

Formative assessment. It's something we all know is important to have in our curriculum, but what else is there besides the standards exit slip method. There are lots!! And they can be fun too!! These are a few quick and somewhat easy ones you can try in your classroom. If you have others you want to share, reply all!

Taboo: This is based on the game taboo. You have cards like the one below. Students can do this in pairs and the object is for one student to describe the word at the top without using the words on the bottom. It really test the student's knowledge of the word at the top and also their skills on using descriptive words

Photosynthesis
Light
Sun
Chloroplasts
Green

Jeopardy: Just like the game on tv. You know how it works. I would suggest changing up the rules to have full engagement of the class. I've also attached a copy for you.

Symbols: This is an English example. Draw a symbol that best portrays this book's character as you know understand him (her), and write a brief explanation as to why you chose the symbol you did.

Sorting Cards: This one works best if you have taught something that as multiple categories like

types of government, body systems, theorems, etc. Provide students with index cards with facts, concepts, or ideas of your different categories. In small groups, have the students put these cards into categories. It's an easy game, but it's the conversations and your questioning during this time that will make it more effective.

Changing the Verb: This could be a type of formative assessment or just a way to be creative with your questioning on assignments or tests. Change the verb of the questions and have a totally different spin on the question. Below are a few different verbs.

Defend...	Plan...	Argue against...	Revise...
Invent...	Recommend...	Critique...	Rank...
Develop...	Classify...	Compose...	Interpret...

SLIP Connection: All of the above strategies can all be used to support the K-12 student achievement goals. Many of the example include a literacy aspect that requires students to apply their knowledge in a different way. However, the impact of these kinds of formative assessment isn't as powerful unless there is follow up and instruction is changed because of the data from these assessments.

Danielson Framework Domain and Components:

Observed During Class	Does it apply?	Pre and Post Teaching	Does it apply?
Domain 2: The Classroom at a Glance		Domain 1: Planning and Preparation	
2a: Creating an Environment of Respect and Rapport		1a: Demonstrating Knowledge of Content and Pedagogy	
2b: Establish a Culture for Learning		1b: Demonstrating Knowledge of Students	
2c: Managing Classroom Procedures		1c: Setting Instructional Outcomes	
2d: Managing Student Behavior		1d: Demonstrating Knowledge of Resources	
Domain 3: Instruction		1e: Designing Coherent Instruction	
3a: Communicating with Students		1f: Designing Student Assessment	
3b: Using Questioning and Discussion Techniques		Domain 4: Professional Responsibilities	
3c: Engaging Students in Learning		4a: Reflecting on Teaching	
3d: Using Assessments in Instruction	X	4b: Maintaining Accurate	

		Records	
		4c: Communicating with Families	
		4d: Participating in a Professional Community	
		4e: Growing and Development Professionally	
		4f: Showing Professionalism	
<p>Notes: These strategy fits perfectly with 3d. As said earlier, the main idea of this component is monitoring student understanding and offering feedback when appropriate. Another element to consider is adjusting your lessons when needed to ensure student learning.</p>			