Response Cues/Cards:

Response cards are index cards, signs, dry-erase boards, magnetic boards, or other items that are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response cards, the teacher can easily note the responses of individual students while teaching the whole group. Additionally, response cards allow for participation by the whole class and not just a few students who raise their hands to respond.

While there are a number of examples of response cards, there are basically two types: pre-printed and write-on cards. Preprinted cards have responses on them: write-on cards allow students to indicate their responses in real time. There are specific reasons to use each.

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Traffic Light System:

The teacher supplies each student with a set of three items (markers, dot stickers, cups, etc.). One of the items is green, one is yellow, and one is red. During segments of instruction specifically designated for the traffic light system, students use their items to represent their personal level of understanding regarding what’s being discussed in class. If a student chooses the green item, it signifies, “I understand this, and I understand it well enough so that I could explain it to other students if I’m asked to do so.” If a yellow item is chosen, the student sends the message, “I’m somewhat unsure about whether I understand what’s going on now.” A red mark indicates, “I really don’t understand what’ being discussed at the moment.”

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Item Sampling:

Item sampling consists of a teacher only administering a portion of a test’s items to a portion of the students in class. By amalgamating the sampled results, the teacher can obtain a defensible estimate of the entire class’s level of mastery in far less time than it would have taken had all students been obliged to complete all of a test’s items.

For example, suppose you are a geometry teacher trying to get a fix on your students’ abilities to compute the areas of diverse sorts of geometric shapes. Let’s say you have created 20 test items covering the range of geometric shapes for which students might compute areas. However, rather than creating a single 20-item test, you randomly put the 20 items into 5 separate, 4-item “testlets.” You then randomly administer the testlets to different students in your class.

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Assessment Probes:

Teachers have all of the traditional assessment tools at their disposal. They might employ selected-response items, such as multiple-choice or true/false items, and also constructed-response items, such as short-answer items or essay items.

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Whip Around:

The whip around is a useful instructional tool teachers can use to check for understanding in a group setting. While the whip around may not provide individual, student-level information about understanding, it is useful in helping teachers to determine if they need to reteach content to the group. As such, whip around is often used as a closure activity at the end of a period of instruction.

The procedure is fairly simple. First, the teacher poses a question or a task; typically, students are asked to make a list of at least three items. Students then individually respond on a scrap piece of paper. When they have done so, students stand up. The teacher then randomly calls on a student to share one of his or her ideas from the paper. Students check off any items that are said by another student and sit down when all of their ideas have been shared with the group, whether or not they were the one to share them. The teacher continues to call on students until they are all seated. As the teacher listens to the ideas or information shared by students, he are she can determine if there is a general level of understanding or if there are gaps in students’ thinking.

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Feedback Cards:

Students write down what they think was the main point or concept of the lesson on index cards. The teacher collects all of the cards and places stars on the ‘best’ note cards. The next day, the teacher hands the cards back and asks students who got a star on their card to read them aloud. Students who did not receive a star will realize that they missed critical pieces of the lecture.

Feedback cards with stars are placed on a bulletin board for the class to read and saved for absent students to review when they return.

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|  |  |  |  |  |
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Think-Pair-Share

**Think-Pair-Share** is a cooperative discussion strategy that allows students to discuss their responses with a peer before sharing with the whole class. Developed by Lyman (1981) and colleagues, there are three stages of student action:

**Think**. The teacher engages students’ thinking with a question, prompt, reading, visual, or observation. The students should take a few minutes (not seconds) to think about the question.

**Pair**. Using designated partners, students pair up to discuss their respective responses. They compare their thoughts and identify the responses they think are the best, most intriguing, most convincing, or most unique.

**Share**. After students talk in pairs for a few moments, the teacher asks pairs to share their thinking with the rest of the class.

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|  |  |  |  |  |
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S-O-S Summary

An S-O-S Summary is an assessment that can be used at any point in a lesson. The teacher presents a statement (S), asks the student’s opinion (O) (whether the student agrees or disagrees with the statement), and asks the student to support (S) his or her opinion with evidence.

Read the following statement: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

What does it mean?

What’s your opinion? Circle One: I agree I disagree

Support your opinion with evidence.

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Give One, Get One

This technique is best done when students are using academic notebooks. The entire activity should be done with students in a standing position.

* Each student is asked to find a partner with whom he compares notes.
* The student takes a moment to identify the information they have in common.
* Each student identifies something he did not record but his partner did.
* This new information is then recorded in each student’s notebook.
* In effect, each student gives one and gets one.
* Pairs can report to whole class regarding the transaction.

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Value Lineups:

Students are asked to evaluate a statement and instructed to line up according to their degree of agreement, disagreement with the statement. After forming a single line, the queue is then folded in half so that the students who most strongly agreed and disagreed with one another are now face to face. Students then discuss their reasons for their positions and listen to the perspectives of their partners.

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Parking Lot:

The teacher will designate an area of a whiteboard or chalkboard to the parking lot. As students enter class, they are encouraged to write down the numbers of questions they wanted to review from the nightly homework. The teacher can quickly scan and decide which homework problems to review first.

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One Question Quiz:

*This works really well in math class.*

After reviewing the main concepts from the day, the teacher hands an index card to each student. On the overhead, the teacher places a question and 4 multiple choice answers. The students take time to solve the problem and write the correct answer on the index card.

The teacher then shares the correct answer and reasons why a student might have chosen one of the other 3 distractors.

The teacher collects the index cards to get a sense of how many students understood the new concept that was taught.

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|  |  |  |  |  |
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Graphic Organizers:

Graphic organizers have been effectively used across the content areas, including in English and language arts, math, science, and social studies. We know that graphic organizers are effective with students with disabilities, students who are gifted and talented, English language learners and across the grade spans of elementary school, middle school, high school, and college learners.

When teachers are checking for understanding, it seems reasonable to suggest that asking students to create a visual representation for their knowledge would be valuable. We’re not suggesting that teachers learn to assess or evaluate the graphic organizers, but rather use the construction of graphic organizers as a source of information to determine what students know and do now know.

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Corner Cues:

Corner cues allow teachers to have students simultaneously answer a question and adds movement to the classroom. The teacher poses a question and chooses a corner for each answer. Students move to the corner that they feel best represents the answer.

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Classroom Response System:

A classroom response system (sometimes called a personal response system, student response system, or audience response system) is a set of hardware and software that facilitates teaching activities such as the following.

* **A teacher poses a multiple-choice question to his or her students** via an overhead or computer projector.
* **Each student submits an answer to the question using a handheld transmitter (a “clicker”)** that beams a radio-frequency signal to a receiver attached to the teacher’s computer.
* **Software on the teacher’s computer collects the students’ answers and produces a bar chart** showing how many students chose each of the answer choices.
* **The teacher makes "on the fly" instructional choices in response to the bar chart** by, for example, leading students in a discussion of the merits of each answer choice or asking students to discuss the question in small groups.

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Word Splash:

* Identify the content you want students to know and make a list of key vocabulary words and concepts associated with the content.
* The words should be written randomly and in all directions. Tell students you just wrote these words in no particular order (called a “Splash”).
* Present your lesson.
* Have students go back to the word splash and place the words in some logical order.
* Next, after the students have put the words in order, have them place the words into sentences and create a paragraph about what they learned today.
* This can be done in groups and each group can present and critique their paragraphs for accuracy, completeness, and information. Choose the best one.

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3-2-1:

* Write the numbers 3,2,1 down the left side of a paper.
* Have students list:
  + “3” new things they learned.
  + “2” things that confuse them
  + “1” way to apply what they learned in another area

Note: This can be expressed artistically and orally as well

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Advanced Organizers:

Provide students with a fill in the blank style advanced organizer as a scaffolding move to serve as summarization device.

How to create one:

Step 1: Write out a summarization outline for students.

Step 2: Delete key words and phrases and replace with blank lines.

Differentiate: Providing blanks that can contain many different answers also challenges students!

Example:

*When dividing mixed numbers, we must first turn each mixed number into a \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. Once done, we change the operation from division to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.*

*Now we multiply the first fraction by the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of the second fraction. If our*

*Final answer is top-heavy or an \_\_\_\_\_\_\_\_\_\_\_\_\_\_ fraction, then we rewrite it as \_\_\_\_\_\_\_\_\_\_\_\_\_\_*

*\_\_\_\_\_\_\_\_\_\_\_\_\_, and we reduce it to \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_terms.*

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Exclusive Brainstorming:

Write a topic sentence on an overhead or chalkboard, followed by a series of words.

*All the words (except for one) should connect to the topic*

Circle the words that connect, and cross out the one that doesn’t. *They are* ***bolded*** *in this example*

Students will explain their thinking (in writing, orally, in groups, by blogging, etc).

Example of Exclusive Brainstorming:

Different Kinds of Liquids

Mixtures: ***plural*** ***separable*** ***dissolves*** no formula

Compounds: ***chemicals*** ***combined*** ***new* *properties*** ***has* *formula*** no composition

Solutions: even mixture ***dissolved* *particles*** ***saturated*/*unsaturated*** ***heat* *increase***

Suspensions: clear ***no* *dissolving*** ***settles* *upon* *standing*** ***larger* *than* *molecules***

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One-Word Summaries:

* Ask students to write one word to summarize a lesson’s content and then explain why they chose that word.
* As an extension, the class can record all the words and then narrow it down to its top three (or more or less) and the collectively rationalize why they chose these words.

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Share One; Get One:

* Present your lesson like you normally would.
* Have students draw a nine-square grid, or present them with a pre-made one.
* In any three squares ask students to record three skills, facts, or concepts from the lesson.
* Students will get up move around the room getting other students to fill in additional facts/skills/concepts in the remaining squares. Each student is only allowed to fill in one square of a classmate, but they may do that to as many classmates as possible.

When a student has all nine squares filled in, they can sit down.

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