

The strategies for investigating student learning identified below provide different types of data from and about students. Many of these approaches are also suitable to use as homework assignments. It is appropriate to include the work generated through formative assessments in the comprehensive assessment system used to evaluate student performance.

TWENTY-ONE WAYS TO INVESTIGATE WHAT STUDENTS ARE LEARNING

3-2-1 Reflection

Serves as a post-instructional activity that helps students to focus their ideas and synthesize large amounts of information.

As I See It

Sentence stems that elicit opinions or understandings about key issues associated with a topic.

Binoculars

Prompts students to reflect upon a matter that is "out there," and which, at first glance, appears to have little or no affect on them. Binoculars challenges learners to recognize how seemingly unconnected issues may influence them.

Changes In The Wind

Assesses the impact of reading, listening, viewing, etc.

Definitions Are Us

Prompts students to develop their complete understanding of a term by creating their own definition.

Directed Paraphrasing

Builds personal definitions or explanations of concepts presented in class.

Exit Ticket

Prompts students to answer a question targeting the big idea of the lesson.

Facts/Questions/Responses

Examines a piece of text in terms of identifying factual information, eliciting questions, and generating personal reactions.

How Do I Know What I Know?

Uses a tightly focused question set to determine a student's level of understanding about key ideas or concepts.

Is That a Fact?

Prompts students to examine the difference between a factual statement and an opinion-based statement.

Let's Compare Notes

Provides the opportunity to build note-taking skills, characterize information, synthesize data, and assess student understanding.

Make It a Priority

Prompts students to generate and rank order alternative strategies to address an issue, solve a problem, or meet a need.

The Microscope

Asks to students reflect upon a specific experience, article, task, etc. and make generalized statements and connections to their personal, social, and academic lives.

The Mirror

Allows students to reflect upon themselves, their experiences, their knowledge, etc.

What's Still Confusing Me...

Provides students with the opportunity to express to the teacher what they identify as the least understood aspect of the lesson.

One Last Question

Uses a final question to facilitate critical thinking about a specific concept covered in a lesson.

One Sentence Summary

Uses tightly framed answers to a number of questions to summarize the big idea about a topic in a single sentence.

Plus/Minus/Interesting

Personal evaluation of a piece of text, object, picture in terms of its positive, negative, and interesting aspects.

Sequencing Events

Employs different visual forms: timeline, flowchart, etc to aide students in ordering things.

Thinking Diagram

Compares and contrasts two objects or events in terms of their key attributes.

Venn Diagram

Compares and contrasts two different objects, ideas, or events.

Wait a Minute

Reveals reactions to course materials, activities, and assignments.

Resources

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