

ASSESSMENT ON THE GO

- You must get students to REACT to feedback
 - E.g. give them feedback and get them to resubmit assignment, or to write (or give some verbal acknowledgement) response to your feedback
- Or get students/peers to come up with their own feedback
- Assessment is to internalise learning
- Avoid feedback about the self
- Give strategies to successfully complete a task
- Get students to make up rubric
- Get students to rewrite rubric
- Five things to find out:
 - What do students know?
 - What have they learned?
 - Where do they make errors?
 - What misconceptions do they have?
 - How engaged are they?

Strategies

- Fist to five
 - Students hold up either 5 fingers, 4 fingers ... down to just a fist (zero fingers) to demonstrate their understanding / engagement etc.
- Traffic lights
 - Students hold up a green, amber or red sign to teacher when they ask whether people understand something
- Thumbs up / down / sideways
 - Students show with their thumbs their level of understanding / engagement or whatever
- Small whiteboards/slates
 - Students write answers on small whiteboard or slate (can use a laminated piece of white paper and whiteboard markers for this)
- KWL chart

- What we know, what we want to know, what we've learnt – the last bit is the most important
- Race to the bell
 - With five minutes to go, everyone stands up, any person can ask a question about the learning in the class, if another person answers it, they both sit down, continue until everyone is down and then let them go
- Sequence strips
 - Ask students to write down the 10 (etc) most important things about a topic. Then get them to order them in some way: chronological, importance, significance etc.
- Proofing guarantee sheet
 - Have a small document that students must sign showing they've proofread their work and that one (or more) other student has as well, can also include common errors on this, where students tick off that they've checked for them
- 'three before me'
 - i.e. students ask three of their peers first before asking the teacher (Stephanie invented this one!)
- Error cluster – get students to note the TYPES of mistakes they are making them come up with solutions
- One minute paper
 - Most important learning, what is unanswered, what is least clear, summarise in single sentence
- One minute email
 - Students at end send anonymous answers to 1 or 2 simple questions. Teacher looks for themes and reteaches
- Application cards
 - Hand out real life examples and students apply learning to them
- Discussion techniques
- Think/pair/share
- Buzz groups