

## Strategies for Collecting Evidence of Learning

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Thumbs Up/Down – A quick survey taken during instruction with a thumbs up if they understand and a thumbs down if they don't. You could also use a thumb out to the side if a student feels he is almost there.

Clock Partners - Draw a clock on your paper and indicate the hours: 12, 3, 6, 9. Find 4 partners for each hour and ask them to write their name there. At designated times during the course of studying a concept, have students go to an “appointment” to discuss a question or problem proposed by teacher.

Student Think Aloud - Students think through a process “aloud” to a partner and the teacher monitors and listens as students take turns. This is a great performance assessment strategy.

Buddy Buzz/Think-Pair-Share - Assign partners for students to engage in discussions of problems, strategies, readings, examples, next steps, etc.

S.E.E.D (sentence, explanation, examine, drawing) – Write a sentence, provide a verbal explanation, self/peer/teacher examine, and finish with a drawing.

Partner Reading - Form student partnerships, where students take turns reading and explaining. The teacher should model partner reading and use this strategy to assist students in comprehension.

Round Table - Form groups of 4. Students take turns writing key words or ideas from the lesson—until time is called. The teacher records total for each team and interviews winning team for an overview. Then allow other teams an opportunity to develop strategies to improve their scores. Allow a round 2, record scores and interview the winning group, asking them to share strategies used to improve.

Numbered Heads - Number off in even teams with each student remembering their number. Ask students a question, allowing them to put their heads together and find the answer. Make sure everyone on the team

knows the answer because the teacher can call a certain student number to answer the question.

Write-around – Group students, each student has paper and a pencil. Each student copies the prompt on a sheet of paper, completes the sentence, and passes the paper to the right. The next student reads what was written, writes another sentence, and then passes the paper to the right. Students must read the previously written sentences and add another sentence to each paper he or she receives. This procedure is followed until the teacher calls time. Students collaborate, choosing and presenting the one of their choice.

Inside Outside Circle - Count off by two's, #1s form an inside circle and #2s form the outside circle. Make sure you have a partner facing you. You have 1 minute to discuss a question/problem posed by the teacher. When the minute is up, move to the right, discuss the responses with a new partner. The teacher uses a random method to select students to provide answers. Begin the process again!

Exit Ticket - Give students “tickets” which are small pieces of paper designed to look like tickets, but with space for writing. Ask students to write or answer questions about the big idea of the lesson, but in their own words. A follow up may require more explanation of the concept. Exit Tickets are particularly effective because they require the student to concentrate on the essential elements of a lesson and to communicate using organized writing strategies.