|  |  |  |
| --- | --- | --- |
| **Diagnostic Assessment**  determines student areas of strength and academic need **prior to instruction**  **Assessment “before” learning** | **Formative Assessment**  a process or assessment designed to intentionally collect information about the nature or degree of student learning during instruction, providing feedback to teachers and students and allowing for teachers and students to make instructional decisions (adjustments and modifications).  **Assessment “for” learning** | **Summative Assessment**  used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a unit, project, course, semester, program, or school year. Typically, summative assessments are comprehensive and representative of a set of knowledge and skills, and associated with high-stakes decisions.  **Assessment “of” learning** |
| **Anticipation Guide**  An anticipation guide consists of a list of statements that are related to the topic of the text your students will be learning. Before learning, students indicate for each statement whether they agree or disagree with it. | **Placemat Consensus**  Up to four students are grouped together. Each student works in his corner of the placemat to solve a problem provided by the teacher. Students then discuss their solutions and use consensus to write down an answer. | **Quizzes**  Quizzes may include a variety of prompts, such as multiple choice, short answer, and constructed response. Feedback is always important along with providing students the chance for revision of classroom assessments. |
| **Entrance Ticket**  A question is posed to students about the essential core understandings to be discussed during the day’s lesson. Responses can be reviewed quickly by the teacher to allow for adjustment of instruction. | **Exit Ticket**  A question is posed to students about the essential core understandings that were discussed during the day’s lesson. Responses can be reviewed by the teacher to allow for adjustment of upcoming instruction. | **Tests**  Tests may include a variety of prompts such as multiple choice, short answer and constructed response. Feedback is always important along with providing students the chance for revision of classroom assessments. |
| **Diagnostic Test or Quiz**  Quizzes and tests may include a variety of prompts such as multiple choice, short answer, and constructed response. Teachers can use the assessments to make instructional decisions. | **Student Dialog and Discussion (Think-Pair-Share)**  Discussion provides opportunities for students to discuss in pairs, small groups, teams or as a whole class to help clarify their understanding. In a Think-Pair-Share, student are provided a question to think about independently and then told to pair up with another student and share their thoughts or solution. | **Performance Assessment**  Generally requires students to perform a task or create a product and is scored using a rubric or set of criteria. In completing the task, students apply acquired knowledge and skills. Often includes a written component. |
| **KWL (Know, Want to Know, Learned)**  A graphical organizer, typically made using a chart or table, that is designed to organize learning. The KWL is an acronym that stands for “what we know”, “what we want to know”, and “what we learned.” | **Performance Task**  a learning activity that requires students to perform a task or create a product to demonstrate their knowledge, understanding and proficiency. Performance tasks occur during the learning process, provide feedback on learning to students and teachers during instruction, and offer opportunities for students to develop skills that may be applied in performance assessments. | **Projects**  A project helps students gain better mastery and understanding of content by applying it through creating a product or representation. Projects can be individual or collaborative and should be an opportunity to transfer learning. |
|  |  | **Knowledge Rating**  Students are asked to rate their understanding of a vocabulary word or concept after learning a unit of study or topic. This allows the teacher to determine the level of understanding that students have acquired. Rating may include self-reflection. |
| **Brainstorm Chart**  Students are asked generate as many ideas as they can about a new topic. The teacher or students write them on a chart. Students then make connections between the ideas to stimulate prior knowledge. |  | **Midterm and Final Exams**  Exams may include a variety of prompts such as multiple choice, short answer and constructed response. Feedback is always important along with providing students the chance to reflect and correct their work. |
| **Student Response Cards**  Student response cards allow students to provide an immediate response to a question or problem posed by the teacher. This may allow for immediate pre-assessment of knowledge. |  | **Portfolios**  a systematic collection of student work and artifacts that demonstrate growth and/or mastery of content, knowledge, and skills over an identified period of time. |
| **Teacher Observation and Checklists** Teachers can create a checklist to record student demonstration of content understanding. These are often based on learning objectives and can be used diagnostically to record the display of prior knowledge. | **Four Corners**  The corners of the classroom represent strongly agree, agree, disagree and strongly disagree. Students respond to a statement or question and move to which of the corners best captures their perspective. Students pair up with another student to discuss and compare their thinking. |  |
| **Concept Map**  A concept map is a diagram showing the relationships among concepts. It is a graphical tool for organizing and representing knowledge. | **Gallery Walk**  During a Gallery Walk, students explore problems or images that are placed around the room.  Teachers often use this strategy as a way to have students share their work with peers, or respond to a collection of problems. | **Standardized Tests**  Standardized tests include assessments such as the SOL Assessments, the PSAT and SAT, the ACT, AP exams, ASVAB (Armed Services Vocational Aptitude Battery), etc. and assess student learning as compared with other students across the state or nation. |
| **Interest Survey**  Student interest surveys can be administered prior to a unit of study to determine how the teacher could make connections between the content and the interests of individual students. | **Warm-Up**  A warm-up can get students started right away on solving a problem that has previously been introduced. Teachers can then use the results to drive instruction or differentiate based on readiness. |  |
| **Graffiti Wall**  On a graffiti wall, colorful markers and large poster paper, have all students creatively design a Graffiti Wall of things they know about a specific topic of study. Students are then encouraged to add to the wall throughout the unit as they gain new knowledge. This is a colorful way to display what they know and what they have learned. | **Concentric Circle Sharing**  Students are placed in two circles. Students in the inner circle face outwards, directly facing another student in the outer circle. This strategy enables discussion between students while encouraging movement and interaction. |  |
| **Picture or Graph Interpretation**  Students respond to information provided in a graph, chart, or picture by making observations and conjectures based upon prior knowledge. For example, students could be provided a picture of an historic event and asked to provide observations or make conjectures surrounding its context and time period. | **Vocabulary Share**  Students are given cards on which vocabulary words are printed. Students work in pairs and try to get their partner to say the word on the card by describing it without using the word itself. Students then switch roles until they have reviewed the set of cards provided. |  |
| **Card Sort**  Students are given cards with unfamiliar content or concepts (i.e. equations written in slope-intercept form, standard form, point-slope form) and asked to sort them based on attributes. Students must then describe the attributes that led them to sort the cards that way. | **Jigsaw**  The jigsaw strategy is used as a random way of forming students into groups. Students are put into groups of three or four and asked to examine one component of a problem. Students in each group then share out their findings to the class. |  |