


Assessment Ideas

Pre-Assessment Ideas (Find out what they know/have them think of where they are at in knowing)

<p>Boxing (What do I know?) (What else do I want to know?) (What do I want to learn?)</p> <div style="border: 1px solid black; width: 100px; height: 50px; margin-left: 20px; text-align: center; padding: 5px;">(Visual Rep.)</div>	<p>On large piece of paper, students draw a box in the center, then a smaller box inside of the first box. In the outside box answer "What do I know", in the inside box answer "what do I want to learn". Now in the outside box, write "what else do I know and how does it fit? In the inside box draw a visual representation to explain the topic. Finally, in the middle of the box, look at all the information and summarize, "what does that say"</p>
<p>Graffiti Wall</p>	<p>Using markers and large poster paper have students design a graffiti wall of the things they know about a specific topic. Leave wall up, encourage students to add to the wall as their knowledge grows.</p>
<p>KWL Charts (and other graphic organizers)</p>	<p>Using Venn Diagrams to assess what the students need and want to know. Measures level of understanding.</p>
<p>Yes/No Cards</p>	<p>Students make a card with Yes (or Got it) on one side and No or (no clue) on the other side. Teachers ask introductory or review questions and students hold up cards accordingly. Effective when introducing new vocabulary</p>

<p>SA/A/D/SD Strongly Agree Agree Disagree Strongly Disagree</p>	<p>Students given opportunity to express views along a continuum. Given an issue or topic (similar to yes/no cards) students are asked to decide their opinion ranging from strongly agree to strongly disagree. Four corners of the room are labeled with these designations and students able to move to each corner. Class discussion follows asking students to defend their positions, refute arguments and/or reevaluate their opinions.</p>
<p>Squaring Off</p>	<p>Place a card in each corner of the room with the following phrases: Dirt Road, Paved Road, Highway, Yellow Brick Road Students move as a group to the corner of the room that matches where they are in the unit of study, discuss what they know about topic. Have paper available to chart responses.</p>
<p>Consensograms</p>	<p>Students place themselves on a line continuum indicating what level of comfort they have with the upcoming topic.</p>
<p>Word Splash</p>	<p>Content vocabulary is placed on a board, chart, large paper. Students are asked to use the words in a sentence, paragraph drawing or diagram. (form connections to meaning)</p>
<p>"Quick Writes"</p>	<p>Reveals a lot as a pre assessment by asking "big questions". Student uncover what they understand, misconceptions etc. They are given 1 - 3 minutes to write their answers.</p>
<p>Anticipation Guides (True/False, Place Your Bets, etc.)</p>	<p>Can identify misconceptions. Students make predictions based on prior knowledge. Often used as a pre reading strategy it is also effective in trying to determine the depth of student knowledge for a particular unit.</p>
<p>"Graph Me" </p>	<p>Students plot their knowledge on a graph. A self -assessment.</p>

"Pass the Prose"	Similar to a quick write: in small groups student respond to question(s) or prompt(s), write for one minute then pass the paper to the next person until everyone has commented. When all have written then groups share out.
Informal surveys, questionnaires, Inventory interest, check lists	Can be self assessments or pre-designed by teacher
Open-ended questioning Question & Answer Relationship	Use a variety of questions: "Right There" - literal questions "Pulling it Together" - questions that pull together prior knowledge

Resources:

http://www.saskschools.ca/curr_content/constructivism/how/preassessment.html
<http://www.wilmette39.org/DI39/DIPA/DIPA2.html> <http://www.wilmette39.org/DI39/assess.html#2>
<http://www.flaguide.org/cat/minutepapers/minutepapers1.php> http://209.184.141.5/edtech/CMT-Help/multiple_methods_of_assessment.htm

More Assessment Ideas

Prior Knowledge Survey

This is a short survey you give students at the beginning of your course or before any new unit or topic. It alerts students to topics the course will cover and gives them a chance to share what they already know.

- Focus questions on the level of knowledge in the course (e.g. basic facts, assumptions, understandings, misconceptions)
- Ask about a dozen questions to gauge background in key concepts
- Phrase questions as multiple choice or true/false questions for easy feedback – possibly include a few open-ended questions
- Alternative: Set up an online survey in D2L or through a free survey website or use Kahoot – it is fast and easy collection of data
- Share results as soon as you can – students will appreciate knowing the results of their input

Self-Assessment Quiz

This is a short quiz you create on previously taught content. It becomes an informal report about student progress.

- Set aside five minutes in class for students to complete
- Ask them to use half a scrap sheet of paper
- Create a few questions for students. Include a rating scale for each question, with 1 being the lowest and 5 being the highest. Students rate how they are feeling about course content, about their understanding on certain topics and how comfortable they feel going into a mid-term or exam
- Students are creating their own report card as they are really thinking about their own learning and where they need to improve
- Ask students to put their names on the self-assessment quiz and hand in for review

Question and Answer – Discussion

When you engage students in a good discussion framed with well-developed questions, you and your students gain a lot of information about what is being learned and where there is need for further explanation.

- Post questions for students to consider (preferably before class so they can prepare) and display on slide during discussion
- The small group method is preferable for getting greater participation and makes students feel comfortable enough to engage more – arrange into groups to discuss questions
- For large classes, have students work in smaller groups: appoint a reporter who will summarize the discussion and share with class

Operation Outline

This is a group activity where students work together to fill in the blanks found in an outline/handout you have created that focuses on key topics. It helps in determining how well your students are understanding the course and gives students an idea of how to organize a study guide on key concepts.

- Organize students in groups of 4-5
- Allocate about 10 minutes to the task
- Hand out an incomplete outline related to a recent task
- To save paper, upload a digital version of the incomplete outline and have one student (with a laptop) download and be the recorder for their group
- The incomplete outline might include sub-titles, key concepts, important facts, and principles
- There has to be important content missing and the outline has to look incomplete
- The group's task is to scour their notes, text book, and possibly the internet to fill in the outline – they should be able to use any resource to complete the task
- You can choose to take up the outline in class and share the complete version with your students or you can collect and analyze for reporting on next class

I am in the fog about....

This activity gives students an opportunity to express where they are confused, unsure, or they feel they need help with concepts and components of the course. Students share with you where 'things are foggy'.

- Near the end of class, pass out a recipe card to each student and ask them to jot down anything they are 'in the fog about' or require help with
- The responses are open-ended for obtaining any type of response
- By making activity anonymous, students will feel more comfortable to share
- Collect responses and quickly sort through them to identify key ideas
- This activity will help you in reframing future classes and re-emphasizing important concepts

Charting it up

Having student complete a chart is an excellent way to get feedback on what they are learning about conceptual relationships. A chart activity also provides students with another way to look at the course and use as a study guide.

- Arrange your class into small groups
- Give each group a chart which includes only the titles and subtitles for rows and columns
- The chart might be a pro/con chart for a topic, a chronological chart to outline key components according to a timeline, a comparison chart for looking at similarities and differences between concepts, etc
- Give groups short amount of time to use their notes and internet to complete the chart
- Charts can be posted around the room. Students get up and look at each chart or one student can summarize his/her group's chart in a presentation to the class

Whiteboard Charades Game

This is a fun activity that students always find valuable. Similar to a game show format, there are teams of students trying to guess the answer to a question about course content. It gets students out of their seats and working together. It gives them ideas about what they know well or where they need more work. This game works very well as a review session before a test or exam. Instead of using paper, try using small to medium whiteboards with markers and a rag.

- Create 20-30 questions that require a few words or a short phrase to answer
- Base the questions on content from a number of classes
- Divide the class into groups of 4-5 students and ask them to sit near each other
- Ask each group member to number themselves off (eg either a 1, 2, 3, 4 or 5) within each group
- Indicate that all the '1's' in the groups have the whiteboard/paper first and are the only ones for the first round that can write the answer
- Read the question and only the person with the pen/whiteboard can write the answer and everyone else is unable to speak
- The rest of the group can only do 'charades/acting' to try and get their group member to write down the correct answer. In this way, someone else in the group (who knows the answer) doesn't dominate and shout it out (and accidentally share with a group nearby)

- The whole class should be relatively quiet with group members doing charades (without any sounds and without writing on the board/paper) to figure out the correct answer
- Once a short period of time has passed (eg 1 minute) ask to see the answers by having students hold up their boards/papers high above their head. Award points to the groups who have the correct answer. Keep track so students are motivated to play
- Pen/whiteboard now moves to the number '2/s' in the group. Continue as before until time is up or all the questions are asked
- Optional: have a fun reward for the group who has the most points

Ticket out the Door

A ticket out the door is simply a sheet of paper on which students respond to questions and hand in before they leave class. The tickets are anonymous and provide instructors with a quick overview of what students are learning and where there are gaps.

- Near the end of class, ask students to get out half a scrap of sheet of paper or photocopy a sheet with 'blank ticket' images on them and cut the paper in half
- Post two to three questions about the class you just conducted
- You could ask both a lower thinking question that simply asks them to show they were listening and ask a higher thinking question that would require a few sentences to explain based on what was taught
- You want them to spend about 2-5 minutes answering a couple of short questions

Conference

A conference is an out-of-class individual or small group meeting to ascertain how students are doing and provide feedback. Depending on your schedule and the number of students, organizing them into small groups (2-4) is an efficient way to meet many in shorter time periods.

- Ask students to sign up for a time
- Post a few questions you are going to ask the students; this gives them a heads-up on what to expect
- A conference provides a time to clarify points, to see if students are grasping concepts, and allows students to ask any questions
- Conferences could last 15 minutes and take place at any time throughout the course
- Students will appreciate the time you spend with them and your personalized feedback
- If you held conferences during the first half of the course, students would know where your office is and feel more comfortable to approach you for help

Artistic, Dramatic, Video/Audio, Musical or Web Composition

Providing students with the opportunity to compose something is a wonderful way to support the development of creativity and allow for a more open-ended demonstration of learning objectives. Give students specific components you want included in their composition and consider an easy way for them to submit their final product for marking. Examples:

- Web page summarizing key concepts

- Video production with interviews or reenactments
- Dramatic presentation recorded
- Digital photo collage expressing major points of learning

Model/Diagram/Sketch/Map

Ask students to design or draw a visual representation of their learning by hand or using computer software. This is an evaluation format students enjoy! Examples:

- Sketch layouts, in a computer program, of how a set of desks and chairs should be arranged for three types of student performances
- Using modelling software, design the look of a business office for a specific client
- Using dolls as models, design costumes for a specific time in history
- Make a map of the key concepts learning in a course

Prototype/Working Example

Students can design a prototype of how something works to demonstrate higher levels of thinking. They could work alone or in groups to construct a miniature version of a working product. Examples:

- Create a working windmill to show the generation of electrical current
- Design an ergonomic business product that will help people who work in cubicles
- Grow a small habitat in a bottle that has all the elements of an ecosystem
- Create an animation that demonstrates that working parts of a water cycle

Problem-based Project

Problem-based learning is a way of teaching which involves students solving authentic problems. A small twist on this concept is to allow for the creation of projects that revolve around real-world problems. Students have to use content and knowledge from the class to plan the steps, gather the information, and propose a solution to the problem. Students will appreciate this type of assignment because it will be so easy to see the relevance and importance. Examples:

- In order to keep up to the demand for education, a new school for training professionals in your field is required within the next year. What would the curriculum look like, who would teach it, what would be the focus, etc?
- Recycling is still not happening in all households. What would be a solution to get another 10-20% of the population recycling?
- A book of short stories has just been written and the author wants to publish it. A sample of some of the stories is supplied but you need to figure out if the stories are worth publishing and how you might edit them to be publishable.

Demonstration/Experiment

A very easy way to see if students can apply their learning is to have them do a demonstration or conduct an experiment where they have to use specific materials and resources. Allow students to sign

up for a specific day to conduct their demonstrations and you then evaluate a specific set of skills.
Examples:

- Demonstrate how to clean the teeth of a young girl
- Show how you would give a needle and then properly dispose of it
- Conduct a series of small experiments to explain and identify the properties of a mystery substance – along with making an educated guess as to the substance.

Learning Log/Blog/Digital Portfolio

Learning logs are a good evaluation method if you are looking to see progress over time, how time was used, and what activities were undertaken. A web learning long (or blog) is a way for students to use the digital medium to share their learning more easily and in an ongoing fashion throughout the term. Free online blogging sites are available for students to set up. Digital portfolios are more structured web sites that include pages each dedicated to a certain topic. Examples:

- Create a portfolio of photos and explanations outlining skill acquisition in a sport
- Keep a learning log of thoughts, hypotheses and outcomes as a set of experiments are conducted throughout the term

Case Study

Popular in the business world, case studies have now become great evaluation formats in a variety of disciplines. Case studies ask students to find solutions for various problems within a case. Students like case studies because they relate to real-world situations. Examples:

- Scenario of a patient and ailments requiring diagnosis
- An urbanization plan is causing city council deliberations to be halted – it now requires a thorough analysis and recommendations to city council

Presentation

Presentations are often over-used because students tend to take the slideshow approach and jam as much content on each slide as possible. When it comes time to present, you will often see students reading from slides and including unnecessary use of the software's bells and whistles to impress the audience. When you provide a more specific set of criteria that is more focused on synthesizing information and presenting it in an engaging manner, student presentations become more useful.

Examples:

- Presentation that teaches something new to the class
- Video-enhanced presentation that includes video clips along with graphics
- Group presentation where each person is responsible for a distinct section

Essay/Research Paper/Report/Wiki

The essay, research paper, or report involves students planning, developing, and writing a number of pages on a topic. It is a common evaluation method. Instructors are encouraged to offer alternative formats for expression of thought. The use of a wiki allows classmates to contribute to various sections and make available their learning to the whole class. Examples:

- Research paper on global warming: background, problems, solutions
- Group wiki outlining new advances in use of simulation software to teach nursing

Quiz, Test, and Exam Questions

The most popular form of evaluation is likely quiz, test, or exam questions. There are way so write proper test questions including multiple choice, true/false, matching, and long and short answer types. Examples:

- Matching questions: Diagram of the human body and bank of terms to match up
- Long Answer/Essay Question: Persuasive argument for or against a current topic in the media

During Class Ways to assess learning

1. Avoid Yes/No questions.

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer “yes”. So of course it’s surprising when several students later admit that they’re lost. To help students grasp ideas in class, ask pointed questions that require students to use their own prior knowledge.

2. Ask students to reflect.

During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

3. Use quizzes.

Give a short quiz at the end of class to check for comprehension.

4. Ask students to summarize.

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

5. Hand signals.

Hand signals can be used to rate or indicate students’ understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.

6. Response cards.

Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.

7. Four corners.

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding. The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include “I strongly agree,” “I strongly disagree,” “I agree somewhat,” and “I’m not sure.”

8. Think-pair-share.

Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

9. Choral reading.

Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.

10. One question quiz.

Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.

11. Socratic seminar.

Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.

12. 3-2-1.

Students consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have. The prompt stimulates student reflection on the lesson and helps to process the learning.

13. Ticket out the door.

Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding of a concept taught. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time.

14. Journal reflections.

Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student journals, teachers can identify class and individual misconceptions and successes.

15. Formative pencil–paper assessment.

Students respond individually to short, pencil–paper formative assessments of skills and knowledge taught in the lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction. Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.

16. Misconception check.

Present students with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.

17. Analogy prompt.

Periodically, present students with an analogy prompt: “the concept being covered is like ____ because ____.”

18. Practice frequency.

Check for understanding at least three times a lesson, minimum.

19. Use variety.

Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all students know. More than likely, this means during a single class the same technique should not be repeated.

20. Make it useful.

The true test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few students aside for three minutes to re-teach? Or move on?

21. Peer instruction.

Perhaps the most accurate way to check for understanding is to have one student try to [teach another student what she’s learned](#). If she can do that successfully, it’s clear she understood your lesson.

Source: <https://www.opencolleges.edu.au/informed/features/21-ways-to-check-for-student-understanding/>