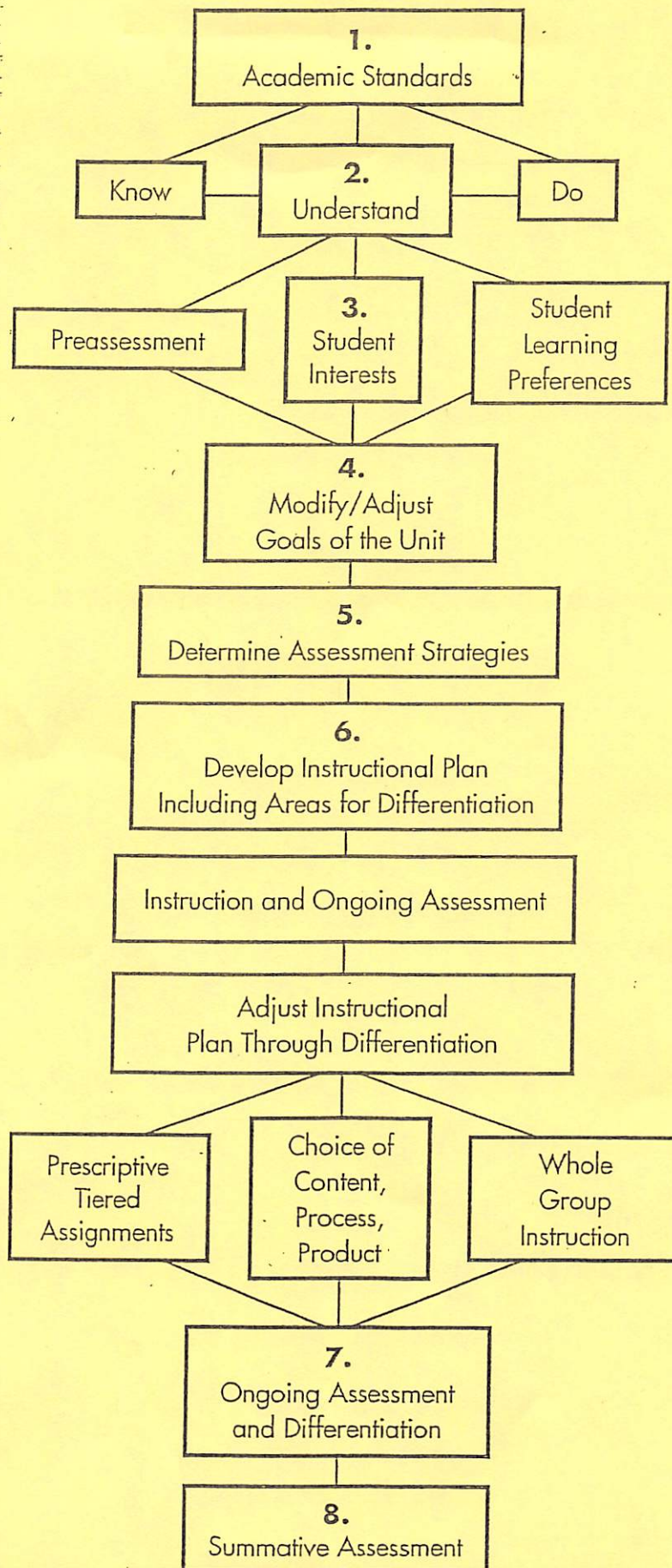


Assessment Resources

From Standards to Summative Assessment



Brief Summary of Nine Pre-assessment Strategies

Topic Webs	Student groups of 3-4. Each student writes 5+ 'facts' about a concept or topic on sticky notes, then labels according to code: !=I am sure; *=Pretty sure; ?= <i>Maybe</i> a fact. As a group, students share out facts & discuss to determine accuracy, separating out <i>questionable</i> facts. Group classifies facts into 'subtopics' as they discuss/sort. Using organized facts on stickies & markers, they create a web on flipchart paper. Teacher collects questionable facts for later guided class discussion. Groups present their webs to class & teacher probes with intentional questioning to refine/clarify.
Walkabout Charts	Students have paper with a chart containing 6 questions on an upcoming topic. All students circulate in the room, talking to others and seeking peers with knowledge 'to share' on the 6 questions. If a student shares knowledge, he/she initials the corresponding box in the chart on other student's paper.
Knowledge Bar Graphs	<i>Sample provided</i> Individuals fill in bar graphs to indicate their knowledge level or familiarity with a concept/topic/process/skill.
Check-In Slips	Like an 'Exit Ticket' but used to pre-assess background knowledge. Create a few questions or quick tasks related to an upcoming topic to get a 'snapshot' of where each student is upon <i>entry</i> to class.
Frayer Diagram (Visual Organizer)	Use a graphic organizer with words, symbols, arrows, sketches - usually 4 boxes. May include: facts, words to describe, diagrams, questions, examples, non-examples, personal experiences. Student provides information in each box to the extent of their current skill level or personal knowledge.
KWL (or KWI)	For a KWL: K=What do you know? W=What specific questions do you want answered? I=What are you interested or curious about <i>related</i> to the concept or topic?
Pre-assessment Carousel	Student groups rotate to 'visit' different workstations. At each workstation, usually with a flipchart posted that contains topics or concepts, the groups brainstorm and discuss their knowledge. Group 'scribe' records their collective responses in an assigned color of marker. Each group reads any responses recorded by previous groups prior to their own discussion/response. Teacher guides class discussion about each flipchart to clarify ideas and identify misconceptions.
Technology Response to Teacher	Teacher provides short prompt or sentence starter to which students respond via email, text, or even a platform like Google form, scrumblr, or Socrative (short answer/open-ended).
Numbered Heads Together	Small groups, members numbered 1-5, brainstorm & discuss knowledge about a topic or concept (may also use resources or internet to 'search' info at teacher discretion). At the designated time, teacher randomly calls a number. Student with that number from every group stands & each shares out <i>group</i> knowledge. Teacher may address misconceptions or misinformation or clarify ideas.

Knowledge Bar Graph

Example. My knowledge bar graph demonstration rating Social Media...

Social Media ↓	Rating →	No clue...	Heard of it.	Know a lot!	EXPERT!!
Facebook					
MySpace					
Twitter					
Instagram					
Vine					
Snapchat					
Pinterest					

Practice. Please rate *yourself* by filling in the spaces all the way across to wherever you estimate your knowledge level to be for each type of informal pre-assessment.

Informal Pre-assessments ↓	Rating →	No clue...	Heard of it.	Know a lot!	EXPERT!!
Concept/Topic Webs					
Walkabout Charts					
Knowledge Bar Graphs					
Check-In Slips					
Frayer Diagram (Visual Organizer)					
KWL (or KWI)					
Pre-assessment Carousel					
Technology Response to Teacher					
Numbered Heads					
One strategy I'd like to know more about from the above list...					
One strategy I would like to implement...					

Note to remember! The behaviors and routines for each pre-assessment strategy on the back page must be modeled, explicitly taught, and practiced with opportunities for feedback.

Figure 9.3:
EVALUATION OF OPEN-ENDED TASKS

TASK: _____

Evaluation Criteria

- Accurate information
- Specific vocabulary
- Depth of content
- Complexity
- Organization
- Mastery of written mechanics

Grade *Circle the dots before any applicable statements to indicate achievement.*

	<ul style="list-style-type: none"> • No comprehension is demonstrated
	<ul style="list-style-type: none"> • Attempts a response • Presents little evidence of content knowledge • Lacks organization
	<ul style="list-style-type: none"> • Provides limited but accurate information • Demonstrates a beginning-level vocabulary, information, and mechanics • Makes some effort to organize the information
	<ul style="list-style-type: none"> • Reflects understanding through accurate information • Uses specific vocabulary • Supports response with appropriate details • Analyzes • Organizes the information effectively • Applies basic writing mechanics accurately
	<ul style="list-style-type: none"> • Provides complex information • Uses advanced and precise vocabulary • Demonstrates a depth of content; is meaningful and well developed • Reflects a complex level of analysis and interpretation of information • Organizes effectively to add interest and clarity • Applies advanced levels of writing mechanics

My product shows _____

I could improve _____

I earned this grade because _____
