The ABC’s of Informal Assessment

A List of Ideas

Please note that I am not claiming any of these ideas as my own. I have only compiled a list for the benefit of helping teachers have a variety of informal assessments in their classroom. I am not claiming copyright to them or the ideas. The copyright is only to the graphic/design and creation of the compilation. The majority of these ideas can be found through a variety of resources and have been shared with me by Jacque Melin of GVSU. www.formativedifferentiated.com
<table>
<thead>
<tr>
<th></th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Fungi must form spores to reproduce.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>All mushrooms are safe for us to eat.</td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td>Yeast is a form of fungus.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Penicillin is made from a fungus.</td>
<td></td>
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</table>
Bump in the Road

- Students write down something from the lesson that they find confusing or difficult.
- Collect responses and review OR
- Form small groups and ask students to share their “bumps” and seek clarification.
Crumpled Question Toss

• Each student writes a question about something discussed during the unit (or questions are pre-written)
• Crumple paper and gently toss to another.
• Open crumpled paper and answer the question.
• Re-crumple and toss.
• Add any needed additional information.
• Re-crumple and toss a third time.
• Final student makes changes/additions, the presents the question/answers with class.
One overarching question presented to the class
Response written on strip of paper
Chain passed around class, students add their own link
Teacher reviews chain after class or with the class as a whole
Dry Erase
Back to Back Boards

• You and your partner each get a mini-white board and stand back-to-back.
• The teacher asks a question and you each answer on your board.
• When the teacher says “turn around” you show each other your answers and discuss.
Entrance/Exit Cards

- Students write a response to a teacher generated question on a slip of paper.
- Teacher can review and re-teach.
- Entrance cards – questions related to upcoming learning.
- Exit cards – questions related to completed instruction.
- Variation – use same question for both Entrance and Exit.
Four Corners

• Teacher posts questions, concepts, or vocabulary words in each of the corners of the room.

• Each student is assigned a corner. Once in the corner, the students discuss the focus of the lesson in relation to the question, concept, or words.

• Students may report out or move to another corner and repeat.

• After students have moved, as a writing assignment they should be encouraged to reflect on changes in opinion or what they have learned.
# Graphic Organizers

<table>
<thead>
<tr>
<th>What I knew already...</th>
<th>New concept or idea</th>
<th>Important to remember</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chart/Picture it or give an example...</td>
<td>How this relates to a past concept/idea...</td>
<td>Not so sure about this...</td>
</tr>
</tbody>
</table>
Create a graph using people as data representation
Idea Spinner

- The teacher creates a spinner marked into 4 or 5 quadrants and labeled “Predict, Explain, Summarize, Evaluate” and “Free.”

- After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the “Summarize” quadrant, the teacher might say, “List the key concepts just presented.”
Journal Entries

• Writing done to encourage reflection or exploration of ideas or interest.
• Questions for reflection are often given by the teacher.

• What did you think of the class? Why?
• What did you learn today? What did you do in school today?
• What happened in school today that made you feel proud?
• How do you want to be evaluated?
• One thing that the teacher could do to help me understand things better is...
• One thing that I do that helps me learn the best is...
Key Concepts

- Explain the key concept “The 5 Senses.”
- Give a definition (in your own words), draw a symbol/picture to represent it, give an example of the concept, and a big idea to go with it.

The Definition
Eyes, Hands, Ears, Mouth, Nose

The Picture

The Big Idea
We learn about our world through our 5 senses.

Examples
Seeing, Touching, Hearing, Tasting, Smelling

Clipart credit: Zip-a-Dee-Doo-Dah Designs
**Most Valuable Point (MVP)**

- Can be used as Ticket-Out-The-Door

**L**etter

- Write a short letter to the principal or a parent telling him or her all of the ideas you have learned about this week.

- Students list
  - 3 new ideas
  - 2 connections
  - 1 question
  - 1-sentence summary

Clipart Credit: Zip-A-Dee-Doo-Da
Note Taking

- Switch notes with your partner.
- Look at your partner’s notes and enhance his/her notes by underlining key terms/ideas, drawing symbols for key ideas, adding in any important notes that are missing, asking questions about key ideas.

Onion Circle

- Inside and outside circles of students face each other.
- Within each pair of facing students, students quiz each other with questions they have written or problems they have created.
- Outside circle moves to create new pairs.
- Repeat.
On a Roll

- Each table rolls a number cube
- Students at the table answer the question that corresponds to the number rolled
- Can be used for several days over the course of a topic of study

P-M-I's

- **P** – Plus/Positives about the topic
- **M** – Minuses/Negatives about the topic
- **I** – Intriguing/Interesting about the topic
- **S** – Suggestions for further study on the topic

Clipart Credit: Graphics From the Pond
Quick Write / Quick Draw

Science
Sequence/steps/cycles/processes
Scientific principles
Content-area vocabulary

Math
Steps in a process

Social Studies
Important events/turning points/conflicts
Elements of civilization
Highlights of an era
Content-area vocabulary

ELA
Character/key figures/attributes
Setting/conflict/problems & solutions
Beginning, middle, end
Symbols/themes

Students write on one side and draw on the other quickly related to the concepts.

Credit: 25 Quick Formative Assessments for a Differentiated Classroom
Rock, Paper, Scissors

- Listen to the question or the problem the teacher asks and discuss it with your partner.
- Do “Rock, Paper, Scissors” with your partner.
- The winner stands and the teacher will choose one or more of the winners to answer the question. Repeat several times.
Synectics (Forced Analogies)

- Teacher selects an important topic
- Students list 4 unusual items (unrelated to topic)
- Students create a relationship between the topic and each of the 4 items
In Teams of 4, Chairs are like points of a compass – students count off 1-2-3-4.

• All Read; All Respond
• Tear/Pass Along
• Read Your Four and Prepare Summary

Give oral summaries 1-2-3-4

From Fogarty & Pete – Wildly Exciting, 2010

Twitter Summaries

• Can be used as a Ticket-Out-the-Door
• Students summarize what they learned using no more than 140 characters
Red Light, Green Light

RED: Show red if you...
- feel I have not explained this clearly;
- still have many questions;
- can’t work without assistance; or
- do not understand what you are supposed to do.

YELLOW: Show yellow if you...
- have a question;
- need more information; or
- need more time to think.

GREEN: Show green if you...
- really understand;
- can explain what you know to the class; or
- are okay if I call on you.

Finger Signaling

4 Fingers – Very Well
3 Fingers – Well
2 Fingers – Somewhat Well
1 Fingers – Not Very Well
Fist – Not At All
Venn Diagram

It’s an oldie but goody and it creates a V in my list.

Credit: The Candy Class
Whiteboard Relay

• The class is divided into 5-6 teams.
• The whiteboard (or use chart paper) is divided into a large space for each team.
• Each person needs a writing utensil.
• When the teacher says “Go,” all team members rush to their area and write or draw (symbols/pictures) to represent key ideas in the current topic of study. (It will be crowded!)
• At the end of 3 minutes, each team must present 2-3 ideas from their whiteboard or chart paper creation.
• Have students track their progress on the targets.
• Have students use checklists to mark off goals as they are met.
Yes / No Cards

• Students make a large index card with Yes (or "Got It") on one side, No ("No clue") on the other side.

• Teachers ask an introductory or review question.

• Students who know the answer hold up the Yes card, if they might have the answer they hold the No card.

• Then do a quick Think/Pair/Share.

• This short assessment can give a quick look at what the group is ready for/understands/’gets’.

• Example: Use when introducing vocabulary words that students need as a knowledge base for a specific unit of study.
Zap Game

• One student looks at the screen – one does not look at the screen.

• The student looking at the screen gives clues to the student not looking at the screen.

• As soon as someone “gets” the word, the team raises their hands.

• Other teams quietly say “ZAP.”

• Do 6 words, then switch partners.
A Special Thank You!

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Thank you for letting me help you!

Tammy

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