a service like Socrative teacher, Poll Anywhere, or Google Docs and ask questions during class, and have students respond individually (or in groups) to the questions.



# Flubaroo

Use the Flubaroo script to create self-marking quizzes that students can take for formative feedback on their understanding.

See <http://www.flubaroo.com/>

# Cold-calling

Ask students questions during class. Use a procedure for asking questions which ensures that all students have a chance to be asked a question, and include students who might not otherwise participate.

Apps such as TeacherPal (free) can be used to randomly call on students without repetition or leaving anyone out, for those of us who can't touch popsicle sticks.

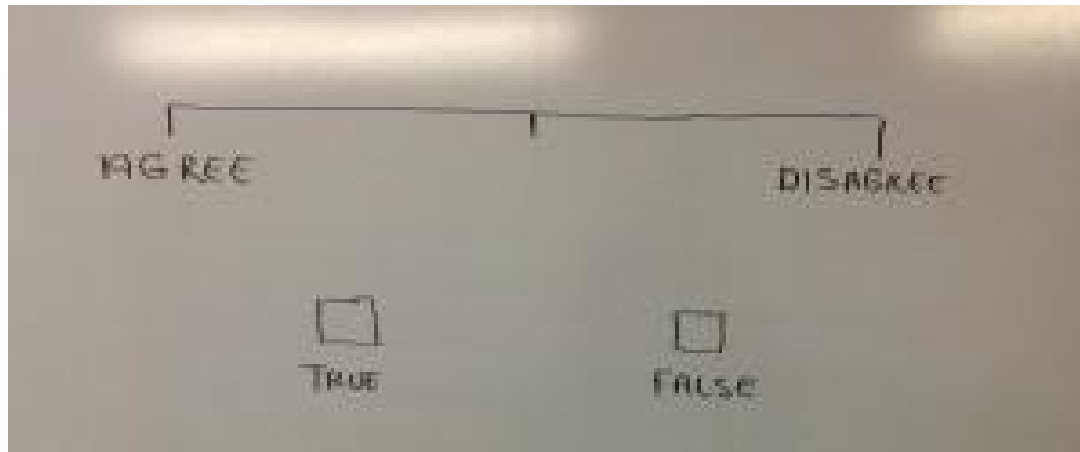
# Text the answer

Students text their answer to a site such as Wifitti (<http://goo.gl/wrxOC>). It hides their actual identity so they can be honest and not feel embarrassed.

# Use Google Docs

Have students do their writing in Google Docs. Either you observe their writing, or a peer does, and gives live feedback while they are writing. Feedback should not be "oops you made a mistake" but "oh that's interesting, what made you add that?"

# ActivePrompt



Upload an image (like the one above via [Riley Lark](#)) to <http://activeprompt.herokuapp.com/>. Give the URL to respond to students and ask them to place a red dot according to how they feel. See also <http://activeprompt.org>.

# Twitter voting

Similar to clickers, but much cheaper. Set up a script that uses twitter to vote and display a graph of results of students' feedback.

**PowerPoint Twitter Voting**  
What is your feeling about the MYP NC ?  
To vote type a number, anything else you like and use the hashtag eg: 1 #MYPNC

The screenshot shows a Twitter voting interface. On the left, there is a list of four options: 1. Horrible, 2. Nervous but OK, 3. Happy, and 4. Super excited, it's better than sliced bread. On the right, a bar chart displays the results: 10% for 'Horrible', 20% for 'Nervous but OK', 40% for 'Happy', and 30% for 'Super excited, it's better than sliced bread'. The interface includes a search bar with the format '@votebytweet 1 searchterm', a 'Save' button, and a '4 Choices' dropdown menu. At the bottom, it shows 'Total votes: 13', 'Invalid votes: 0', and a 'See votes' link. There are also buttons for '#MYPNC', 'Refresh', and 'Options', along with version information 'v0.9' and logos for SAP and a copyright notice '© 2007'.

Option	Percentage
1. Horrible	10%
2. Nervous but OK	20%
3. Happy	40%
4. Super excited, it's better than sliced bread	30%

# Back Channel

Using a program such as Today's Meet students are able to state ideas, discuss thinking, and share questions as a topic is being taught. Teacher is able to quickly address questions, point out interesting thinking and students are able to build on their own understanding through the thinking of their peers. Especially great for the shy students as they have a voice through technology.

# Cork board

Students are able to collaboratively post their closing thoughts, ideas, questions, or comments on a digital cork board.

As seen in:

[See an example using Linoit.](#)

(Alternative: [Padlet](#))



# Twitter Board

Students are able to summarize what is learned from a lesson within a short sentence.

# Socrative

"As easy as raising your hand..."

Students can log-in to your virtual socrative classroom. Teachers can have preposted or 'on the spot questions' for students to respond to.

<http://www.socrative.com/>

# Crowd-source a presentation

Have students create a presentation, much like this one, and offer it to their personal learning network to edit (and their teacher). From the edits that are made by people in their network, students will get feedback on their work.

\* This requires students to have reasonably collaborative personal learning networks already developed.

# Photos to assess learning

Chose two or three photos that represent a process. Have students write captions for each photo followed by a short summary.

# Create a video

Students create short videos or screen-casts where they explain their reasoning. You can then watch what they create and see what they are able to explain, what they omit, and what they may not understand.

# Talk to each other

Have students discuss with other how they would accomplish a particular task, explain a specific idea, or talk about some knowledge they have gained. Your job as teacher is to walk around the room and listen in on the student conversations.

# Partner Quizzes

Kids work on the first question together and provide each other with feedback, then work independently on a new question covering same concept.

# Teach younger kids

Have your students teach younger students (or act as tutors) the basic concepts in an area with which they should be very familiar. Check in with both sets of students to see how well the tutoring worked. Use this to inform your instruction for the older students and the younger students.



# Rotate groups

Have students work in stations, and rotate through the stations. In small groups, supervise an activity (or a discussion) and assess students in the small groups, and provide everyone in the group with feedback relevant to the discussion.

# Mazur's ConcepTest and Think-pair-share

Using cards, poll, clickers etc for a multiple choice question to check for understanding and think-pair-share to discuss with others.

See <http://serc.carleton.edu/introgeo/interactive/conctest.html>

# Jigsaw Groups

Groups work on a different section of a text and become experts on that section. Then restructure the groups so each new group has a member that read a different section of the text. Each expert will share their work with the rest of the students.

# Answer the LEQ

Can the students answer the Essential Question from the lesson (either verbally or written)?

# Raised hands

When you ask questions in class, watch carefully to see who raises their hands (make sure to give sufficient wait time for your questions). This may indicate who understands the material, and who does not, however sometimes people understand and just do not want to answer.

# Listening

Have students explain to you how they know something is true. Try and see from their explanation if they have any misconceptions.

# Ask clarifying questions

Ask questions of students to clarify your understanding of student thinking. Record these on an anticipation template, such as [the templates in this folder](#).

# Anticipate responses

1. Do the work you are going to give your students first in at least two different ways.
2. Anticipate student responses to the work.
3. Give the students the work.
4. Circulate around the room.
5. Record your observations on an anticipation template, such as [the templates in this folder](#).



# Make predictions

Have students make a prediction about an experiment or class demo and explain their reasoning. After performing the experiment or demo, discuss why their predictions were right/wrong.

If grading the assignment (such as a lab report), base the grade on final conclusion, not prediction.

# Comments

Write descriptive comments on student work helping them see how they can improve their work or what they've done that really worked for them.

# Self-assessment

After the students have finished a writing assignment, let them evaluate themselves using the same matrix you do. Discuss their self evaluation.