

Stop & Jot

A 2 to 5 minute check for understanding
Students each record their perception of a key idea or concept about a topic or reading in a boldly marked triangle they have drawn on their paper. (can serve as a study tool of key ideas)

- At least once during a lesson, stop and post an important question for students to respond to in their “stop box”
- Have volunteers share one or two responses with whole class or in pairs.

During & Post Assessment

Exit Cards (Ticket out of Class)

A tool that you can use at the end of a lesson to inform instruction. OR with a self-assessment describing how well they applied a new rule or principle. LOTS OF POSSIBILITIES BE CREATIVE.

- Describe what your know...
- Use a math problem applying a new rule
- Give your opinion & support it with evidence
- Create a metaphor
- Pose a question
- List; steps of something, key idea(s), etc.

During & Post Assessment

Paper Pass

Encourages students to think about what they have learned. This activity used several large pieces of chart paper.

- Place a different subject heading at the top of each paper
- Have each group brainstorm & write down what they know about the topic
- The group passes the paper to another group, who reads it & adds what they know about the topic
- The process continues until all groups have contributed to all the subjects
- On the last pass, the group finds references for the statements on the chart, they place page number or source besides each references. Share & post papers

Post assessment

Make a Connection

After a mini-lecture, class discussion, text reading, video, or PowerPoint have students make their own connections to share with the class or using paper to write it down.

- Compare two characters, books, authors styles
- Note a sequence
- Predict a future outcome
- Recognize a cause or effect
- Make a text to self, text to text, text to world connection
- Suggest a characters motivation
- Describe an internal or external conflict

During & Post Assessment

“Wrap Around” Discussion Strategy

- ◆ Students write their ideas/ or response about a topic.
- ◆ In groups of 4, they share ideas, taking turns. Student A shares one idea, then students B,C,D each share one idea.
- ◆ Each student must repeat/summarize the statement of the previous student before sharing his or her own idea.
- ◆ Repeat the process for each succeeding idea, sharing only one idea during each round.
- ◆ Students then compose a statement to share with the larger group (the class) that summarizes the similarities of their ideas collectively
- ◆ Time limits will may be used to ensure the conversation stays focused

Speaking Chips

Use the following strategy to encourage participation, help keep students focused, & establish a even pace of questioning

- Hand out an equal number of chips (tokens) to all students at the beginning of the class. Encourage students to use one of their chips each time they add to the discussion. This helps students who participate more actively to pace themselves while encouraging more reluctant students to become engaged.

Discussion Participation

See, Think, Wonder

This is a great strategy when introducing a new topic, or unit.

Use with pictures at the beginning of a unit to help build concepts

The words students use in the “what you see” section will be where they express their basic vocabulary,

See, Think, Wonder	
What do you see?	What are you thinking?
	What are you Wondering about?

Ways for students to respond to texts

- Jot down a key idea expressed by author
- Paraphrase what you have read
- Draw symbol/picture to help you remember an important part
- Make a note of something important (a quote, a theme)
- Make a connection between this text & your own experiences
- Make a connection between this text & another
- Make a connection between this text & something in the real world
- Write two questions that can be answered by the reading
- Predict what will happen next
- Note evidence of text structure
- Identify a confusing part
- Pose a question you want answered
- Give your opinion of what you have read (_____ is like _____)

Insert Method

Partner work which allows students to mark information in the text according to the codes.

- While reading a non-fiction text students code the material
- A check mark ✓ indicates a concept or fact that is already known by the students
- A question mark (?) indicates a concept or fact that is confusing or not understood
- An exclamation (!) indicates something unusual or surprising
- A plus sign (+) indicates and idea that is new
- When groups finish working the whole class discusses the text with the teacher

Pre / During Learning Assessment

Word Toss

This strategy helps students make predictions text they will be reading, it also helps gauge their current knowledge of content.

- The teacher will identify major concepts for the text students will be reading. Write 7 to 10 words or phrases identifying these concepts
- Randomly place the words or phrases so they appear to be “tossed” up for students to see
- Students may work in pairs, they need to write a sentence or two using some or all of the terms showing how they predict they will be related
- Students share their sentences (accuracy is not the point)
- **After reading** the text have students check their statements for accuracy & revise if necessary to reflect what they have learned.

Pre-Assessment

Pre-Assessment Survey

Students will write what they now about each of the topics the class will be studying soon.

Similar to the ‘Four Corners’”

- You make a list of topics related to the content you will be covering in class and place them in a list or grid
- Students fill in the grid/ or list with their information of what they know on the topic. They may use pictures, symbols, & words.

Pre-Assessment

Four Corners

- May be used to find out or assess a student’s prior knowledge.
- You can put any questions in the grid that would give you the information you want.
- You could even give our before the unit is to begin to aid in planning of activities

Something you know about	What are two questions
What would be a good project about...	With whom would you like to work?

Pre - Assessment

Definition Word Chart Step 2

Word:

Things I know about the word:

General category this word might belong to:

Examples or other related words:

My definition:

6 Step Direct Vocabulary Instruction

1. Teacher provides a brief explanation, description, or example of the new term
2. Students restate the description, explanation or example in their own words
3. Students create a nonlinguistic representation in their own words
4. Students periodically do activities that help them add their knowledge of the term
5. Periodically students are asked to share their terms with one another
6. Periodically students are involved in games that allow them to play with the terms

Frayer Model Step 2

Description	Characteristics
Examples	Non-examples

Word Analysis Step 2

Word Analysis For _____

Examples	Contrast (Unlike)	Picture or Diagram
Description		

Vocabulary Sentence Frames Step 4

Name _____ Date _____

HOW CAN I DESCRIBE THIS WORD?

- It's kind of like a _____
- It looks like a _____
- It's when you _____
- It's where you go to _____
- It smells like _____
- You use it when you _____

Linear Arrays Step 3

Linear arrays are a strategy to extend vocabulary by asking students to extend their understanding of words. Using opposites on each end, students add words that are in between.

Beautiful	○	○	○	○	Ugly
	○	○	○	○	

R.A.F.T Step 4

Vocabulary words can be used as: Role, Audience or Topic

- Role of the Writer:** Who or what are you as the writer? A pilgrim? A soldier? The President?
- Audience:** To whom are you writing? A friend? Your teacher? Readers of a newspaper?
- Format:** In what format are you writing? A letter? A poem? A speech?
- Topic:** What are you writing about?

Examples

Role	Audience	Format	Topic
Apprentice	Master	Letter	What is necessary for advancement in guild.
Heart	French Fries	Complaint	Effects of excess fat in the diet


Quick Draw Step 3 or 6

Place several vocabulary words on strips of paper and place them in a bowl. Divide the class into two teams. Students go to the board two at a time, one from each team. One student picks a word out of the bowl and shows it to the teacher and the other student. The students then race to draw the word on the board. The first team to correctly guess the word wins a point.

4-Fold Vocabulary Step 4

In this activity, students fold their papers into rows of 4 sections each. The number of row can relate to the number of words to be studied. In the first section, the student writes the word. In the 2nd section, the student writes a definition of the word in their own words. In the 3rd section, the student draws a picture or symbol to represent the word. In the 4th section, the student writes a sentence with the word based on their definition.

After completing the page, the students cut apart the sections and put them in an envelope. The words are reviewed by having student reassemble the word rows. Students can trade rows/envelopes with others.

Word	Definition	Picture	Sentence
Oven	kitchen appliance used for baking or roasting		We baked cookies in the oven.

Build a Story Step 4

Hand out a list of the current week's vocabulary words to each student. The object of this activity is to create a story that uses the vocabulary words. The first student can say one to three sentences to set up the story, using the first word on the list in one of those sentences. The next student adds to the story in one to three sentences, using the next word on the list.

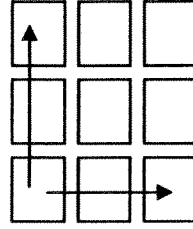
Stories can get pretty silly, which is OK as long as the vocabulary words are used correctly

Free Association with Vocabulary Step 4

- Divide students into teams of 3-5
- Provide students with a target word to begin with
- Students then go around the group and say a word that they think of when they hear the designated term.
- The last person to say a word must explain how that word is related to the target word.
- The round begins again with a new target word
- a new student starts each round
- You can also use word cards, that have been preselected to sharpen students knowledge about particular concepts and words.

Vocabulary Sentences Step 5

1. Start with a set of nine index cards for each student
2. On each card, write a vocabulary term from the content the class is studying.
3. Have the students shuffle their cards & then lay them out 3 rows of 3
4. Students will create sentences with the words in that row
5. Sentences can be from the vertical or horizontal row or both
6. Sentences should use the word correctly but can be silly



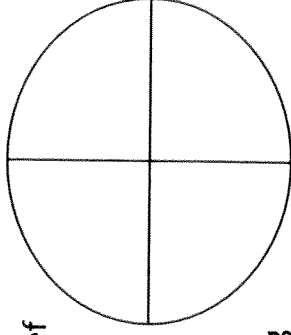
Fly Swat Game Step 6

1. Divide your class into 2 groups
2. Display on the blackboard 20 vocabulary words (words could also be displayed on the word wall)
3. Choose one student from each team to ask them to turn their backs to the words
4. Give both students a fly swatter
5. The teacher gives a definition for one of the words
6. The students will face the words and attempt to be the first to "fly swat" the word to earn points for their team

Concept Circles Step 5

Using the divided circle place one word/concept in each of the 4 sections. Using the format below students will discuss connections between the words/concepts

1. With a table partner, discuss the connections you see between the words or concepts and why they are grouped together
2. Compose a sentence or brief summary uniting the terms and concepts justifying your thinking
3. Share with your table how you tied all the concepts together and your reasoning



Vocabulary Mimes Step 6

Students can play this game individually against the entire class, or you may divide them into teams. Designate one student the vocabulary mime for the first round. Give the mime a card with the definition of the vocabulary word on it and have them mime the definition while the rest of the class attempts to answer it using a vocabulary word from your current lesson. To keep students from simply shouting out the list of vocabulary words, have them wait until the mime has finished and given them one or two guesses to get the answer right. Award points or a prize to the winning team. The student who guesses correctly becomes the next mime.

Taboo Step 5 or 6

Depending on how many vocabulary words you may want to adjust how many students are in each group. For each group their needs to be at least 2 teams.

Each student in a group is given an index card and is instructed to print one of the vocabulary words (the target word) on the top line of the card. On the lines below, the student is to list five words they might use to describe that vocabulary word.

Team one swaps cards with team 2. One person from team 1 then pulls one of the cards and tries to get the rest of their team to guess the word without saying the words that are on the card. The other team needs to be listening to make sure team one is not cheating. If team one guesses the word they receive 1 point. The game play then moves to team 2. Teams play until allotted time is reached or all cards have been played.

Teacher Rubric: Level of Vocabulary Mastery

Level 4	Can use this word in a variety of ways, knows its word origin, and can teach it.
Level 3	Understand this word and can use it in a conversation
Level 2	Has a basic understanding of this word but is unsure of some of its uses
Level 1	Is not really sure; needs help
Level 0	Does not know this word, needs focused help

Linguistic Frames

Provide students with a frame to aid them in participating in the conversation on a topic. Each student follows the conversation using a frame to begin their comments

- ◆ My first idea is _____
- ◆ _____ just stated that his (her) idea was _____
- ◆ I agreed with _____ because _____
- ◆ My idea was similar to _____'s idea in that....
- ◆ Let me clarify what I heard you say: you said that _____. Is that correct?
- ◆ _____ Group Frames _____
- ◆ Our group decided that _____
- ◆ Our primary similarity regarding _____ was _____

Student Rubric: Level of Vocabulary Knowledge

Level 4	I understand even more about the term than I have been taught.
Level 3	I understand the term and am not confused about its meaning or usage
Level 2	I am not sure I understand the term, but I have some idea as to its meaning
Level 1	I really do not understand the term at all

What's the Question?

This activity will give students an opportunity to inform you about their learning as a higher level thinking activity.

- Give the students "the answer"
- They must come up with the question.

This is similar to the jeopardy game format, it is a useful review tool, or to check or understanding.

Assessment During Learning

Comfort Zones

Ask students to reflect/summarize their individual learning so far

- Create two lists: one labeled *Comfort Zone*, the other labeled *Stretch*.
- Have students identify what is in their comfort zone and what is a stretch for them
-

This will give you an idea of where your students need review & what they are comfortable with.

Assessment During Learning

Paper Pass

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Post assessment

Response Board/Cards

Purpose is to give the teacher a chance to assess whether students have grasped the fundamentals of a lesson before moving on.

- Teacher poses a problem or question for the students to answer.
- Students writes and displays their answer

There are a number of ways to make them: laminated file folders or tag board, page protector over tag board, (use vis-à-vis markers) white boards, paper pencil, pre-made T/F cards,

Assessment During Learning

3 - 2 - 1

An individual activity to assess what was taught.

- Ask student to write
- 3—Key ideas they think are most important
- 2— things they need to study or learn more about
- 1 — question they have

Post Assessment

Sum it up

Activity for closure & improving study skills.

A format for students to record a summary of a particular lesson each day.

- Select a topic or questions to which students will respond
- Students fill in the “What I Learned Box” with a written description or descriptive sketch of the material they’ve learned.
- See reproducible form #46

Post assessment

Final Comment

USE WITH “EXIT CARDS’ OR “TICKET OUT OF CLASS”

- Today I learned... Tomorrow I need....
- Today I felt... because....
- I hope we... next.
- One word to describe today is....
- One question I have is...
- I really liked... because....
- I did not understand...
- Please explain... again.
- ...was the most interesting thing today because...

Post assessment

Give 1 Idea & Get 1 Idea

Students share out what they have learned.

- Students write down 1 piece of new information
- Students then move around the room (set a time limit & monitor) and share their information
- In the process they “give 1 and get 1” to add to their list
- Collect students lists see what information might have been missed or may need clarification
- Also can be used to review

Post Assessment

One-Sentence Summary

SAMPLE FORM

Who:

Did/Does What:

To whom:

When:

Where:

How:

Why:

Now, summarize the information into one grammatically correct complete sentence

Post assessment

My Opinions Journal

SAMPLE—Structured format for this activity

Date:

I believe

To support this belief I offer the following facts, examples, statistics, quotes, ideas, etc.

Post assessment

One-Sentence Summary

Enables teachers to find out how concisely, completely & creatively students can summarize a large amount of information on a given topic. Develops synthesizing, memory, listening, reading, writing skills

- Select an important topic
- Working as quickly as they can they answer the “who did/does what to whom, when, where, how & why?”
- Next turn your answers into grammatical sentences that follows the WDWwww/HW pattern. Allow students to insert separation lines between components.

Post assessment

My Opinions Journal

Activity for the end of a Unit

- Have students generate at least 3 opinions about a topic or theme they’ve studied, note the key concepts learned.
- Have students determine the importance of each, note relationships, compare & contrast new information with other things they have learned
- Have them predict how the information learned in this unit can be used in the future

Post assessment

Fist of Five

Have student use their hands to show their level of understanding. Showing all five fingers indicate the highest level of understanding.

- How well do I know this?
- 1. I am beginning to understand
- 2. I could use more practice
- 3. I need some help (with teacher or peer tutor)
- 4. I can do it alone
- 5. I know it so well, I could explain it to anyone

Assessment During Learning

Thumb it

Have students respond with the position of their thumbs to get an assessment of their understanding

- Where am I now in my understanding of ____?
- 1. Upside = know a lot
- 2. Onside = know some
- 3. Downside = know very little

You can also use as a quick post assessment to determine if more help is necessary

Assessment During Learning

Interactive Book Mark

A note-taking tool for students to use as they read independently. Designed to help students stop and process at different point throughout their reading.

- expand students abilities to respond when they use the bookmark by targeting specific areas in which students need support (see ways for students to respond to texts)
- When students are ready to use the bookmark independently, assign a few “stop points” in their reading & give them a choice on only a few options for response at each spot.
- See reproducible form #42

Assessment During Learning

Round the Room and Back Again

An energetic way to activate your students knowledge of a topic & assess their understanding of what you taught.

- Have each student take out a sheet of paper & answer the question initiated by the teacher (Name one idea or list a fact...)
- Students then set aside their writing materials, on the teachers directions move around the room sharing their ideas/facts and listening to ideas/facts of others.
- Call time (7 items +/- 2) students return to their seats & write down as many ideas/facts they can recall.
- Table groups can pool their ideas & extend their lists. Large group sharing call also be part of the exercise

Assessment During Learning

3 Minute Buzz

Students share out on information learned allowing them time to reflect.

- Students use 3 minutes to respond in writing and then share with partners
- 1. Something that affirms their thinking
- 2. Something that was new to them
- 3. Something they are still unsure about
- Allow 1 minute to write thoughts & 1 each, for each partner to share.
- Collect student responses

Reflective Post Assessment

Donut Reflection

Encourages students to think about what they have been learning. This can be done as a whole class or individually.

- Draw a donut shape on the board
- On the outside write, "I am learning"
- On the inside write, "I know"
- Ask students to share what they know about he topic.
- Write their responses on the donut

Post assessment

Conversation Circle

Encourages students to think about what they have learned. Teacher will need to monitor conversations

- Form a conversation circle with 3 students
- Ask students to assume A, B, or C names
- "A" starts talking & continues until given the signal to stop
- "B" continues the topic
- "C" picks up the topic
- Continue until there are no more facts or ideas can be added to the topic

Post assessment

Memory Matrix

Provides students with a 2-dimensional matrix consisting key concepts, ideas, important facts, key people, rules, etc. in which they fill in what they recall.

Matrix can be what ever size is necessary to review information teacher puts in the headings

- Students/groups fill in 3+ headings with what they recall
- Share out until all boxes are filled with information

Post Assessment

Word Journal

First, it focuses on students' ability to read carefully, second, it assesses skill and creativity at summarizing what has been read, third, it assesses students skill at explaining and defending.

- Choose one of the short texts your students will read
- To determine whether the exercise is feasible & productive try following your own directions and come up with your own list of reasonable "summary words"
- Students summarize the short text into a single word
- Students write a paragraph explaining why they chose that particular word.
- Good for; essays, poems, short stories, articles, cases, short pieces of text

Post assessment

Empty Outlines

Used to discover what the learner can recall and organize into appropriate knowledge structure, promotes organization of information.

- Students are provided with an empty or partially completed outline of unit/lesson material
- Students are required to fill in the missing components in a limited amount of time.
- Students can share out what they recalled
- Have the class correct wrong information. This can be a helpful study tool

Post assessment

Muddiest Point

Provides information on what students find least clear or most confusing about a particular lesson or topic.

- Determine what you want feedback on
- Let students know beforehand how much time they will have to respond (limit no more than 5 min)
- Collect the responses
- Respond to students feedback ASAP.
- You can even do this during a lesson to allow for review if necessary before moving to the next step in a sequence.

Post assessment

Simultaneous Review— Pass it Review

An activity for students review individually, yet with the support of their team mates.

- Group students (4 or 5), they are given one piece of paper
- The teacher poses a question with multiple short answers, or asks them to make a of what they have learned. Students are given a short amount of time to respond (2 minutes)
- In that time, they are to pass the paper around the group 4 or 5 times, each member must read and then add their own ideas about the answer.
- Each group can share out to the whole class creating one answer or list.
- You can also have them pass their answers from group to group adding each time. (after initial 2 min @ group gets 1 min to add)

Post assessment