

Informal Formative Assessment Strategies

1. **Whip Around** – Ask a stem question such as “What factors influence our decisions?” Move quickly around the class asking each student to respond
2. **Outcome Sentence** – List outcomes on an overhead or board (One thing I learned.. One thing I still don’t understand..). Have all students respond to the question in writing.
3. **Exit Ticket** – Give students an index card or a half sheet of paper. Ask that they respond to a question before leaving class. (Write down two internal and two external influences.) Another option requires students to respond write a factual answer about the big idea of today’s lesson, but in their own words. A second question should require more explanation of a concept.
4. **One Minute Paper** – Have students write for one minute about what they have learned about a particular unit, chapter, or lesson. Other questions might include What is the most important thing we discussed today? Or What was the most confusing idea presented today?
5. **Clip Board Pass Around** – Pre-write 3-4 questions on a piece of paper. Provide each group with the questions. Have the group pass around the clipboard so that every student responds to at least one question. Encourage small group discussion.
6. **Thumbs Up – Thumbs Down** – Request a student response or a teacher statement ask students to vote “How many agree with the statement?”
7. **Class Vote** – After student’s response or a teacher statement ask students to vote “How many agree with this statement?”
8. **One Minute Reports** – Ask students to verbally explain for one minute about something they have learned. Have 3-4 student share per class.
9. **Concept Link** – Have students do a pair share and describe one way that a current learning relates to something that has already been learned in a prior lesson, unit, or concept.
10. **Group Q & A** – Have students individually write down several questions they have about a chapter. In the group, encourage students to discuss all questions. Any questions still unanswered at the end of the discussion are listed in one paper and given to the teacher for a large group discussion.
11. **Quick Quizzes** – Give students a few multiple choice / True False questions at the beginning or end of class. Include some questions require students to explain their thinking. The answers should be processed as a group. The results can also be charted to identify gaps in learning understanding.