

# CS-73 Assessment for Learning: Formative, Fast, Frugal, and Fun Strategies for Use in Any Discipline

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Jan Chappuis (*Seven Strategies of Assessment for Learning*, 2009) says that effective feedback and assessment has five characteristics:

1. Effective feedback directs attention to the intended learning outcomes, pointing out strengths and offering specific information to guide improvement.
2. **Effective feedback occurs *during* the learning, while there is still time to act on it.**
3. **Effective feedback/assessment addresses partial understanding.**
4. Effective feedback/assessment does not do the thinking for the student.
5. Effective feedback/assessment limits corrective information to the amount the student can actually act upon.

What are some ***simple and fast*** formative assessment strategies we can use every day in our classrooms to assess understanding *before* we get to the high stakes summative assessment assignments, such as papers and tests?

## Formative Assessment for Testing Understanding and Comprehension

### ***Beginning and During Class***

**Google Quiz / Ungraded Quiz:** Steps for Creating a Basic Quiz in Google Forms:

1. Google "Google Forms." Log in with your Google account info, or create an account to access Google Forms.
2. Under "Start a new form," choose "Blank."
3. Click the settings wheel in the upper right corner.
4. The third tab says "Quizzes." Click "Quizzes," then choose the setting "Make this a quiz."
5. Under the "General" tab, choose "Collect e-mail addresses," so that you will know which student submitted each response. You may read through the other settings, and choose each setting according to your preference.
6. You can click on any area of the form and begin typing to create questions, title the quiz, insert pictures, video, etc.
7. To the right of each question, you can choose the type of question you want to ask from the drop-down menu, and the question will change format automatically.
8. The Answer Key at the bottom of each question allows you to input the correct answer and assign point values for each question so that each response is graded automatically.

When you are ready to "send" the quiz to your class, click "SEND" in the upper right-hand corner. You can send by e-mail, but you would need to create a contact group for your class in order for that to be efficient.

To See Summary of Responses and Quiz Grades after Students take the Quiz:

1. Log in to your Google account, and go to Google Forms.
2. Click on your quiz. At the top, there is a tab for "Questions" and a tab for "Responses." Click on "Responses."
3. You can click through the bar graph summary reports, see the list of responses and total points received, and see each individual's responses.
4. If you click the green spreadsheet icon, a spreadsheet is automatically generated that summarizes the data. You can easily copy the results to your gradebook from there.

**Snowball:** On a sheet of paper, each student writes down a question/questions related to their homework assignment. When finished, they crumple the paper and toss it across the room. Each student retrieves someone's "snowball," reads the question to the class, and then answers it.

**Turn and learn:** If you want students to co-construct knowledge, have them work with a peer and put things in their own words (explain to self, explain to peers)

**Think/Pair/Share:** Ask a question. Students think about their answer. Pair with a partner and compare responses. Share most complete, accurate response with the class.

**Bowl of Destiny:** On strips of paper, write down the names of concepts/ideas that you want to discuss in class that day. Cut into strips and put in a bowl. Students pull out two strips and put one back, and then explain that concept to the class in their own words.

**Mind Dump:** on an index card or sheet of paper, have students freewrite for the first few minutes about everything they remember from the reading assignment or previous day's discussion, etc. Quickly review the cards, looking for patterns and themes to build on. If an important concept is being repeatedly overlooked, begin your "lecture" there.

**Kahoot!:** Kahoot! is a game-based learning platform using multiple-choice quizzes that can be accessed via a web browser or the Kahoot app.

**Traffic lighting:** red, green, and/or yellow popsicle sticks or crayons—I used paper. Students self-assess where they are in relationship to the learning targets OR you can use as a "voting" mechanism.

**Fist to Five:** As you discuss course material, pause and ask students to show their level of understanding by showing a number of fingers on one hand to represent their level of understanding. Fist shows no understanding (so do some re-teaching). Three shows moderate understanding (I think that I get it, but I'm not completely comfortable). Five shows complete understanding (I could teach this subject myself.)

**Whiteboard flip or Paper flip:** Teacher poses a question (or asks students to work a problem, etc.) On the paper or whiteboard, they answer or construct, and then flip the paper up for you to see. Classmates can't see answers, but you can. Mostly all right? Move on. Lots of incorrect or wrong? Re-teach or elaborate or clarify.

**Online Whiteboard:** You pose a question, asking a student to explain the target concept. Specify required criteria including the vocabulary terms, labels, descriptions, etc. that should be included. Students download the **Explain Everything** app on their iPhones or iPads and use the whiteboard provided there to record their voice as they draw a diagram. They save the mp4 to a shared OneDrive file, or email it to you. You could assess them yourself, or allow students to peer assess.

**3-Minute Pause:** During instruction, give students a moment to pause, reflect on concepts and ideas that have been introduced, make connections to prior knowledge, and seek clarification. *You could use the following question prompts to guide their reflection:* I was surprised about . . . ; I related to . . . ; I still want to know . . . ; this reminds me of . . . ; now I understand . . . ; I wonder . . .

**Take and Pass:** Have students work in groups of 3-4 to share or collect information from each member of the group. Pose several questions or problems on separate sheets of paper. Then have each student respond and pass the sheet to the right. Students will continue to respond and pass the questions to the right until they get their original sheet back. Allow the group to de-brief.

**Chalkboard Splash:** Students record their thinking on the board in response to a prompt by the teacher. This may be done "on-demand" or after students complete a graphic organizer to organize their thoughts. It is great for paragraph writing, connecting concepts, math problems, posting 'takeaways' from the reading, or grouping ideas. Once the chalkboard splash is complete, students share and synthesize information.

**Whip Around:** Pose a question or task and have students individually respond on an index card or piece of paper, listing at least three responses/ thoughts/ statements. When everyone has finished responding, have everyone stand. Randomly call on a student to share one idea from his/her card. Have students check off any items that are said by another student (or themselves) and sit down when all of their items have been shared with the group. (This reveals general understanding or gaps).

**It's Dacey:** Create 6 questions from the lesson. Put students in groups of 4. Give each group one die (dice). Each student will roll the die and answer the question with the corresponding number. If a number is rolled more than once, the group will be asked to elaborate on the previous answer (or roll again).

**Placemat Consensus:** are divided into small groups of 3 to 6 students and gathered around a piece of chart paper. The chart paper is organized with sections for each student to record their ideas and a central section for students to summarize ideas that they had in common (as they reach a consensus). First, students individually think about a question and write down their ideas on their own section of the chart paper. Then students share ideas to discover common elements, which can be written in the center of the chart paper. Use this opportunity to generate a class discussion and discover where they are in their learning.

**Jigsaw:** this assessment tool allows students to be introduced to material and yet maintain a high level of personal responsibility, as well as develop teamwork and cooperative learning skills within all students. In addition, it helps develop a depth of knowledge not possible if the students were to try and learn all of the material on their own.

1. Assign students to "home" groups of 4 or 5 students, depending on the number of subtopics within the concept. (For example, if you have five expert groups, you'll want at least five members to a home team.)The number of expert groups depends on the number subtopics within the main concept. For example, if our main topic is "Causes of the Civil War", expert groups might cover the subtopics of 1) slavery, 2) States vs. Federal rights, 3) new states as slave and non-slave states, 4) the abolitionist movement, and 5) Abraham Lincoln. Thus, we have five expert groups. Students number off within the home group, then report to their respective expert group.
2. Students work with members of their expert group to explore their assigned subtopic. Provide instruction and appropriate handouts for each expert group that details what you want them to do. Students complete the assignment and then decide how they will teach their topic to their home group. You may want students to prepare mini-posters while in their expert groups, for example. These posters can contain important facts, information, and diagrams related to the study topic.
3. Students return to their home group and take turns teaching their team members the material. I find it helpful to have team members take notes or record the information in their journals in some way while their classmate teaches. You may want them to complete a graphic organizer or chart with the new information.
4. Involve the class in a whole-group debrief of all the content you expect them to master on the assessment. Perhaps a representative from each home groups explains to the class important concepts they learned. Administer an individual assessment to arrive at individual grades.

### ***End of Class Exit Tickets***

**Assessment Dialogue form:** this form lists a series of questions about the submitted work (essay, math computations, etc.); this form is turned in with their work, then returned by the teacher with feedback.

**3-2-1:** students reflect on their learning and answer these prompts on an index card or sheet of notebook paper: record 3 things I learned (or 3 main ideas from today's class), 2 questions I wanted to ask, 1 concept/idea I didn't understand.

**Muddiest Point:** on an index card or sheet of paper, ask: "What has been the "muddiest" point so far? What is the topic or concept that remains the least clear to you? (Use with discretion—focusing on muddiest point too often can be discouraging)

**What Stuck With You? :** on a sticky note or card, ask students to identify key ideas or concepts that they feel confident about and that they think are important.