

Formative Informal Assessments *Add your own*

Name	Use	Description
Check for transfer	Any	Check to make sure your students are able to transfer a concept from one domain to another. This could take a variety of forms. For example, can they identify the climax in a short story, a novel, a movie, and an advertisement?
Fist to Five	Any	Student hold up hands showing 0 to 5 fingers, depending how well they understand the knowledge or skill.
Four Corners	Any	Posters with questions are posted around the room. Students respond to each question then on a prompt, move to the next one.
Graphic Organizers	Any	Give teachers a quick visual on student understanding. Various kinds: problem/solution (t-chart), sequential (timeline), compare/contrast (3-tab).
Hand in, pass out	Any	Ask students questions, have them respond on notebook paper anonymously. Students then hand their papers in. Teacher immediately, randomly gives them back to students for grading. Students get practice grading others work, but shouldn't know who is who. Teacher then takes informal poll about how many questions students answered correctly.
Poster Gallery with Oral Description	Any	Teams create a visual representation of the big idea or skills. One or more of the team explains their poster to the class.
Quizzes/Tests	Any	Still a good way to check understanding, and a good way to use SBAC stems to prep students' test taking ability.
Response Cards	Any	Index cards with Yes/no on opposite sides, or numbers or letters for multiple choice responses. Can be color coded also.
Soccer/Hockey/Basketball	Any	Teacher draws a field or court on the board. Class is divided into two teams. Question is posed. Team members are chosen at random to answer. If correct, the ball moves toward the goal. Set a number of moves for the ball, like 3-5. A team can score with right answers, or with wrong answer from the other team.
Thumbs Up/Down/Side Wiggly	Any	Thumbs up means agree or understand, down means no, side wiggly means partial understanding

Whip Around	Any	Teacher poses a question or a concept to the class. Each student writes 3 responses. All students stand. Teacher asks one student for one response. All students who have that response cross it off their list. Continue until all students are down.
White boards	Any	Student write a quick response on a white board and show it. Use socks for erasers
Clickers	Any Online	Smart Boards and other tech tools have student response clickers that enter the response on the teachers screen. Variations on clickers: Poll Everywhere, Kahoot!, Plickers, Socrative, Google forms
3 - 2 - 1	Exit	3 - things I learned today; 2 - things I found interesting; 1 - question I still have. Make a form.
Exit Tickets	Exit	Students fill out a slip of paper with one new thing they learned or answer a key question
Metacognition	Exit	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? What questions do I still have?
Turn to Your Neighbor/Paraphrasing	Exit	Oral language version of Exit Ticket. First partner turns to second partner and shares one thing s/he learned. Second partner paraphrases what s/he heard, then tells his/her new learning. First partner paraphrases what second partner said.
Text Rendering	Literacy	Students read an informative text independently, highlighting or writing down a few sentences they find important, interesting, of note, or that give them an Ah ha! moment. Then, group students and have each share a sentence from the text. Next, have each student pick and share a phrase from the sentence they shared. Finally, each student will pick one word from that sentence and share. Have students then discuss if the words, phrases, and sentences they chose sum up the main idea of the text.
Peer assessment	Peer	Class designs the checklist or rubric, use on each other during work, or when complete. Forms: yeess/no, true/false/evidence, categorical evidence, reflective, rubric.
BINGO	Vocab	<u>Quick game to check and/or reinforce vocabulary knowledge. At www.langdevopps.com/resource under Vocabulary Games</u>
Vocab Knowledge Scale	Vocab	Make a grid. Left column, list the words. In the 4, 3, 2, 1 column, students self-rate their knowledge of the word BEFORE and AFTER the lesson: 1: Never seen it; 2: I've seen it but I don't know what it means; 3: I can use it but can't explain it; 4: I can use it and explain it