



Technology Tool of the Month

Amanda Townley discovered Edulastic, an online formative assessment tool that allows teachers to choose formative items from a standards-aligned item bank and provides feedback in the form of data. To check out Edulastic click on the link below:

<https://edulastic.com/teachers/>

Formative Assessment

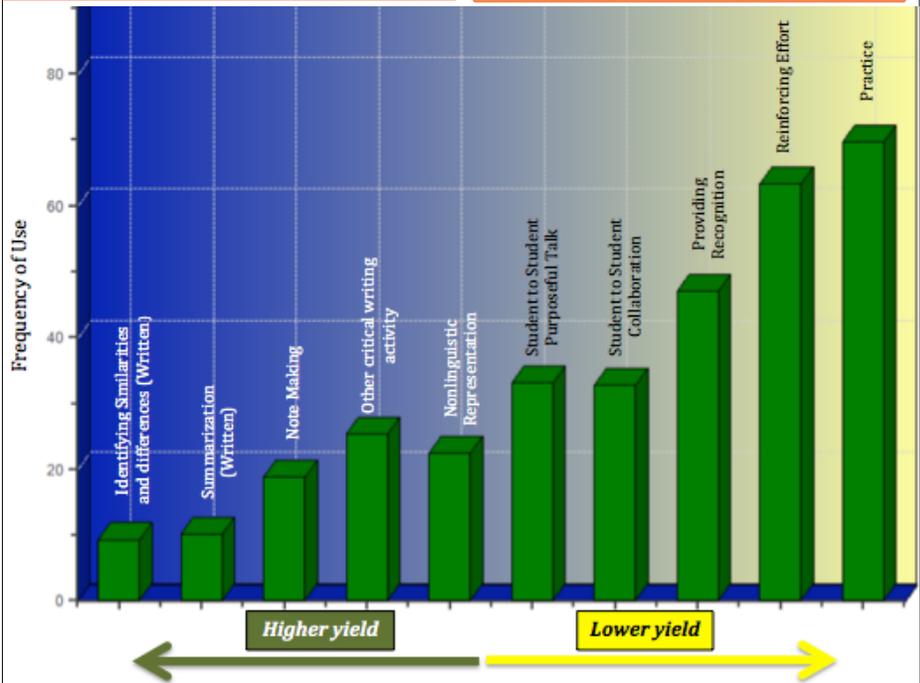
We know what formative assessment is but what does it look like in the classroom?

Mrs. Atwood posts multiple-choice answers in different corners of the room. As students select an answer choice they move to the corner that corresponds with their selected answer. Once there, they must justify their answer with text evidence. Having students move in this way serves multiple purposes. It provides the teacher data on student understanding at a quick glance. It also allows students who have selected the same answer choice to collaborate on the justification for their answer. Finally, Mrs. Atwood randomly calls on students to explain the justification for their answer choice. This keeps students on their toes and thinking.

[Click here](#) to read an excellent article on formative assessment.

Pedagogically Speaking:

High-yield strategies



The table above is based on high-yield instructional strategies as outlined in the Fundamental 5 Powerwalks tool. With just under 1,000 walkthroughs completed district-wide this table shows the frequency of use of those high yield strategies in GISD classrooms.

This data indicates that these strategies are being frequently used but that the lower yield strategies were most commonly observed. As you plan instruction consider which of the higher yield strategies might be appropriate.

Identifying similarities and differences is an effective yet complicated strategy made up of three steps:

1. Compare information
2. Sort the information into categories
3. Make connections

An example of this was observed in the 5th grade social studies classes last week. Students were comparing the resources of the 13 colonies and sorting those resources into categories to make connections. Then students identified similarities and differences between the colonies and were asked to connect the resources to settlement regions. Without this final step the comparing and sorting of information serves little purpose.