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| Assessment for Learning Strategy:  **Before:** | Description: | Information it Provides: | How might results inform instruction?: |
| 1. Survey | Students provide written answers to a series of questions about a curricular topic or individual interests. Teacher should survey students often because interests and understandings change. Can be used *during* and *after* learning. Surveys can be adapted to be fill-in-the-blank sentences or rating on a scale how closely individual relates to statements. Students will hand in. | Depending on the topic being surveyed, it can provide information about students’ interests, feelings about learning, questions, background knowledge, prior experiences, knowledge about upcoming topic, etc. | Create performance tasks and lessons related to students’ preferences; inform groupings and classroom configurations; plan accordingly to refresh students’ memory of previously learned topics leading to new content; build off of students’ experiences in relation to content to make it relatable. |
| 2. Concept Map | Students create a mind map individually, in partners or in small groups about the upcoming topic. This strategy helps visual learners connect the big topic to supporting ideas. This can be used to help students plan out their ideas, such as an essay. Handed in. | The teacher can see how well students understand the upcoming topic regarding their background knowledge and level of knowledge to be able to connect topic to other ideas. This strategy also shows which students may be a visual learners or knows how to use a concept map to plan. | Plan to teach about certain aspects of topic that students lack prior knowledge about; use students prior knowledge in instruction to make content relatable; teach students who do not know how to use concept maps as a strategy to plan out assignments. |
| 3. Computer Surveys –  Kahoot/ Menti/ Padlet | A survey-like strategy done online. Students use their phones or computers to answer provided questions. Questions may be open ended for a written answer, multiple choice, or Yes/No. Depending on teacher’s preference, students can disclose their name, which allows it to be more anonymous, which encourages some students to be more open. | Gain an understanding of students’ prior knowledge/what they remember from previous lesson(s) and students’ interest in the topic. | Reteaching or if moving on with concept is appropriate. |
| 4. Checklists | Given to students before unit or learning task. For student and teacher use. Provides point form explanation of what students should know/be able to do by the end of the unit. This can be developed with students for a variety of tasks. Return to the checklist after set period of time for students to use to self-reflect on if they meet the checklist items; can be used *during* or *after* too. Handed in. | Shows who has metacognitive skills and who has misconceptions about the content. | Assist students to problem-solve how they can meet all the criteria; give students feedback to improve; re-teach; know appropriate time to move onto next concept; ensure students meet criteria by providing necessary support, accommodations and differentiated instruction. |
| 5. Jigsaw Groups | Students will be grouped together where they will work on a different topic and become experts on the topic. Then the teacher will restructure the groups so that each new group has a member that has one expert of each topic. Each expert shares their knowledge with their peers. Can be used *during* learning too. Observed. | Students’ understanding of their own topic to be able to share knowledge with peers, students’ listening skills, level of contributions and discussions with peers shows understandings. | Reteach; assign students new expert topic if first time was not sufficient for students’ understanding, grouping students, introduce more group work/communication skills. |

**During:**

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| Assessment for Learning Strategy: | Description: | Information it  Provides: | How might results inform instruction?: |
| 6. Venn Diagram | Students will draw/be given, if needed, two or three overlapping circles. The overlap areas of the circles show what the concepts have in common and the outer parts of the circle don’t have anything in common. Students use this strategy to compare and contrast two or three ideas or concepts as a whole class or in groups. This strategy can be used throughout life to compare and contrast anything. Handed in. | Know if students can compare and contrast. If students are able to compare and contrast two or more ideas or concepts, they understand it at a high level as these critical thinking skills require deep analysis. | Re-teaching; extending understanding of concept; add another idea to compare and contrast; may need to explain an idea further for students to attempt this strategy again; address misconceptions; answer and pose questions for students. |
| 7. Cold-Calling | Students are randomly called upon to orally answer a question or share their thoughts about the content. This strategy ensures all students participate and gain from the lesson. Students are encouraged to participate when called upon and increases students’ focus as they will be prepared to be called on at any moment. Observed. | Who is listening, following along and focused; how students respond/perform to oral instruction; students’ understanding based on their answer; how engaging the topic is. | If distractions should be taken away; inform groupings of student desk configuration; provide accommodations/ differentiation for students that consistently have trouble answering oralquestions. |
| 8. Rotate Groups | Stations are set up around the classroom for students to rotate around, in groups, to develop their understanding about the topic. At each station there could be a wide variety of tasks, such as, making a model, drawing a picture, summarizing, analyzing situation or text, posing questions, etc. Observed and can include written component. | A way to see student knowledge about each learning task at each station, ability to work in groups, comfortability with concept to share ideas with peers. | Plan for groupings of students in future tasks; reteach; move onto new idea if mastered; address misconceptions; make modifications and adaptations if students are struggling. |
| 9. Journal Entry | Students write in their journal about a prompt related to a specific topic, or how they feel about their learning. This strategy is open to a wide variety of writing possibilities – sentence, paragraph(s), etc. Handed in. | Check if student has an understanding of the topic, how students feel about their learning and the content, which students have metacognition skills, students’ writing abilities (spelling, grammar, comfort, making paragraphs, making sentences, etc.). | Address students’ feelings about learning and teach accordingly; teach more about metacognition and its importance; encourage metacognition; address misconceptions. |
| 10. Oral Questioning | Teacher poses question(s) to spark conversation about topic. The questions can vary from lower to higher level thinking. Can be done in partners, small groups, large groups or whole class. Observed. | Check for a general understanding, who works well together, level of understanding based on contributions, comfort level of participating, communication skills and prior knowledge. | Address misconceptions immediately; reteach or teach higher to extend understandings; groupings according to level of topic understanding and social groups. |
| 11. Think-Pair-Share | Students think about their answer/opinion, then pair (with a partner), then share their ideas with the class in response to a prompt. Give students time in each stage to think about and discuss their answers. Observed. | Who is comfortable speaking aloud to class, level of students’ understanding, who did the homework/etc. to prepare for the lesson. | Grouping students based on who is/isn’t on task and personalities; reteach what students do not understand; address misconceptions. |
| 12. Thumb It | Students respond with their thumb to show their level of understanding. Thumb *UP* = know a lot. Thumb sideways = know some. Thumb *DOWN* = know very little. Can be used at any time during the lesson, for individuals, partners or groups. Can be varied during work periods as a tool to show how much time students need to finish task or as confirmation of understanding instructions *before* doing it. Observed. | Teacher can easily scan the room to see who understands in that moment. Confused faces with students’ thumb responses will show who may need extra assistance and who does not. | Reteach; address misconceptions; ask students specifically what is not understood, provide extra, more in-depth assistance to select students; pair students up to teach one another; use visual and oral instructional tools to teach; gauge whether it is appropriate to move on or not in instruction. |

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| **13. Graphic Organizers** | Students use a graphic organizer to organize their thoughts, questions and new understandings about the topic. A visual representation of student learning. The graphic organizer could be in various formats for a variety of topics. Handed in. | Which students are visual learners and benefit from this strategy; ability to make connections, summarize and give opinions or insights about topic regarding their level of understanding; how students organize their ideas/thoughts. | Reteach; provide different graphic organizer for students to use or alternate ways to organize learning; address misconceptions; use visual and oral instructional tool to teach. |

**After:**

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| Assessment for Learning Strategy: | Description: | Information it Provides: | How might results inform instruction?: |
| 14. Metacognition | Opportunity for students to process what was done in class. The questions below can be handed out to students or students can write prompt and answers to be handed in.    - What did we do? - How can I apply it?  - Why did we do it?  - What questions do I still have about it?  - What did I learn today? | Students’ understanding of topic/lesson and how well students followed along, who can identify what is still unclear, by asking questions, ability to relate content to real world purposes and view the importance. | Provide written or oral feedback; reteach; use students’ experiences to make content more relatable and relevant; answer and pose questions; explain purpose for learning task/content or have students share their ideas. |
| 15. Exit Slip | This can either be a short/long written or visual submission to a prompt at the end of the lesson or teaching of the concept. Handed in. | Students’ who are understanding the unit and level of understanding (making progress, mastery, need additional support) and what they have learned so far. | To make groupings for the next class; reteach to whole class or small group about a particular area; determine if it is appropriate or not to move on in instruction. |
| 16. Reflection | Students reflect on their learning of the topic. This can be done orally, visually or written any time after the lesson or unit, although, reflections immediately after lessons may be the most beneficial. It could be an open-ended reflection or in response to a prompt or question related to content that is the focus. Handed in. | Teacher knows how students feel about what their learning, their level of engagement, suggestions/feedback for teacher to alter instruction, shows students’ level of metacognition. | How to make content more meaningful, relatable and transferable to students; teach more accordingly to students’ interests; reteach an idea or concept; continue teaching or connecting a favorite idea or concept to other subjects; explain purpose for learning task/content or have students share their ideas. |
| 17. Grand Finale Comment | This is a prompt given to students at the end of the lesson as they are leaving class. It is a quick thought turned into a sentence. Handed in.  Individual:  - Today I learned … Tomorrow I need …  - Today I felt … because …  - One word to describe today is …  - I would color today [name color] because …  Group:  - Our group was great today when we …  - Tomorrow we are going to … | Highlights difficulties students are having, students’ feelings towards their learning or group experience, expectations and excitement about the next lesson/subject/day. | Reteach concept; address misconceptions; answer and pose questions for students; make upcoming lessons engaging. |
| 18. Debriefing | This is a reflection that immediately follows the activity or learning experience. The debrief may be led by teacher or students, individually, in partners, small groups or whole class. Observed. | Students’ understanding of the content based on students’ conversations and answers to prompts, ability to think critically about experiences. | Reteach; conference with students that require extra support; encourage more critical thinking and the importance of it; further explain purpose for learning task or have students share their ideas. |
| 19. 360° Check | Each student checks if the person in front of them, to their left, to their right and behind them understands the lesson/concept learned. This could be led with a prompt to check for specific understanding. Students are responsible for making sure they and their peers understand. Teacher should be notified of those who do not understand. Observed. | Illustrates who understands and who needs further teaching, the accountability/comfort level of students to report who (self or peers) do not understand. | Informs if students need more assistance with accountability for their learning and metacognition; reteach whole class or a few students; informs groupings according to level of understanding about the topic. |
| 20. Sentence Summary | Students make 1-4 sentence summaries about what was just learned, deciding by teacher. Can be done individually, partners or small groups. Handed in. | Students knowledge about a topic. Based on the depth of students’ summaries, understanding of topic or unit to date; information about what students know about topic; who can be concise in their writing and writing skills. | Informs direction for future lessons; reteach; teach about concise writing and the importance; (re)teach writing skills. |