

Ten Formative Assessment Strategies

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56 strategies are provided at [http://
davidwees.com/content/formative-assessment](http://davidwees.com/content/formative-assessment)

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.

Doodle It

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

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?	

Google Forms

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

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.

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)

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.

Listening

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

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.

Partner Work

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

Exit Slip

You hand out a slip of paper with 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 ...