**Ресурс:**

**https://www.teachthought.com**

**20 Simple Assessment Strategies You Can Use Every Day**

by [**Saga Briggs**](https://twitter.com/SagaMilena)

The ultimate goal of teaching is understanding. But sometimes it’s easier to talk than to teach, as we all know, especially when we need to cover a lot of material in a short amount of time. We hope students will understand, if not now then before test time, and we keep our fingers crossed that their results will indicate we’ve done our job. The problem is, we often [rely on these tests to measure understanding](http://www.opencolleges.edu.au/informed/features/the-perils-of-standardized-testing/) and then we move on. There isn’t always time to address weaknesses and misunderstandings after the tests have been graded, and by that time it’s too late for students to be interested.

Below are 22 simple assessment strategies and tips to help you become more frequent in your teaching, planning, and curriculum design.

**22 Simple Assessment Strategies & Tips You Can Use Every Day**

**1. An open-ended question that gets them writing/talking**

Avoid yes/no questions and phrases like “Does this make sense?” In response to these questions, students usually answer “yes”. So of course it’s surprising when several students later admit that they’re lost. To help students grasp ideas in class, ask open-ended questions that require students that get students writing/talking. They will undoubtedly reveal more than you would’ve thought to ask directly.

**2. Ask students to reflect**

During the last five minutes of class ask students to reflect on the lesson and write down what they’ve learned. Then, ask them to consider how they would apply this concept or skill in a practical setting.

**3. Use quizzes**

Give a short quiz at the end of class to check for comprehension.

**4. Ask students to summarize**

Have students summarize or paraphrase important concepts and lessons. This can be done orally, visually, or otherwise.

**5. Hand signals**

Hand signals can be used to rate or indicate students’ understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.

**6. Response cards**

Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem presented by the teacher. Using response devices, the teacher can easily note the responses of individual students while teaching the whole group.

**7. Four corners**

A quick and easy snapshot of student understanding, Four Corners provides an opportunity for student movement while permitting the teacher to monitor and assess understanding. The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt. For example, the corner choices might include “I strongly agree,” “I strongly disagree,” “I agree somewhat,” and “I’m not sure.”

**8. Think-pair-share**

Students take a few minutes to think about the question or prompt. Next, they pair with a designated partner to compare thoughts before sharing with the whole class.

**9. Choral reading**

Students mark text to identify a particular concept and chime in, reading the marked text aloud in unison with the teacher. This strategy helps students develop fluency; differentiate between the reading of statements and questions; and practice phrasing, pacing, and reading dialogue.

**10. One question quiz**

Ask a single focused question with a specific goal that can be answered within a minute or two. You can quickly scan the written responses to assess student understanding.

**11. Socratic seminar**

Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions. Students learn to formulate questions that address issues to facilitate their own discussion and arrive at a new understanding.

**12. 3-2-1**

Students consider what they have learned by responding to the following prompt at the end of the lesson: 3) things they learned from your lesson; 2) things they want to know more about; and 1) questions they have. The prompt stimulates student reflection on the lesson and helps to process the learning.

**13. Ticket out the door**

Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a “ticket out the door” to check for students’ understanding of a concept taught. This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time.

**14. Journal reflections**

Students write their reflections on a lesson, such as what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics. Students can reflect on and process lessons. By reading student journals, teachers can identify class and individual misconceptions and successes.

**15. Formative pencil–paper assessment**

Students respond individually to short, pencil–paper formative assessments of skills and knowledge taught in the lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction. Both student and teacher can quickly assess whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.

**16. Misconception check**

Present students with common or predictable misconceptions about a concept you’re covering. Ask them whether they agree or disagree and to explain why.

**17. Analogy prompt**

Periodically, present students with an analogy prompt: “the concept being covered is like \_\_\_\_ because \_\_\_\_.”

**18. Practice frequency**

Check for understanding at least three times a lesson, minimum.

**19. Use variety**

Teachers should use enough different individual and whole group techniques to check understanding that they accurately know what all students know. More than likely, this means during a single class the same technique should not be repeated.

**20. Make it useful**

The true test is whether or not you can adjust your course or continue as planned based on the information received in each check. Do you need to stop and start over? Pull a few students aside for three minutes to re-teach? Or move on?

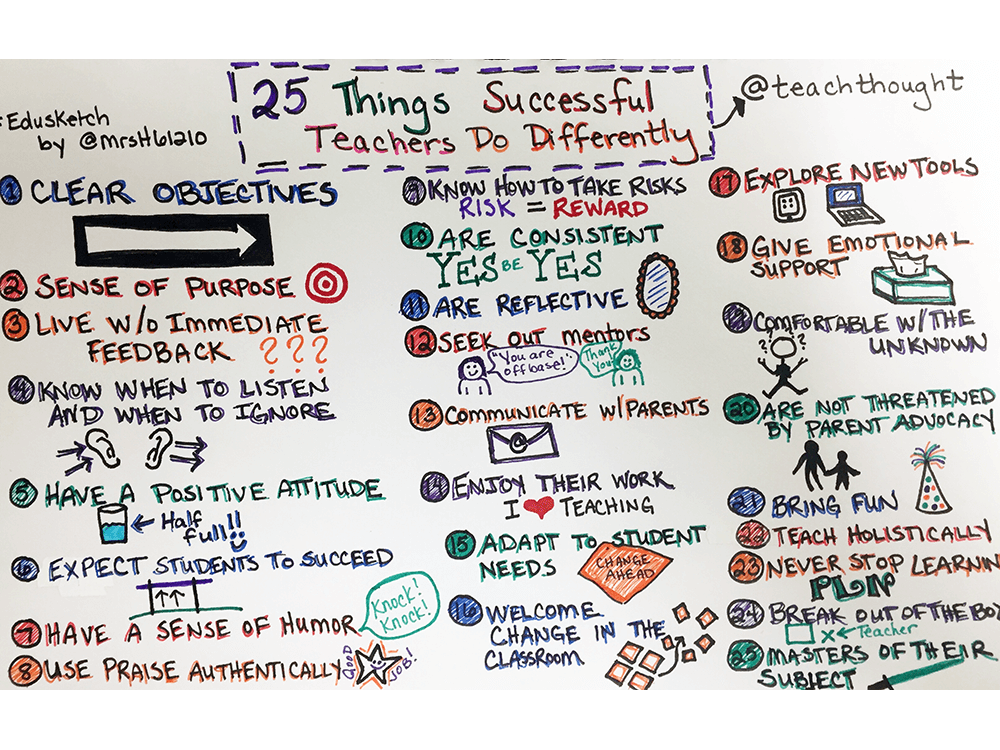
**21. Peer instruction**

Perhaps the most accurate way to check for understanding is to have one student try to [teach another student what she’s learned](http://www.opencolleges.edu.au/informed/features/peer-teaching/). If she can do that successfully, it’s clear she understood your lesson.

**22. “Separate what you do and don’t understand”**

Whether making a t-chart, drawing a concept map, or using some other means, have the students not simply list what they think they know, but what they don’t know as well. This won’t be as simple as it sounds–we’re usually not aware of what we don’t know. They’ll also often know more or less than they can identify themselves, which makes this strategy a bit crude. But that’s okay–the goal isn’t for them to be precise and complete in their self-evaluation the goal is for you to gain insight as to what they do and don’t know.

And seeing what they can even begin to articulate on their own is an excellent starting point here.



**How A Good Teacher Becomes Great**

by **Terry Heick**

Good teachers are amazing–and rare.

The ignorance of the *Those who can’t, teach*mantra is frightening–being a good teacher is an incredible challenge to achieve consistently.

Good teachers use data to drive instruction, know the ins and outs of their curriculum, have refined assessments over and over until they measure depth of content knowledge and not procedural knowledge or some crazy game of *remember what the teacher said*, or *guess what the teacher’s thinking*.

They support students in self-directed learning, know how technology actually improves learning, and exude a charisma that makes students eager to learn from them.

They know which assessments are for “show,” and which are for “go”—that is, which look good from 10 feet, and which provide visibility for both the student and teacher where the learning needs to go next.

Data and artifacts of learning for ECE, G/T, and other “special populations” (as if they all wouldn’t benefit from such individualization) are always current and accessible.

Good teachers create positive environments for students where each learner feels safe to share thinking, ask questions, and participate in conversations naturally.

In assignments, learning objectives are clear and within each student’s zone of proximal development—not too easy, not too hard. Resources come at just the right time, as do questions, grouping opportunities, and literacy strategies.

Transfer of knowledge is clear and apparent, backwards-planned for at the beginning of every intentionally planned and intricately-designed learning sequence.

Parents know what’s happening in the classroom as well—not just when report cards come out, but persistently through a combination of technology, visibility relevant work that ends up at home and in the communities, and on conference nights, where that good teacher stays until 8 o’clock to make every learner and learner family feel hear, valued, and understood.

Good teachers also attend staff meetings on time, are active contributors during team meetings, and know when a colleague needs advice, a resource, or just a listening ear.

They don’t break the copy machine with too many copies, submit their attendance on time, and always have all of the forms, training certificates, and documentation when office staff needs it.  They don’t bogart the computer lab, show up to PLC meetings unprepared, or forget to create neat and accessible make-up work for absent students.

During walk-throughs, good teachers make sure everything is exactly as the district wants it—compliance binder near the door, learning targets and essential questions posted clearly, evidence of data use as far as the eye can see, with every student on the edge of their seat ready to comply under the tutelage of such effortless and positive classroom management.

But for a teacher to truly become great, the above isn’t enough.

In fact, becoming a great teacher requires that much of the good teacher code be broken.

**How A Good Teacher Becomes Great**

**10. By Making Relationships a Priority**

Learning should result in personal and social change. This requires personal relationships as much as it does academic progress, no matter what the data tells you.

**9. By Showing True Content Expertise**

As a teacher, you play many roles: colleague, sounding board, designer, task-master, friend. But lost in the hubbub of recent efforts to improve education seems to be a respect for the teacher as a content expert. Most university programs require very limited demonstrations of content expertise, and the folks that interview you in most K-12 schools and districts have for so long focused on assessment, classroom management, and other significant requirements of the job that their content knowledge, while perhaps not entirely perishable, has proven to wane over the years.

Great teachers are constantly seeking not simply more effective ways to teach, but more ways to understand the nuances of their own content area better themselves.

**8. By Striving For Personalization**

Differentiation of instruction is an excellent response to learner differences. Different learners have different needs—not just in terms of learning styles, but pace, sequence, and content. In a traditional environment, learners must be brought to the same standards and a similar level of proficiency, which is crude and dishonest. Though full-on personalized learning for every student is still beyond the reach of most educators (and thus students), great teachers strive for personalization of learning experiences.

**7. By Always Seeking Meaning**

Great teachers seek meaning—in the minds of students, in their content, in the role of the school in a community, in the roles technology should and should not fill in their classroom, and so on. While they honor popular opinion, great teachers independently seek their own meaning for everything they do—and not simply as part of an emotional check-list (*Find meaning?* *Check.),*but rather authentically, and with a playful, curious spirit.

**6. By Modeling Curiosity**

Speaking of curiosity, great teachers model it. Content expertise is crucial, but the tone of that expertise should never sound self-assured or arrogant. Teach like your classroom is a TED Talk, full of inquisitive minds that, while exceptionally bright, probably lack the specific sliver of expertise that you happen to have. By modeling curiosity—during discussions, presentations, conferences, meetings, and even Reciprocal Teaching panels—you’ll not only show students how curiosity leads all learning, but more importantly change the tone of your classroom entirely.

**5. By Integrating Technology Meaningfully**

This one sounds vague and obvious, but let’s clarify what it does not mean: to integrate technology meaningfully doesn’t simply mean to simply do what couldn’t otherwise be done without that technology (connect with global peers, embed a voice-over on a presentation, create a 3D model of a widget before pitching it to classmates). For it to truly be meaningful it has to result in understanding that somehow—in depth, duration, or complexity—exceeds that which it might have without that technology.

Learning is not about showmanship, or even learner engagement, but understanding.

**4. By Collaborating With Other Great Teachers**

Start with your local department, school, and district, and then make your way to twitter, facebook, and blogs everywhere. Birds of a feather….

**3. By Measuring Understanding In Diverse Ways**

Understanding is complex. It’s almost impossible to explain what it looks like, and two teachers in the same building teaching the same content might disagree passionately about what students should be able to say or do to prove “they get it.”

[Recently I suggested that](http://www.teachthought.com/learning/what-is-understanding/) *“the first (step) is to be aware of the ambiguity of the term “understands,” and don’t settle for simply paraphrasing it in overly-simple words and phrases like “they get it,” or “proficiency.” Honor the uncertainty by embracing that not only is understanding borderline indescribable, but is impermanent itself.”*

The more diverse the evidence for understanding is that you accept, the more empowered and successful the learning in your classroom—and the more “real” it will all be—less about compliance, more about the students and that critical notion of understanding.

**2. By Prioritizing**

Great teachers have the same number of expectations placed on their shoulders as good—or even[**mediocre—teachers**.](http://www.teachthought.com/teaching/how-to-be-a-mediocre-teacher/) And rarely do they get more done than these *less than*breed of educators. But they simply get the right things done. The important things. Like what? That’s another article for another day.

**1. By Getting Out of the Students’ Way**

Challenge students, convince them they can juggle planets, then get out of their way. So often good teachers—in their tremendous goodness—have tightly scripted the learning process to make sure to elicit all the hallmarks of learning. Only they bleach the learning in the process. Impose an authentic need to know on the students, give them the tools, and get out of their way.

The classroom of a great teacher is not filled with their own voice, buzz, or spirit, but that of the learners.

Perhaps the greatest strategy of all, then, is to know when to break the rules, and be willing to move out of the accepted archetype of “good teachers” to give your students what you know they need.

What a teacher “owes” a student is an interesting concept that could be as abstract (your best effort) or concrete (hand back work within 48 hours) as you’d like. We chose somewhere in between, and put together the following infographic as a sort of follow-up to “[**10 Secrets to Surviving as a Teacher**](http://www.teachthought.com/teaching/ten-secrets-to-surviving-as-a-teacher/).”

Anything we missed, take to the comments and let us know!

**What You Owe Your Students**

1. To model genuine curiosity
2. To create an environment where it’s safe to take risks and fail
3. To use emotion to reach students
4. To suggest sequence without putting learning “on rails”
5. To show updated expertise in your content area
6. To not stand between learner and content
7. To have a short memory
8. To make characteristics of quality (for a given product or performance) accessible
9. To clarify a ZPD and use it to help keep both student and teacher sane
10. To use as many assessment forms as necessary to uncover understanding
11. To help students believe that they can do what they don’t think they can
12. To prioritize unfamiliar content
13. To show what’s possible
14. To remove barriers to learning