

# ASSESSMENT



## DIFFERENTIATED INSTRUCTION

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## Formative Assessment Strategies

| Strategy Name                           | Brief Description  |
|---|--|
| 1 Word Summary/<br>Whip Around          | Students think of one word that comes to mind when they think of a given topic, or one word that summarizes the concept from the lesson. Then do a Quick Whip (see below) around the room so everyone can hear all the words. Remind students that if someone said the word they wanted to say before them, that's OK. Just repeat it. |
| 3-2-1                                   | Give a prompt to ask students to share 3, 2 or 1 concepts or ideas. For example, "share 3 keywords, 2 comments and 1 question from today's learning."  |
| 3 - Minute Pause                        | Pause to allow for processing. Ask learners to make connections to prior knowledge or experiences. You can provide prompts... <ul style="list-style-type: none"><li>● I changed my attitude about...</li><li>● I became more aware of...</li><li>● I was surprised by...</li></ul>   |
| 4 Corners                               | Post 4 ideas or opinions, 1 in each corner. Ask students to go to the corner that most represents their opinion on it. Students can partner with someone in their corner or another corner to discuss or debate their choice.  |
| The 5 Whys                              | Learners practice explaining their rationale to an opinion or statement by asking why? They then ask "why?" again and repeat for 5 times, writing a response every time.   |
| 5 Word Summary                          | Students define or explain a concept in 5 words. For example, what are the 5 words that are most critical to the concept?  |
| 10-2 Processing                         | Deliver information for 10 minutes, allow time to process for 2. This can come in the form of questions, discussion, writing, etc. For example, "Think about the information shared with you in the last 10 minutes, what are 3 key points? Share with a partner."   |
| ABCD Cards /<br>Whiteboards             | Create cards with an A, B, C and D. Ask questions in multiple choice form and ask students to hold up the letter that corresponds with that choice. Or ask them to write out an answer on a whiteboard and hold it up.   |
| Analogy<br>Prompt/Picture<br>Connection | Present students with an unfinished analogy and ask them to complete it. Analogy example, "water is to cell as _____ is to _____" Picture Connection example, "This picture is like the process of photosynthesis because..."  |
| Brainstorm/<br>Categorize               | Provide concepts, terms or words (partners or groups) on index cards. Ask students to begin to categorize and create headings for each category. As an extension, they can turn over the categories and switch chairs. The goal is for the new students to identify the categories before they turn them over to reveal them.          |
| Concept Map                             | Provide a graphic organizer for students to conceptualize a concept. For example, if you are looking at a number of tasks that need to be accomplished, you can provide a flow chart and ask students to conceptualize the ways that they could get completed.   |



|                                 |  |
|---------------------------------|--|
| Consensus Wall                  | Ask students to respond to a question or comment on a post-it note. Ask one student to share his or her answer and post it in the room. Any student who has a similar answer to the posted post-it places their post-it near it. Another student can share a response and post it in another part of the room, and others can post their response next to it, if it is similar. Continue until everyone posts their post-it.   |
| Data Wall/Picture               | Students write their name on a post-it note. Next, they post their name on a poster/picture or statement that most represents how they feel or what they understand. This can happen at the beginning, middle or end of a lesson, and can give you a picture of where students stand toward learning a concept.  |
| Exit Slip; Ticket Out           | Students provide feedback, understanding or comments from the lesson on their way out. This can be in the form of a question, 3-2-1 or reflection writing.   |
| First/Last Word                 | Start with a word that is key to the lesson. Students create an acrostic poem at the beginning of the lesson. Then, at the end, they revisit it and add to it with their new understanding.  |
| Gots and Needs                  | Students write on a post-it note or card something they understood (got) about a lesson and/or something they still do not understand (need).  |
| Graffiti Wall                   | Students write ideas on a large chart paper or doodle images to represent a concept.   |
| Group Review - Name Game        | Create a review sheet with about 8-10 questions. Students walk around the room and find a different classmate who can answer one question on the paper. That person signs his or her initials, but does not answer the question. Students should only have a classmate's initials once on their paper. After all students get initials for all of the questions (or after a certain amount of time), review each question by asking a student to share who said they could answer it (on their paper). The student with the answer "teaches" the class. This person will get to call on the person who initialed the next question and so on until the review is complete. |
| Hand Signals                    | 1) Use hand signals to check understanding or for management. Hands go up to illustrate understanding. This signal can also be used to indicate the end of an activity or to get attention back to the teacher. 2) Open/closed fist on the chest can indicate the degree of understanding. 3) Showing a certain number of fingers can also indicate the degree of understanding or number correct.   |
| Is/Is Not Chart                 | Students define a concept by creating a "T" chart to explain what it "is" and what it "is not." They can do so with examples or definitions.   |
| Lineups for Purposeful Partners | Learners line up according to their self-assessment of their learning. For example, "Rate yourself on a scale of 1-10 on how comfortable you are with balancing equations right now." Then you can fold the line to create heterogeneous partners, or ask students to turn to their shoulder partner for homogenous partners. You can also slide the line to create mid-low and mid-high partners.   |



|                               |   |
|-------------------------------|---|
| Misconception Questions       | Teacher asks a question designed explicitly to elicit specific student misconceptions that are commonly associated with a particular topic, so that they can identify and remediate those misconceptions.   |
| Numbered Heads                | In groups, give each member a number. You can use this number to ask questions or ask for responses. For example, "All 2s stand up. What do you think..."   |
| Placemat Consensus            | Students create a "placemat" with four quadrants, and a circle in the middle of the page. Students are asked to individually answer a question or prompt, and share it with the group. Once the group has agreed on an answer or idea, they record it in the center circle.   |
| Quick Whip                    | Each student has ten seconds to report something learned in the lesson or answer a question.  |
| Quiz - Quiz Trade             | Create index cards with questions on review content. Distribute a card to each student. Students walk around and partner up. Each person asks a question and confirms the answer. Once the partners answer and discuss both questions, they trade cards and find a new partner. The teacher can include answers on the back of the cards, or ask students to place check marks on questions that they were confused by, so you can review those questions at the end of the session.  |
| Read and React                | Provide students with a short passage or quote to react to. They can text render, discuss it, or write a response.  |
| Smart Charts/<br>Gallery Walk | Provide poster paper to groups or partners for brainstorming or recording information. Hang posters around the room and have everyone walk around to read them. They can also comment or place question marks or check marks. Using a different color marker for each group shows which group made which comment.   |
| Smarter than a Machine        | Use a ChatGPT prompt to create a machine-generated product for your students to critique for strengths and weaknesses. Sample prompt, "Create a summary describing the four most important parts of _____." (the water cycle, photosynthesis, an argumentative essay, an artistic photograph, etc.)   |
| Stand Up/ Sit Down            | Teacher asks a series of questions and asks learners to stand or sit according to their answers. This could be a competition where the last person standing wins.   |
| Text Rendering                | Provide students with a short amount of text and ask them to highlight and comment on what stood out for them. You can follow this up with a partner or group share.<br>Potential protocols for text rendering: <ul style="list-style-type: none"><li>● Read and annotate the text independently</li><li>● Read and locate one sentence that stands out to you; share without discussion</li><li>● Now go back and locate one phrase; share without discussion</li><li>● Now go back and locate one word; share without discussion</li><li>● Now go around and share why you selected what you selected; no discussion</li><li>● Now discuss freely</li></ul> |



|   |   |
|---|---|
| Think/Pair/Share                          | Teacher asks a question; first the students think on their own, then they share ideas in pairs (perhaps receiving feedback from a partner), and then share their best thinking with the whole class.  |
| Thumbs Up/<br>Thumbs Down                 | Students can put their thumbs up to show understanding, thumbs down to show confusion or thumbs to the side to show “almost got it, but have some questions.”   |
| Traffic Light<br>Self-Assessment          | Have learners hold up a colored card that represents their understanding or agreement with a concept. Red- don't get it or no; Yellow- sort of or maybe; Green- got it or yes.  |
| What's Important<br>Poem or Haiku<br>Poem | Students can write a poem in this form (teacher gives the topic):<br>What's important about _____ is...<br>It's true that...<br>It's true that...<br>It's true that...<br>But the most important thing about _____ is...<br>OR write a Haiku to summarize the concept from the day. Haiku's are 3 lines and have 5 syllables, 7 syllables, and 5 syllables.   |
| Whiteboards                               | Teacher asks or presents a question, waits an appropriate amount of time while students write responses on white boards, then the students individually and simultaneously hold up their boards for the teacher to see.   |
| Word Sort /<br>Word Links                 | Provide words or a concept to each student to display on a card. Students must confirm they can define their word first (provide time for them to look it up or discuss with a partner.) Ask them to partner up with other words for various reasons such as... <ul style="list-style-type: none"><li>● find a word that is similar in meaning</li><li>● find a word that is dissimilar in meaning</li><li>● find a word that can be connected in some way</li></ul> Ask students to work with that partner and rationalize their decision for selecting each other. As an extension, students can read a text or listen to a lecture or video, and pay attention to the way their word was used. They can try to determine new relationships with other words in the classroom afterwards. |
| Word Splash                               | The teacher provides a premade list of words around the topic of the lesson/reading. Learners write a story using the words; this can be creative, silly or serious. Share with a partner or group. Read or provide instruction on the topic. Learners write another story but this time with correct use of the words/terms.   |

*These strategies were not all created by TLS. Some of these are common to many classrooms. TLS organized them here for teachers' benefit.*



## Targeted Checks for Understanding Video Analysis

| Question   | Teacher: | Teacher: |
|--|----------|----------|
| <p>Partner A:</p> <p>What steps did the teacher take to implement a Targeted Check?</p>  |          |          |
| <p>Partner B:</p> <p>Take notes on the critical attributes of Targeted Checks.</p> <ul style="list-style-type: none"><li>● Key curriculum</li><li>● Individualized data</li><li>● Responsive instruction</li></ul> |          |          |




# Continuum of Checks for Understanding: Everyday and Targeted Checks

## Two Types of Formative Assessment

| Everyday Checks   | Targeted Checks  |
|---|--|
| <ul style="list-style-type: none"> <li>Gauge the <b>class'</b> understanding</li> <li>Helpful to <b>adjust</b> instruction in the moment</li> <li>Gives a <b>general</b> idea of understanding</li> </ul> | <ul style="list-style-type: none"> <li>Gives specific data on <b>individuals (names on data)</b></li> <li>Will be used to <b>inform and adjust</b> instruction</li> <li>On content where <b>students struggle</b></li> <li>When <b>understanding begins to differ</b></li> </ul> |

## Everyday Checks are...

Assessment data that is used to *guide instruction* throughout a lesson



How do I know the students are getting it?


Everyday Checks:

- Check in
- Check on
- Check out

## Formative Assessment: Targeted Checks

**Critical content**

- Where **students struggle**
- When **understanding begins to differ**



**Individual data** (*what does each student know?*)

- Specific data on **individuals (names on data)**
- To **inform and adjust** instruction

## Purpose of Targeted Checks


**To Plan Responsive Instruction**

- The individual data collected allows the teacher to develop a plan that engages each student at the correct level of difficulty.
- Differentiated Instruction is accomplished through different forms of Tiering.

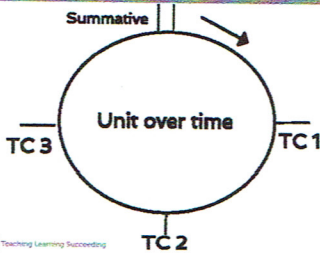
## Key Points for Targeted Checks

- Targeted Checks are **NOT** once and done.
- Targeted Check questions must align to the Learning Targets.

They are happening at critical points in EACH chapter/unit.



## Targeted Checks in a Unit



Targeted Checks =

Critical Content + Individual Data Collected and Analyzed => Responsive Instruction



## Continuum of Checks for Understanding



### Everyday/Right There Checks:

*That day's objective,  
previous learning.  
Gauges whole class.*

### Targeted Checks:

*Important or difficult  
content or need to  
combine objectives.  
Specific student info.*

## Everyday vs. Targeted Checks for Understanding

| Similarities  | Differences  |
|---|--|
| <i>WHAT:</i> Method to formatively assess a skill or concept so you know who learned what to inform instruction | <i>WHEN:</i><br>Everyday - Beginning, middle, and/or end (following introduction, for directions, after skill demo, closure). In other words, at various points throughout a lesson.<br><br>Targeted - After a chunk of instruction for the unit, but before the final assessment. In other words, at targeted points throughout the unit.                                 |
| <i>WHY:</i> To monitor the learning and adjust the teaching plan, if needed                                     | <i>HOW:</i><br>Everyday - Quick and easy; gauge whole class learning. Examples include: Think/Pair/Share, self-assessment, whiteboards, Plickers, hand signals<br><br>Targeted - More time-consuming to plan, collect, and interpret; specific information from each student. Examples include: exit slip, quiz, written response, homework problems, Google Form, Nearpod |
| What is an example of an everyday check you've done in your classroom?<br><br>How did you respond?              | What is an example of a Targeted Check you've done in your classroom?<br><br>How did you respond?  |





## Ways You Might Respond to a Targeted Check

***If your Targeted Check yields that most GET it:***

| Idea  | Your Thoughts |
|---|---------------|
| Go on, especially if it comes up again later  |               |
| Scaffold(s) for those who need it   |               |
| Use remediation period for those who need it  |               |
| Not Yet Exit Ticket - Give exit ticket with ten or so minutes remaining in period. Review results and pull a small group so mistakes not repeated on homework |               |
| Split Screen - Quick (five minute) mini-lesson for those who need it. Rest of class does independent activity - bell ringer, anchor, practice problems        |               |
| Other:  |               |

***If your Targeted Check yields that half get it and half don't:***

| Idea  | Your Thoughts |
|---|---------------|
| Provide another check for understanding   |               |
| Heterogeneous partnering  |               |
| Scaffold(s) for those who need it   |               |
| Not Yet Exit Ticket - Give exit ticket with ten or so minutes remaining in period. Review results and pull a small group so mistakes not repeated on homework           |               |
| Split Screen - Ten or fifteen minute mini-lesson for those who need it. Rest of class does independent higher level activity - creating their own problems, for example |               |
| Other:  |               |



***If your Targeted Check yields that most DO NOT GET it:***

| Idea  | Your Thoughts |
|---|---------------|
| Provide more practice for all   |               |
| Reteach everyone  |               |
| Scaffold(s) for those who need it   |               |
| Not Yet Exit Ticket - Give exit ticket with ten or so minutes remaining in period. Review results and pull a small group so mistakes not repeated on homework |               |
| Relearn, Review, Reveal - Provide reteaching for some, more practice for some, and extensions for the rest. Essentially a Split Screen with three groups      |               |
| Challenge by Choice - Students self-assess and then practice on their specific areas of needs followed by an Anchor   |               |
| Other:  |               |