A Quick Guide to Assessment for Learning

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| **Where Am I Going?** | |
| \*Making Learning Targets Clear | Transform your TEKS into kid-friendly learning targets with success criteria |
| \*What Do I Know? | A quick pre-assessment about what students already know about the learning target |
| \*Strong and Weak work | Let students see examples of strong and weak work and use their rubric to assess prior to making an assignment |
| Strategy Harvest | Allows your students to see different approaches to solving a problem and provide each other with feedback |
| \*Kid Friendly rubrics | Provided to students up front |
| “I Can” Diaries | A diary that students use to keep track of their learning targets |
| **Where Am I Now?** | |
| \*That’s Good Now This | Success/intervention feedback form |
| \*Stars and Stairs | Use common symbols to help students know what is on target and what needs work |
| \*Assessment Dialogue form | This form is turned in with their work, then returned by the teacher with feedback |
| \*Where Am I Now? Box sheet | Allows students to monitor themselves on a test or quiz, then set goals for closing the gap |
| \*Progressive Free Write | A modified KWL to help students track their learning |
| \*One Minute Cards – What Stuck with You | Used as an exit ticket to help you see what they took away from the lesson |
| \*Traffic Lighting | Students self-assess where they are in relation to the learning targets |
| \*3-2-1 Reflection | Students reflect on their learning and identify gaps |
| Fist to Five | Ask the students to show their level of understanding by showing a number of fingers on one hand to represent their level of understanding. Fist shows no understanding. (I need to go over this again.) Three fingers show moderate understanding. (I think that I get it, but I am not completely comfortable.)  Five fingers show complete understanding. (Let me teach the topic myself.) |
| Two Color Highlighting | Students mark with a yellow highlighter the phrases on a rubric they think describes their work. You mark with a blue highlighter they phrases that you believe describe it. Where you and the student are in agreement, the phrases are green. |
| 3-Minute Conference | Use the assessment dialogue form to sit down with each student for 3 minutes and provide feedback |
| TSAR | Think, share, advise, revise. A peer tutoring strategy where students learn from each other |
| Skill Assessment Form | Allows students and teachers to track learning |
| Checkers, Buttons, and Poker Chips | Students put a button on a string for every spelling word mastered, or checkers in a jar for each I Can accomplished |
| Checklist | Convert your rubric into a checklist and have students check things off before turning in |
| Discovery Quilt | A modified KWL that makes student learning visible. |
| Peer Assessment forms | Provide forms for students to check each other’s work |
| **How Can I Close the Gap?** | |
| Graphic Organizers | Select a graphic organizer that addresses the gap students have and focus solely on the skill they lack |
| Annotated Portfolios | Have students provide evidence of meeting each I Can statement. Those statements that lack evidence indicate areas that need remediation |
| Stations | Set up stations that address each I Can and let students self-select where they need to learn |
| Student tracking their own data | Student binders provide I Can statements and students track their progress toward the I Can |
| Student Progress Self-Evaluation | Students identify gaps and propose ways to address them |