



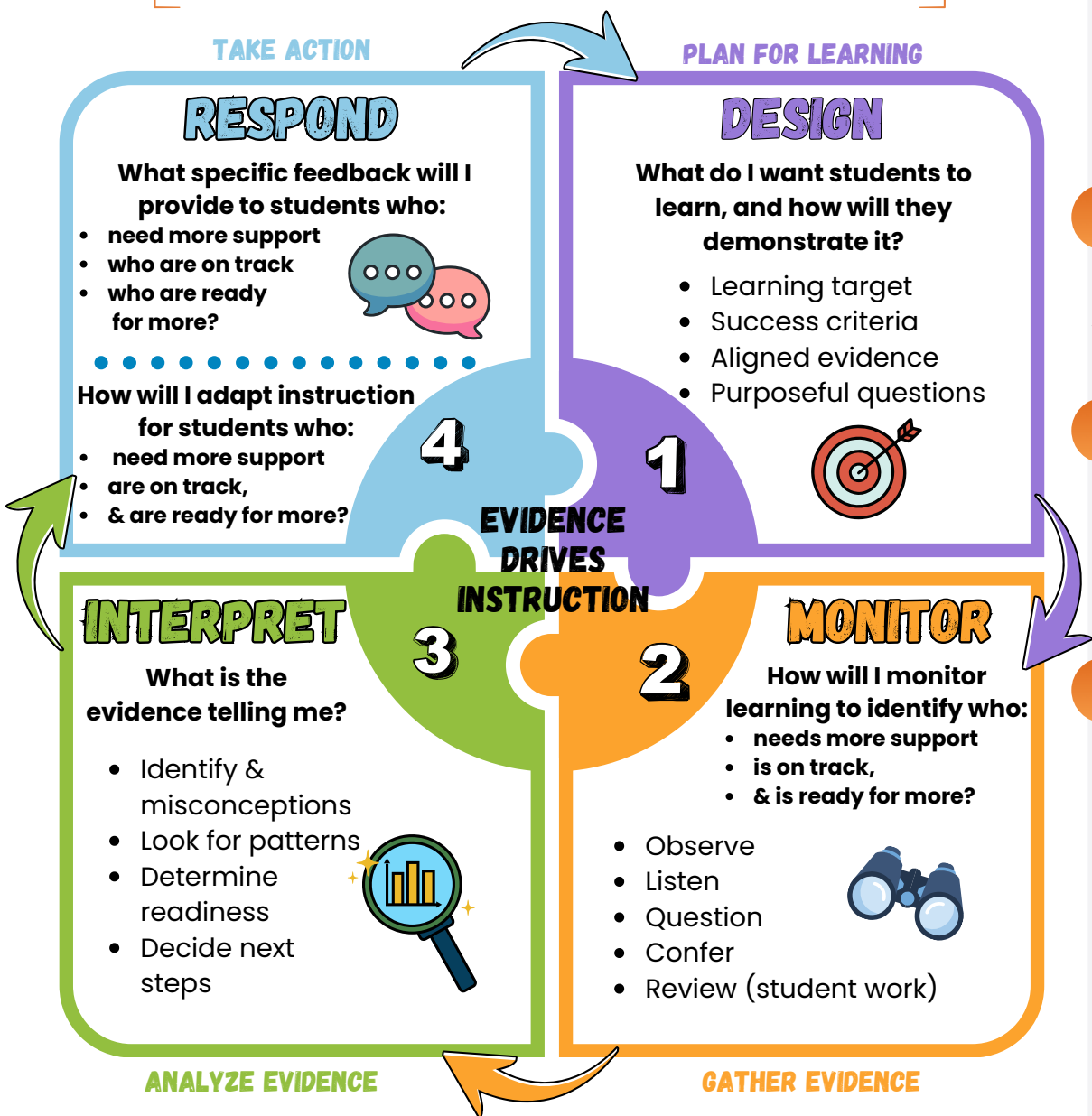
FORMATIVE ASSESSMENT

THE FORMATIVE ASSESSMENT CYCLE



Formative Assessment is the ongoing process of intentionally gathering and using evidence of student learning to provide feedback, adapt instruction, and move every learner forward.

FORMATIVE ASSESSMENT HAPPENS ALL THE TIME
BEFORE LEARNING • DURING LEARNING • AFTER LEARNING



BIG IDEA

Formative assessment isn't an activity. It's a continuous process of making instructional decisions based on evidence of student learning.

REMEMBER

If nothing changes because of the evidence you collected, it wasn't truly formative assessment.

COACHING TIP

Plan your formative assessment before the lesson...not after. Decide in advance what students will say, do, write, or create to demonstrate their understanding.

AI PROMPT

Create five formative assessment opportunities for this attached lesson. Include:

- One oral discussion
- One written response
- One collaborative task
- One visual or movement-based check
- One closure activity

For each, identify: what evidence it will provide, which students it will best identify and an instructional response.

WAYS STUDENTS CAN SHOW LEARNING

- | VERBAL | WRITTEN | COLLABORATIVE | VISUAL/MOVEMENT |
|--|---|--|--|
| <ul style="list-style-type: none">• Inside-Outside Circle• Sage & Scribe• QSSSA• Each 1 Teach 1 | <ul style="list-style-type: none">• Quick Writes• Entry & Exit Tickets• 3-2-1• Brain Dumps | <ul style="list-style-type: none">• Sorts• Make the Case• Gallery Walk• Graffiti Wall | <ul style="list-style-type: none">• Fist to Five• Thumbs• Four Corners• Stand up-Sit down |

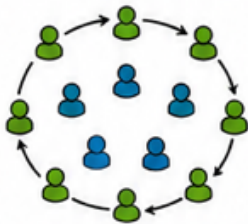
FORMATIVE ASSESSMENT



Menu of effective ways to gather evidence of student understanding.

VERBAL

INSIDE-OUTSIDE CIRCLE



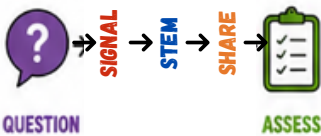
Students form two circles, one inside and one outside. They discuss a prompt with a partner, then rotate to a new partner and share their ideas.

SAGE & SCRIBE



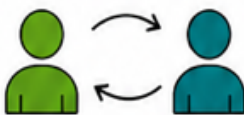
One student shares ideas (Sage) while the other writes key points (Scribe). They switch roles and compare their thinking.

QSSSA



Ask a question, give a signal when they're done, provide a sentence stem to share, then assess understanding.

EACH 1 TEACH 1



Students learn a concept, then teach it to a partner. Both listen, ask questions, and add to their thinking.

WRITTEN

QUICK WRITES



Students write a brief response to a prompt, question, or learning target to show understanding.

ENTRY & EXIT TICKETS



Students respond to a question before or after instruction to show what they know, need, or learned.

3-2-1



Students write 3 things they learned, 2 things they found interesting, and 1 question they still have.

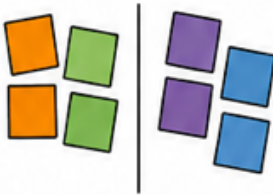
BRAIN DUMPS



Students write everything they know about a topic in a set amount of time. Helps reveal what they know and what they are still wondering.

COLLABORATIVE

SORTS



Students sort cards, words, or images into categories to show understanding of concepts and relationships.

MAKE THE CASE



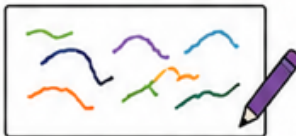
Students work in pairs or groups to build and present a claim using evidence and reasoning.

GALLERY WALK



Students create a response and post it around the room. They walk, read, and leave feedback or sticky notes.

GRAFFITI WALL



Students add ideas, responses, or drawings to a shared wall or chart paper to build collective thinking.

VISUAL / MOVEMENT

FIST TO FIVE



Students show understanding by holding up a number of fingers from 0 to 5.

THUMBS



Students show understanding with a thumbs up, sideways, or down.

FOUR CORNERS



Students move to a corner of the room that represents their answer to a question.

STAND UP-SIT DOWN



Students stand up if a statement is true, agree, or "this choice!" and sit down if false, disagree, or "that choice." Great for T/F, agree-disagree, or either/or questions.