1 Think/Pair/Share ©Kagan

Procedure

The teacher gives students a sentence stem or question to answer followed by think/write time. The students partner and take turns sharing their answers. The teacher can collect the written answers and review them before the next class period.

Why and How it is Used

Sharing is always a great way to pause and let students process learning while the teacher roams the room listening to determine how the learning is going. It is best to utilize a strategy for establishing partners and a timer to ensure that each partner has an equal opportunity and responsibility to share. Requiring students to write their answers before sharing ensures that each will do their own thinking and allows the teacher to review the answers after class is over.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

2 Exit Tickets

Procedure

At the end of class, have students write their answer to a question or finish a sentence stem. The teacher collects the answers and reviews them before the next class period in order to adjust the next lesson as needed.

Why and How it is Used

Many options exist for the written exit ticket. The final card in this set provides many questions/sentence stems for use with exit tickets. Exit tickets are effective because they require that the students engage in retrieval practice at the end of new learning, students must process the learning in order to summarize it (or ask questions, etc.) and put it in their own words. Exit tickets can also be completed on a device and shared digitally with the teacher.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

3 One-Minute Essay

Procedure
The teacher gives the students a topic and one minute to write. The teacher collects the writings and reviews them before the next class period in order to adjust the next lesson as needed.

Why and How it is Used
A short writing helps students order and cement their thinking before leaving class. The teacher can see who understands or needs more help. This strategy is also great for developing writing skills.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

4 Explain Everything

Procedure
Both free and paid versions of this presentation app are available. The app works like a whiteboard allowing students to write, draw, add photos or video and record audio explanations for their work.

Why and How it is Used
Teachers can save class time by having students use this app to explain their thinking. The teacher can look at the work and listen to the explanations later to identify misconceptions, determine which students need more support, etc. This tool allows the teacher to listen to every student rather than just a few.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

5   Example/Non-Example

Procedure
The teacher selects a "category" from the lesson and asks each student to write a quick list of things that fit in the category and some that don't fit. The students include explanations for their decisions. Students can share their lists and reasons with a partner. The teacher can collect the lists and review them before the next class in order to adjust the lesson as needed.

Why and How it is Used
Identifying examples and non-examples as they are learning new concepts allows students to "clarify complex ideas, expose relationships and patterns and to organize new information into meaningful constructs." Not all topics are concepts though, so this strategy won't work with every type of learning.

6   Concept Map

Procedure
The teacher provides a central concept and students create the branches to illustrate relationships between the elements. Students can explain their maps to partners and the teacher can collect and review the maps in order to adjust the next lesson as needed. The concept map can be drawn quickly by students, created on a copied template the teacher provides or created online with a tool such as Mindmeister, Bubbl.us, or Coggle (which allows for collaborative work).

Why and How it is Used
Concept maps allow students to capture, communicate and simplify very complex ideas. The act of creating a concept map helps the student build better understanding by first requiring retrieval practice and then an examination of the concepts to identify connections and relationships that exist. This helps both the student and the teacher learn what is known and what still needs work.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

7 Individual Whiteboard

Procedure
The teacher asks questions and the students write their answers on small personal whiteboards. At a signal from the teacher, students hold their whiteboards up to show their answers. This strategy is easy to insert at any point in the learning and allows the teacher to adjust instruction on-the-fly.

Why and How it is Used
Any of the written formative assessment strategies could be completed with small whiteboards rather than paper.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

8 Inside/Outside Circle
©Kagan

Procedure
Students are placed in A/B partners. The A partners form a circle facing outward. The B partners find and face their partners. The teacher asks a question and provides think time. Partner A answers, B confirms or corrects. The teacher randomly chooses one A partner to announce the answer for the whole class. Inside circle rotates clockwise to a new partner. Repeat the steps with the B partners going first. The teacher moves around the circle in order to hear multiple answers. The teacher can make mental or written notes to use when planning the next lesson.

Why and How it is Used
When students work in the Inside-Outside Circle structure, they use retrieval practice which helps to cement the learning. They receive immediate feedback from their partner and the group spokesperson. With each question, 50% of the class has the opportunity and responsibility to answer a question while the other 50% also has to come up with the answer in order to check the partner's work. Since the teacher randomly calls on one student to report the answer, there is an overall check for correct and complete answers. Both students and the teacher learn what is known and what still needs work.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

9 List 10 Things

Procedure
Students write 10 (or another number) things that are important from the day's lesson. Teacher collects the lists and reviews them before the next class period in order to adjust the lesson as needed.

Why and How it is Used
As students create a list of important items from the lesson, they use retrieval practice and must compare the things they have learned in order to identify those that seem to be the most important. Finally, they must summarize the items into a list. All three steps help to cement the learning and create connections in the students' brains. In addition, the teacher can identify students who correctly inferred the comparative importance of the concepts and can summarize the learning. The teacher can address problems that emerge during the next class.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

10 One-Sentence Summary

Procedure
The students summarize the learning in one sentence, write it and turn it in. The teacher reviews the sentences before the next class period in order to adjust the upcoming lesson as needed.

Why and How it is Used
Summarizing the learning helps students engage in retrieval practice, process the lesson and make connections in the brain. Both the student and the teacher can gauge the level of understanding that has been reached.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

11 Think-Aloud Problem Solving

Procedure
The teacher poses a problem and gives think time. The students use voice memo or another app on their devices to record themselves solving the problem. Recordings can be emailed or texted to the teacher or saved to a shared file. The teacher can review the recordings before the next class and address any problems that emerge.

Why and How it is Used
Questioning students is one of the best ways for a teacher to determine student understanding. However, there is usually not enough time to ask questions of every student during a lesson. Asking students to record their answers, an explanation of the steps to a process or the solution to a problem provides several benefits. This strategy requires every student (not just a few) to engage in retrieval practice and construct an understandable explanation. The teacher can listen to every student's explanation to gain a true picture of the level of understanding reached.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology	Verbal		

12 Self-Assessment and Correction

Procedure
Students use highlighters to mark criteria they have met in a piece of work. For example, in a writing lesson on capitalization and punctuation, the students might highlight the capitalized first word of each sentence in one color and the ending punctuation in another. If they find they have missed some, they can perform corrections. In math, students can highlight one step in a process that has been troublesome, etc.

Why and How it is Used
In order to self-assess, students must clearly understand the criteria for success. When they use the criteria to judge their own performance they are able to self-monitor their learning, implement strategies to improve their performance and see their progress toward mastery. With this strategy, the teacher may not see the level of student performance before corrections are made, but can roam the room as students work in order to see the differences. The teacher could also have students take a before picture of their work to preserve the understanding without corrections, or work in Google Drive so that the revision history can be examined.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

13   Quiz/Quiz/Trade ©Kagan

Procedure

Students are given a card with a question or vocabulary term on one side and the answer on the back. The students stand-up/hand-up/pair-up to find a partner. Partner A asks question, partner B answers, partner A checks the answer to confirm or correct. The team repeats the process with Partner B asking the question. Partners trade cards, thank each other and put hand up for a new partner. The question/answer cards can be created ahead of time or the students can create their own (teacher checks before use). The teacher roams the room in order to listen to student answers and gauge understanding and adjust the next lesson as needed.

Why and How it is Used

Quiz/quiz/trade is helpful at any point in a lesson to allow students to process the learning and practice newly learned skills. The teacher can control time and turns with a timer or music. This is an effective way to ascertain prior knowledge before beginning a lesson or unit, too.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

14   Collaborative Test

Procedure

The teacher prepares a quiz/test paper. Students work in pairs or small groups to answer the questions. Every student has a copy of the paper on which to record answers. Students can answer a question independently first and then collaborate within their group. The teacher roams the room listening and checking answers. At the end of the session, the whole group can address questions that the teacher found were universally problematic for the students. The finished sheets can be used as a study guide for the real test which will use similar or even some of the same questions.

Why and How it is Used

Researchers have studied the concept of collaborative testing where the test is either administered first individually and then students collaborate or the test is administered to pairs or groups who work together to answer the questions. A newer practice administers the test first to partners or small groups for practice and learning and then individually later for a grade. This seems to make a lot of sense in preparing students for the types of questions that will be on the real test and to reveal misconceptions and gaps in learning while there is still time to do something about it.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

15 Dos and Don'ts

Procedure
Students create a list of things to do and to avoid doing when using/applying knowledge or skills based on the day's learning. The teacher collects the lists and reviews them before the next class period in order to adjust the upcoming lesson as needed.

Why and How it is Used
In order to create their lists of dos and don'ts for completing a process or applying knowledge, the students must possess a clear understanding of how the process or application works. They engage in retrieval practice to reconstruct the to-dos. This strategy also requires the student to look for potential problems and remember any obstacles faced during learning. The teacher not only can review the accuracy of the students' dos, but also consider the don'ts that have been encountered and then address both during subsequent classes.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

16 Common Misconceptions

Procedure
Students write down a misconception that was revealed during the lesson and explain the misunderstanding and its correction. Students can partner and share their work. The teacher collects the writings and reviews them before next class period in order to adjust the upcoming lesson as needed. The students can also share their writings in pairs to reinforce the relearning.

Why and How it is Used
Research tells us that we cannot expect students to dismiss their misconceptions once taught the correct information. Instead, students must be allowed to confront their misconceptions and then reconstruct and internalize the new knowledge. This is a good strategy to use when a misconception has been uncovered during class. Writing allows the students to address the misconception and reconstruct and internalize the corrected version. The writings also allow the teacher to gauge whether the students have overcome the barrier to understanding and may address it further if necessary.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
									Verbal		Written

17   Yes/No Chart

Procedure

The teacher lists the learning targets and the students mark yes/no to indicate whether they have mastered each. The teacher reviews the charts before the next class period using the results to guide the lesson plan.

Why and How it is Used

It is easy for students, and sometimes teachers, to lose sight of the learning targets as they become focused on the lesson activity or product. Although the learning targets should be clearly understood by students, providing a list at the end of the lesson can effectively refocus everyone's attention on the learning. While the students may not be completely accurate in their assessment of what they have mastered and still need to work on, this strategy requires them to consider their level of understanding and at least lets the teacher get a glimpse of how comfortable the students feel.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

18   3 Questions

Procedure

The teacher provides three questions about the topic, students rank the questions in terms of importance or value and explain their reasoning. After ranking the questions and explaining their reasons, students can share their work with other students. The teacher can collect the writings and review them before the next class in order to adjust the upcoming lesson as needed.

Why and How it is Used

Students must identify and refine criteria as they assign order to items on a list. By explaining their thinking, they allow the teacher to more accurately evaluate their level of understanding. The explanation (about why they ranked the questions in a certain way) can often reveal more about student learning than the ranking alone.

Teachers can create an online survey with a ranking question and then a second question that provides a text box for the student explanation. In this way, the information can be collected and examined online.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

19 Explain What Matters

Procedure

Students explain the most critical part of the learning. This can be written and then students can work with a partner to compare choices and reasons. The teacher can review the explanations before the next class and address any problems that emerge.

Why and How it is Used

While developing a summary of what matters, the student must consider the relative value of everything in the lesson and pare it down to the essentials. Teachers may give students a word or sentence limit to ensure their summaries are not too long or encompass too much. The teacher can review the work to see if students have accurately determined the important parts of the content and are able to summarize it correctly.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

20 Draw It

Procedure

Students are told to draw what they understand. This can be especially effective in determining the level of student understanding in mathematics, science and other subjects where the learning encompasses processes. The teacher can review the drawings to determine the level of student understanding and identify any misconceptions in order to adjust the next lesson as needed. Students can also share their drawings with a partner.

Why and How it is Used

Research confirms that students who "draw what they learned" retained more information, reported that they were more engaged with the content and found the class to be more enjoyable. The process of transforming written text into drawings allows the student to organize and integrate the knowledge. Drawing can be beneficial in any content area but it can be particularly effective in helping students visualize complicated processes and lead to deeper understanding. Examining student drawings can allow the teacher to more accurately understand the level of a student's understanding.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

21 Student-Selected Response

Procedure
The students are directed to choose a way to show what they know. The method selected should allow the teacher to gauge the student's level of understanding about the topic so that any issues that emerge may be addressed by adjusting future lessons.

Why and How it is Used
Offering a choice in how understanding will be expressed honors the student voice. Students must review the content to be presented, consider the relative merits of different presentation vehicles and determine which method will be most effective. It may be rare that time allow for student choice but it can be valuable to utilize this strategy occasionally. Once familiar with a repertoire of formative assessment strategies, students will be able to quickly choose one for use and could be limited to those that are fast to complete.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

22 Summary Poem

Procedure
Students choose 10 (or another number) keywords from the content and write a free verse poem with the words. The teacher can review the poems after the class has ended to gauge understanding and make adjustments to the next lesson as necessary.

Why and How it is Used
Creating poetry can breathe life into a dry list of words or facts. Writing poetry harnesses creativity while engaging the student in interacting with words from the content. Word work/play is one of the recommended ways to help students master academic vocabulary. Poetry defies the rules of grammar and is more accessible for ELL students than other types of writing. Poetry often leads to unusual connections between words helping to cement learning in the students' brains. The metaphors in poetry reveal the students' level of understanding.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

23 Invent the Quiz

Procedure
Students write higher-order questions related to the content and learning targets and then select 2 of the questions to answer. The teacher collects the questions and answers and reviews them before the next class in order to adjust instruction to address any problems that become apparent. Students are likely to need instruction on creating questions and the level of thinking required to answer different types of questions before they are able to complete this assessment strategy.

Why and How it is Used
Student-created quiz questions provide a great deal of insight for the teacher. The student must engage in retrieval practice, evaluate the content to determine what shows mastery of the learning targets and compose questions. The questions and answers generated by a student will reveal mastery or a lack thereof. The teacher can determine if the student is able to identify what is important in the learning, what is critical for success and how deep understanding goes. This is a sophisticated activity and teachers may need to help students develop the required skills.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

24 So What?

Procedure
Students create a writing that identifies the main idea of the lesson and tell why it is important for success in mastering the learning targets. Students can share their work with a partner. The teacher collects the writings and reviews them before the next class period in order to adjust instruction to meet student needs.

Why and How it is Used
The So What strategy requires the student to evaluate the content in order to identify what is important and critical for achieving success on the learning targets. The answer to why it is important allows the teacher to see the connections that have already been formed and to determine how deeply the student understands the concepts.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
									Verbal		Written

25 Clickers

Procedure

There are several brands of student response systems. They come with small remote answering devices for each student and software allowing the teacher to create quizzes. The students use the clickers to answer the questions, usually working through the quiz all together in one group. The questions can be multiple choice, T/F, or short answer. The teacher can see how many students are answering correctly on the spot and can also review the individual responses later. This allows the teacher to adjust instruction "on the fly" as well as alter plans for the next class period as needed.

Why and How it is Used

These systems assess knowledge and can increase student engagement. When questions are interspersed through a lecture, in-class reading or viewing of a video, students utilize retrieval practice improving content retention. Teachers like the immediate scoring and the ability for later review. Proprietary clicker systems can be easier to use in some ways than programs that allow students to utilize their own devices because the teacher doesn't have to worry about each student getting a device set up correctly. However, sets are often shared by teachers and may not be available when needed.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

26 Poll Everywhere

Procedure

The Poll Everywhere Web tool allows teachers to embed questions in their presentations. The teacher gives students a code that unlocks the quiz via text or website. Students may use their own devices (laptop, phone, tablet) to enter their answers. Teachers can see the results on their device to address misconceptions right away and also review the answers before the next class period in order to adjust instruction as needed.

Why and How it is Used

Poll Everywhere allows a teacher to mimic the use of a student response system without the cost of purchasing one. Like those systems, the use of this app builds retrieval practice into the lesson, increases student engagement when questions are embedded throughout the lesson and can provide immediate feedback to the students while allowing the teacher to make adjustments during instruction. There are free and paid versions that offer different features.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

27 Define It

Procedure
Students select an important word from the lesson and define it within the context of the lesson. The teacher can collect the definitions and review them before the next class period in order to adjust instruction as needed.

Why and How it is Used
Word "work/play" is a recommended practice for helping students master academic vocabulary. When students use this strategy, they must define the word in a way that matches its use in the lesson. Students can also explain the relationships between the word selected and other words from the lesson. The teacher gains a glimpse into the level of student understanding based on the relative importance of the words selected, the understanding represented by the definition provided and the connections selected for explanation (if used).

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

28 5 Words

Procedure
Students select five (or another number) words to summarize the content of the lesson and then explain their choices. The teacher can collect the word lists/explanations and review them before the next class period in order to address any problems that become apparent. If time permits, students can stand up/hand up/pair up to locate a partner and share their words verbally.

Why and How it is Used
Students who possess a deeper understanding will choose words that reveal that understanding while the choices of other students will reveal a more superficial level of understanding or even misconceptions. The students' explanations of their choices can also reveal a great deal about the level of understanding. As students work with their word choices, they engage in retrieval practice and work with academic vocabulary both of which also support student learning.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

29 Mini **KWL**

Procedure

Students create a mini KWL chart on a big sticky note, recording what they knew, what they still need to know and what they learned that day. Once written, students can share their KWL with a partner if desired. Many teachers have students place their sticky notes on a class poster as they leave the classroom. This allows the teacher to review the mini KWLs before the next class period and address any questions as needed.

Why and How it is Used

Although KWL charts have perhaps been overused to determine prior knowledge, they can be helpful in providing a quick look at what a student feels has been mastered and the questions that still exist. The strategy engages the students in retrieval practice. They must also evaluate their level of understanding and consider what still needs work.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

30 3-2-1

Procedure

Students write 3 things they learned, 2 things they think are interesting and 1 question still to be answered. Once written, the 3-2-1 can be shared with a partner, if desired. The teacher collects the 3-2-1s and reviews them before the next class period. This allows the teacher to see what the students are intrigued by in order to generate interest and engagement as well as monitor for misunderstandings and questions that need to be answered.

Why and How it is Used

Incorporating a quick reflection and processing activity at the end of the class period requires students to engage in retrieval practice, organize and evaluate their learning and determine what they need to have help with. Many teachers have their students write their 3-2-1 on a big sticky note that can be placed on a class poster for easy viewing by the teacher as well as other students.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
											Written

31 Word Cloud

Procedure
Students use Wordle or Tagxedo, etc. to create a word cloud. The more times they enter a word, the larger it will appear in their cloud. The important thing is not the word cloud but to have students discuss their clouds with others. The explanation or reasoning for why a student chose to represent some words as more important than others is the powerful piece in this process. The teacher can roam the classroom to listen and review the printed clouds later. Students can also write out their explanations for later review by the teacher. The teacher can adjust the upcoming lesson as needed.

Why and How it is Used
The process of selecting words and assigning relative importance within the unit of study can help students organize their thinking, analyze relationships and make connections between concepts that were not yet fully developed. By examining their selections, the teacher can determine who sees the big picture and who needs help. As already mentioned, the student explanations can reveal much more about their thinking than just examining the word clouds. The word clouds serve as a stimulus for the students.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

32 Podcast

Procedure
Students create an audio recording explaining the lesson. Peers can review each other's recordings and offer feedback. The teacher can listen later to review and adjust the upcoming lesson as needed.

Why and How it is Used
Although there is no visual to accompany this method, students can profit from listening to their own words as well as reinforce and expand their learning by listening to the podcasts made by other students. Listening to a student is often offered as the best way to determine the level of understanding that has been reached. By using student recordings, the teacher can listen to every student without sacrificing the class time to do so.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

33 Tweet It

Procedure
Students create a tweet of 140 characters or less to describe the learning in a way that will interest readers. The teacher can post a couple of the tweets on a Class Twitter page and review others in order to gauge understanding and adjust the upcoming lesson as needed.

Why and How it is Used
Regular posts on a class Twitter page can serve a variety of purposes. Parents can follow the page so that it serves as a source of family communication. Creating an interesting but extremely limited summary can help students process the learning. The teacher can use the tweets to evaluate each student's level of understanding.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

34 Step-by-Step

Procedure
Each student creates a numbered list of steps to take when completing a task or solving a problem, etc. Students can test the work by trading lists with a partner. The teacher can review the lists before the next class period in order to adjust the upcoming lesson as needed.

Why and How it is Used
Committing a process to memory can be greatly facilitated when students generate their own list of steps after initially learning the process. This allows the students to recreate the steps in their own words and to identify and reinforce any spots in the process where they are shaky on the order of the steps. This not only allows the teacher to check student understanding but allows the students to self-correct.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

35 You've Got Mail

Procedure

The students write one question from the lesson on an envelope and the answer on a slip of paper that is placed inside the envelope. The class rotates the envelopes, each student reads the question received, writes the question and answer on their own paper and checks the answer slip inside the envelope. The envelopes rotate again. The teacher can also create the envelopes and answers prior to class. Students can use their question/answer sheets for review and/or the teacher can collect them for review in order to adjust the upcoming lesson as needed.

Why and How it is Used

This strategy takes a bit more time than some of the others but can be a great way to review. It allows both the teacher and students to see where more work is needed. As the teacher reviews the students' answers, the areas that need whole group review quickly become obvious. One advantage of this strategy is the retrieval practice students engage in to answer the questions with immediate feedback to correct wrong answers.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

36 Top Ten

Procedure

Students create a top ten list of things from the lesson. Humor is acceptable and even desirable. The teacher can review the lists before the next class period in order to adjust the upcoming lesson as needed.

Why and How it is Used

Asking for a quick top 10 (or another number) list at the end of class can be a fun way to get students to think back over the learning. Students engage in retrieval practice to aid memory and reflection to process the learning. Incorporating humor and the hook of a "Top Ten LIst" also helps to make the content more memorable. While reviewing the lists, a teacher would look for accurate identification of the important content.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

37 Chat Stations

Procedure
The teacher posts 5 or 6 questions around the room. Students are grouped in 4s. The groups rotate through the stations to talk about the question at each station and to arrive at an answer. The teacher can use a timer to move students from station to station efficiently if desired. When all stations have been visited, groups can be called upon randomly to report their answers. The teacher can roam from station to station in order to listen to answers and review the individual written responses after the class period in order to adjust the next lesson as needed.

Why and How it is Used
Teachers can build equal opportunity and responsibility into this activity by using a Round Robin strategy at each station. Students are numbered 1,2,3,4 in each group. At station 1, the teacher gives wait time. At the signal, student 1 answers the question. Student 2 agrees, corrects, or adds on. Student 3 and 4 do the same or pass if there is nothing to add or correct. At Station 2, student 2 goes first, etc. This strategy can be very effective by giving students an opportunity to think/talk through the questions while considering other perspectives. Student can record an answer before continuing to the next station.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
Active									Verbal		

38 Kahoot

Procedure
This game-based Web tool/app allows teachers to create quizzes, discussions and surveys. Students take online Kahoots in class while the app allows Kahoots to be done outside of class. Students do not need accounts. The teacher sees the results in real time and can download them to review later. Kahoot can incorporate visuals and a new format called Jumble requires students to put answers in order rather than just selecting one correct answer. Kahoot can also be embedded into a presentation. Teachers can adjust instruction immediately or in upcoming lessons

Why and How it is Used
Kahoot is free for teachers and students. The Kahoot app is a great way to get students to practice retrieving learning during and outside of class time. The games can be set up so that students can use them multiple times to improve their speed and accuracy when appropriate or for review outside of class. Since Kahoots can be shared, same grade-level or content-area teachers can share the games they create. The teacher can quickly see which content needs more work and 100% of the students are checked.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

39 Formative

Procedure

The Web tool allows teachers to create questions, add other content (image, text, video), watch as students answer from the teacher side and leave real-time feedback. Teachers set up classrooms in Formative or use codes that allow students to use the assessments. Formative is free and students use their own devices to participate. Formative allows for extended answers and more specific feedback than some other quiz tools. Students don't need an account to participate but if they do have accounts, the teacher can track their progress over time. Teachers can adjust instruction immediately or in upcoming lessons.

Why and How it is Used

Formative allows students to draw, type or use a variety of methods to enter their answers. It also gives teachers the ability to ask different types of questions, provide immediate feedback and track student progress over time. 100% of the students are checked.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

40 Socrative

Procedure

This cloud-based student response system works with computers, tablets or smartphones. Socrative allows teachers to ask questions during a lesson (but not embedded in a presentation) or at the student's pace outside of instruction. There is a free and a paid version but both allow the teacher to use the two methods of quizzing plus a game mode called Space Race. Both versions also provide record keeping to keep track of how students are doing. Teachers can adjust instruction immediately or in upcoming lessons.

Why and How it is Used

Socrative provides an instant summary of students and questions showing who answered each question correctly. The color coding makes it easy to see what needs more work. Short answers aren't scored by Socrative but can be gathered and then projected anonymously to show students good pieces of different responses. Students get immediate feedback when taking a quiz. 100% of the students are checked.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

41 Today's Meet

Procedure
Today's Meet is a backchannel chat designed specifically for teachers. Teachers can pose questions for students to be answered in an online conversation of 140 characters or less. These conversations occur alongside the primary activity. Students can participate anonymously but the teacher knows who each comment came from. There is a $5 per month fee for this tool. Teachers can pose questions that are answered by 100% of the students allowing the teacher to make immediate adjustments in instruction. The teacher can also review the results later to inform upcoming lessons.

Why and How it is Used
Pausing/questioning within a lesson supports learning and allows an assessment of understanding. Today's Meet allows for immediate retrieval practice, time for processing, and even open chats so students can ask and answer questions. Teachers can access transcripts and data allowing after-class review. The conversation can be paused/restarted. The teacher can mute a student when necessary.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

42 Quizalize

Procedure
This online student response system works with computers, tablets and smartphones allowing teachers to gauge student understanding in order to make immediate adjustments in instruction or to upcoming lessons. 100% of the students are questioned.

Why and How it is Used
This tool works in a similar way to other quiz tools. It allows teachers to select from shared quizzes or make their own. Students can take the quizzes in a whole-group setting or individually on their own. The students are engaged in retrieval practice and 100% are checked for understanding. There is a free and a paid version. Downloadable reports are available with the paid version. One unique twist with Quizalize is the ability to integrate with Office or Google Classroom.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

43 Flip Quiz

Procedure
Teachers can create game show style reviews to be projected in the classroom with Flip Quiz. The game boards can be saved and reused. It is recommended that students work in teams. No devices are necessary for students. The teacher projects the game board and teams answer the questions verbally for points. As the play progresses, the teacher can address concepts as needed or make notes to be used in upcoming class sessions.

Why and How it is Used
If used in a way that requires students to each answer the questions and then work collaboratively within their teams to refine the answer, this could be a good way to effectively engage all students in a fun review of content. By incorporating some cooperative learning strategies into its use, the teacher can avoid an inefficient use of class time that often results from game show style reviews. There is a free and a paid version of the tool. The paid version allows the teacher to use an in-game scorekeeping system and produce online flashcards for student use.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

44 Plickers

Procedure
Teachers create quizzes that require no student device. The teacher projects a question with multiple choice answers using any software. Each student receives his or her own card with a QR code-style graphic on it. Students give their answers by holding up the card turned to a specific orientation. The teacher scans the room with a tablet or smartphone to record the answers. Answers can be reviewed right away or later. Plickers is free and does not require student accounts. The teacher can address issues that arise immediately or in an upcoming class session.

Why and How it is Used
This tool is a good choice for classrooms that are not 1:1. Although using a device to enter answers does allow some of the quizzing tools to provide personalized feedback, this low-tech option is a great way to quickly insert a question into the lesson. The teacher does receive individualized responses and can provide corrections immediately. 100% of the students are checked.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
						Low Tech					

45   iClickers

Procedure
This student response system uses dedicated hardware (sets of clickers) or students' own mobile devices with the iClicker software to allow teachers to create multiple choice quizzes for their students. Study guides can be generated for each student showing the questions they still need to work on. There is a fee for use. The teacher can reteach immediately if necessary or in an upcoming class session.

Why and How it is Used
Although similar to other student response systems and Web tools, iClickers does have an advantage in that it allows students to use either their own device or the ones in the set. This means that the teacher doesn't have to stop and hand out the devices if every student has a personal device. However, if there are students in the class who don't have a personal device, they can use the ones from the set. This works well for content that will use multiple choice questions and answers. 100% of the students are checked.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

46   Otus Teacher

Procedure
Otus is a free learning management system app that allows teachers to create classrooms and set up full lessons that contain quizzes, tests, polls or essays as assessments. Teachers can also leave written or audio feedback for students. The teacher can choose to address issues that emerge immediately or in an upcoming class session.

Why and How it is Used
For schools that do not have a learning management system, Otus Teacher could be a good choice for formative assessment quizzes. It allows the teacher to ask a number of different types of questions and has the added advantage of providing a lesson delivery system that allows questions to be embedded right into the lessons. 100% of the students are checked at a variety of levels of thinking.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

47   GoSoapBox

Procedure

Free for a teacher/30 students so would work well for elementary teachers who teach one set of students daily. Students use the web-based quiz platform to complete teacher created quizzes on a computer, tablet or smartphone. Students can ask questions anonymously during class and vote to show if they are wondering the same thing. A confusion barometer allows students to indicate when they feel comfortable or need help. This takes quizzing to an interactive level. The teacher gains a different aspect of understanding and can address questions immediately or in an upcoming class.

Why and How it is Used

Although the quiz part of this tool is very similar to others, it includes some unique features. Allowing the students to ask questions, vote on the ones they'd like to have answered and adjust the barometer of confusion increases the versatility of the tool greatly. Reports are available and can be downloaded. 100% of students provide answers and input.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

48   Answer Garden

Procedure

This minimalistic feedback tool is a free app and is used in real time. The teacher poses a question and shares it with a link or code. Student answers create a word cloud that can be exported to Wordle or Tagxedo. AnswerGarden is good for open questions that can be answered with short (one word) answers and preferably that one respondent can answer multiple times. It is not for a quiz with multiple questions, long, in-depth answers or long wordy questions. There is a web-based version and an iPad app for Answer Garden.

Why and How it is Used

This is extremely handy for times when a word cloud would be a good way to check understanding and is great for brainstorming. The 20 – 40 word responses can be moderated. Each student can answer multiple times but may be limited to entering the same answer only once. There is no record keeping and the answers are anonymous. However, the teacher can roam the room while students are entering their responses. A student's responses appear in blue on the screen. This is a good tool to quickly see how understanding is progressing but will not tell the teacher specifically who needs additional help.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

49 Quizizz

Procedure

Quizizz is not designed to be projected on a board with the quiz taken in real time. Instead, Quizizz players see the questions on their own screens and the order of questions is randomized for each player. Players proceed at their own pace making it great for use outside of class. The teacher sees a progress board showing names, a progress bar and the proportion of correct to incorrect answers. Each question can have one photo which appears behind the question text. Math, Latin, Greek and currency symbols may be used. The teacher can use the results to adjust upcoming lesson to meet student needs.

Why and How it is Used

Although similar to other quiz programs, Quizizz is designed to be used individually by students. It is free and is advertised as working with any device with a browser plus there are Android, IOS and Chrome apps. Teachers can choose from shared quizzes or create their own. Students can work independently, with a partner or on teams. The results are reported by class and by individual student so that the teacher can adjust instruction and identify any students who need additional help.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology			

50 Odd One Out

Procedure

The teacher lists several items from the learning (characters, historical figures, fractions, chemicals, etc.) Each student identifies the one item that doesn't belong to the group and explains why. The explanation is often just as important as correctly choosing the odd item and at times there could be more than one correct answer depending on a student's reasoning. The teacher can collect the lists to review before the next class, roam the room to check answers as the students are working or have students show their answers as a part of the activity.

Why and How it is Used

In the process of identifying an item that doesn't belong in a group, students must first engage in retrieval practice to pull up all they remember about the items. They must organize and categorize the concepts in multiple ways to determine the items that fit together and those that are left out. Students could be partnered or grouped to discuss their strategies in order to either refine or open their thinking.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
									Verbal		Written

51 Give One/Get One

Procedure
Students list 3-5 ideas about a topic, etc., then draw a line at the bottom of the list and stand-up, hand-up, pair-up to get a partner. Partner A shares list; when Partner B hears something that is not on his list, he adds it below the line. Repeat with Partner B sharing. Partners thank each other and find a new partner. The teacher can review the lists later to see what the student listed on his/her own and what was added or can conduct a Stand and Share at the end of the activity. (In Stand and Share all students stand and take turns sharing from their lists. Students check or add to their lists and sit when everything is checked but continue adding.)

Why and How it is Used
Creating lists can be an effective way to engage students in retrieval practice while the teacher gets a good idea of each student's level of understanding by looking at the location of the line on the page. All students end up with a good list to be used for review and have a good idea of what they know and don't know. If the Stand and Share strategy is used at the end of the activity, the teacher has an opportunity to check the answers and make any corrections that are needed.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

52 Roll the Dice

Procedure
The teacher creates and numbers 6 questions about the content. The students, take turns (working in small groups or with a partner) to roll the dice and answer the corresponding numbered question. When time is short, the teacher can roll the dice and announce one question for all students to answer with a shoulder partner or on paper. (Teachers can create paper dice at ReadWriteThink.org with the cube creator, buy write on/wipe off dice, or use free online dice rollers.)
http://www.readwritethink.org/classroom-resources/student-interactives/cube-30057.html

Why and How it is Used
Rolling the dice is part of the fun for students in this strategy. Students are engaged in retrieval practice and depending on the number of students in each group and the amount of time allowed could have a number of opportunities to review their learning. The teacher can roam in order to listen to answers as student pairs or groups roll the dice and work independently or one can be rolled for the whole class as students record their answers on paper, share with a partner or small group and a random student announces the answer as a final check.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

53 I Want to Remember

Procedure

Students complete the sentence stem, I want to remember... by summarizing the lesson or identifying the critical elements. When finished, the students can share their statements with a partner. The teacher can collect the statements and review them before the next class in order to adjust instruction in the upcoming lesson as needed.

Why and How it is Used

I Want to Remember is a great strategy for leading students to summarize a lesson and pare it down to the core. The teacher can roam the room as the students work in order to check the level of understanding reached by each student or can collect the statements for later review. A word limit can be set if the teacher wants to ensure that the students include only the most important elements.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

54 Say Something

Procedure

Students work in a small group with a stimulus text or their notes. Student A identifies a sentence, etc., provides wait time for other students and then "says something" about it. The other students in the group take turns saying something in response or can pass if there is nothing new to contribute. Turns rotate. Students could conduct a "round write" during the activity which results in one paper for each group. The teacher can review the writings after the class has concluded as well as roam the classroom in order to listen to what the students have to say during the activity.

Why and How it is Used

The Say Something strategy is very effective when students need to process something. Students pull ideas from the stimulus material that support their thinking and the learning from the lesson. Constructing comments and creating connections to the excerpt helps them process and refine their thinking. Working in a small group to do this allows each student to hear other perspectives. After reviewing the written comments, the teacher can adjust instruction as needed.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

55 One Word

Procedure
Students write one word that summarizes the day's lesson. Students can then share with a partner or small group and explain the selection. The teacher can collect the writings and review them before the next class period in order to adjust instruction as needed.

Why and How it is Used
When students are required to boil the learning down to one word, they must engage in retrieval practice to examine everything remembered from the lesson. They must then categorize and prioritize the learning in order to identify one word that adequately sums up the content. Sharing with other students in a small group exposes the student to other perspectives and helps to refine or open their thinking. After reviewing the words selected by students, the teacher can adjust instruction to review concepts if needed.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

56 I Knew It!

Procedure
The students write one thing they already knew from the lesson's content and then connect it to new learning from the lesson. When finished, the students can share with a partner or small group. The teacher can roam the classroom to read what students have written and listen to the discussions or collect the writings for later review in order to adjust instruction for the next lesson.

Why and How it is Used
The students engage in retrieval practice to identify related prior knowledge and new learning. They must then find the connections between the two which also serves to strengthen the connections. By sharing with a partner or small group they have an opportunity to hear and consider other perspectives that may apply to them as well. The teacher can adjust instruction after reviewing the student writings to be sure that the applicable prior knowledge has been linked to the new learning for all students.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

57 I'm Still Fuzzy

Procedure
Each student writes one thing they are still fuzzy about or still want to know about the lesson. When finished, the students can share with a partner or small group. The teacher can roam the room to see what students are writing and listen to their conversations. The teacher can also collect the writings to be reviewed before the next class period adjusting the upcoming instruction as necessary to address the questions that emerge.

Why and How it is Used
Quizzing is the best way to gauge students' understanding, but doesn't show how they *feel* about the learning. Writing about their questions helps the students process and organize their thinking and practice retrieval of the content they have mastered. Writing about and sharing areas of concern can help to alleviate any feelings of inadequacy and will support the sense of community. The teacher can use the writings to determine when it might be necessary to take a step back and review or when individual students need additional support.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

58 Aha!

Procedure
Each student writes about an "Aha!" experienced during the lesson. When finished, the students can share with a partner or small group. The teacher can review the writings before the next class period and adjust the upcoming lesson as needed to ensure that all students achieve clear understanding.

Why and How it is Used
Identifying an Aha! is a strategy that is best used after a lesson where there have been several obvious revelations for the students. While reviewing the student writings, the teacher can look for accurate interpretations of the learning and for any misconceptions that may still exist. The teacher can address the Ahas during the next class period to reinforce the learning and address misconceptions if necessary.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

59 Nearpod

Procedure

Nearpod is a web-based presentation and assessment tool. Teachers create a PowerPoint-style presentation for the lesson and build in quizzes, polls, videos, images, drawing boards, web content, open-ended questions, etc. Students use a code to access the presentation. The students can revisit the lesson as needed after the class is over. The teacher can view quiz results for a lesson or a whole semester. Nearpod works best if students have a tablet. There are many possibilities for differentiation with Nearpod and the ability to embed questions throughout a lesson helps to increase student engagement.

Why and How it is Used

There is a free version of Nearpod and several paid versions that provide different added features. There are several unique features available in Nearpod including the teacher's ability to keep all student devices synchronized or use the system to differentiate according to student needs. Although Nearpod allows the teacher to assess student learning in a way that is similar to other quizzing tools, Nearpod is called an interactive presentation tool. Teachers can select from prepared lessons (some carry a fee) or create their own.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

60 Google Forms

Procedure

Teachers can create self-grading quizzes by using Google Forms. There is a step-by-step how-to at http://www.alicekeeler.com/2016/05/09/5-steps-to-do-when-using-google-forms-for-formative-assessment/ for the process of creating multiple choice quizzes. However, teachers can also ask open-ended questions and have students submit their answers in a Google form for easy collection and review. Google form submissions are collected in a spreadsheet. For schools that use Google tools regularly, this is a quick and easy way to integrate formative assessment quizzes.

Why and How it is Used

Schools that already use Google tools and apps will find that conducting formative assessments with Google Forms is a natural choice. Although questions can be quickly entered in forms with the responses reviewed and evaluated later, the directions for creating self-grading quizzes are fairly easy-to-follow and produce a pretty slick quiz. One of the advantages for teachers who routinely use Drive for student work is having a common access point for all uses.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

61 Warm up

Procedure

The students receive a question to answer at the beginning of class while the teacher takes attendance, etc. The students may use any of their resources (textbook, notes, etc.) When finished, the students stand-up, hand-up, pair-up to find a partner and share their answers. They may add to or correct their responses as needed. The teacher spends the first few minutes of class reviewing the question and answers. Students should be encouraged to report what they had forgotten or answered incorrectly to be sure those pieces are addressed in the discussion.

Why and How it is Used

Waiting until the next day to quiz students about new learning makes good use of what we now know about forgetting. Letting some time elapse between the learning and quizzing allows forgetting to begin and to be disrupted by retrieval practice. Although the teacher may occasionally find that students need more time on the review than planned, this can be a very effective strategy to see what parts of the learning really sunk in and what needs more support. It is also an effective way to get the students' brains primed to continue on with the topic.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

62 What Stuck with Me

Procedure

The students write down what they remember from the lesson. If time permits, the students can stand up/hand up/ pair up to discuss and compare what they remember with a partner. The teacher can review the written notes later in order to adjust instruction in the next lesson as needed. Many teachers create a What Stuck with Me poster or chart near the door with a square for each student's name. The students complete their writings on sticky notes and stick them to the chart as they leave the classroom.

Why and How it is Used

A chart makes it easy for the teacher to glance over and see that everyone contributed a note and to gauge understanding by quickly skimming the notes on the chart. This is a quick way to engage students with retrieval practice immediately after the learning. The next day students can pick their notes back up off the chart and use them for a quick share and review with a partner thus retrieving the information once again and priming their brains for the new learning to come.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

63 Turnitin

Procedure
When working with student writing assignments, it can be very helpful to have students run their rough drafts through Turnitin a few days or a week before the final due date. The teacher sets up the system so that the drafts are not saved on Turnitin's central database and sets the reports to go to the teacher, not the students. This allows the teacher to meet with students individually to discuss what the report shows concerning the use of other authors' words, etc.

Why and How it is Used
Many teachers think of Turnitin only as something students use at the conclusion of a long research/writing project and then right before turning the product in for grading. The strategy of having students submit their rough draft is great for formative assessment because students can see the trajectory they are on and do something about it.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

64 Backchannel Chat

Procedure
This app allows a classroom chat to occur alongside the lesson and is free for teachers with 30 or fewer students. The teacher can moderate every message, keep a transcript of the chat and embed videos, photos, tweets and polls in the chat. Students can choose an avatar so they are anonymous to other students. Students vote on messages to help the teacher prioritize questions. There is a built-in profanity filter. This app works with google apps and Edmodo and Schoology groups. By watching the chat during a lesson, the teacher can take immediate action to adjust instruction if needed.

Why and How it is Used
This allows the teacher to see what questions students ask and are able to answer and review the transcript after the class period is over. However, the best reason to use this strategy is to engage students during the lesson. Information received passively through lecture or reading does not transfer to memory effectively. When taking notes, students usually just write down what they hear rather than putting the information in their own words. With this strategy, they are more likely to translate the information mentally before typing their answers.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

65 EdPuzzle

Procedure
EdPuzzle is specifically for use with videos. The teacher uploads a video, chooses the section to be viewed by students, records audio comments and inserts questions for the students. Students view the video at their own pace and answer the questions. The teacher can review their answers later in order to plan future instruction to meet the needs that emerge. Research shows that merely listening to a lecture or reading text is not an effective way to move content into memory. The same limitations apply to simply watching a video.

Why and How it is Used
Using the EdPuzzle tool encourages the teacher to select video clips for the students (rather than a long video in its entirety) and intersperse them with comments and questions. As students engage with the content of the video, the built-in pauses allow their brains to process the content. They must break down the information, make connections to prior learning and categorize/organize the concepts in order to comment or answer questions, all of which aid memory.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

66 Let's Recap

Procedure
Recap by Swivl provides a Twitter-like platform for class chats that is safe for students. It allows the teacher to pose questions. The students can upload videos to take the conversation deeper or to demonstrate their learning. The teacher can review the chat, video and audio recordings later in order to determine how learning is progressing and adjust instruction as needed.

Why and How it is Used
ReCap is a tool that allows teachers to embed questions into a video much like EdPuzzle. However, ReCap also allows students to upload their videos making it a great tool for documenting learning. Students can record videos showing experiments, working math problems and their own reflections, comments or explanations. Using ReCap allows the teacher to listen to every student without sacrificing class time, often more efficiently than live recitations.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

67 Fluency Tutor

Procedure
This free Web-based tool works with Google Drive to allow students to record and share the recordings with the teacher or others. There are many reading passages available for different content areas, Lexile levels or reading ages. Reading passages can also be created from web pages, docs or other content. Passages appear in the student's Google Drive and can be read and recorded whenever and wherever they like. A quick score feature provides immediate feedback while the teacher can review the recordings and progress reports. There is a fee for the progress reports and historical data.

Why and How it is Used
Practicing and testing fluency is a time-consuming task for those classrooms where it is a routine part of instruction. Fluency tutor allows students to practice often and receive feedback without the teacher's direct supervision or the use of class time. The ability for students to read their own writing is an attractive feature of this tool. The scores can be recorded for formative assessment and to track progress in fluency.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

68 Seesaw

Procedure
Seesaw allows students to create digital portfolios to document their learning. Students collect their work in the form of photos, videos, drawings, text notes, links or PDFs. Teachers can browse the work and flag items for follow up. Many teachers use Seesaw for formative assessment by having students take a picture or video of their work with written or audio explanations of what they learned. The basic tool is free.

Why and How it is Used
Even very young students are capable of using Seesaw on an iPad to document their learning. The teacher creates a class that contains their students. When students save something to Seesaw, the teacher can access and review the work. There is also an app that provides home access to families. This tool is similar to some others in that it allows the teacher to evaluate understanding recorded in the student's own voice or writing. The advantage of this app is the ease of use for young students and the ability for family access.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

69 QuickKey

Procedure
QuickKey is a grading app that allows the teacher to quiz students directly on a device or grade written work with a smartphone or tablet. It also turns Google forms into QuickKey quizzes so that teachers can take advantage of the reports in QuickKey. This app will upload data to some school grade book programs.

Why and How it is Used
For teachers who do not have a 1:1 classroom, QuickKey allows immediate feedback similar to that of online quizzes. The teacher creates the quiz and prints free answer sheets that the students use to record their answers and quickly scans/grades the answer sheets with a smartphone or tablet. When a lack of technology is a barrier to quick and easy formative assessment, this tool could be an answer. It allows the teacher to harness the power of retrieval practice with feedback and doesn't require a lot of teacher time for grading.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

70 ZipGrade

Procedure
This grading app uses free-to-download scantron style forms that allow teachers to quickly grade multiple choice quizzes, exit tickets and surveys with IOS or Android phones or tablets. Teachers may use 100 scans per month for free. It will export CSV or PDF reports. ZipGrade is an app that is similar to some other grading tools. Rather than uploading to any specific grade book programs, ZipGrade produces CSV files which might make it more attractive for teachers who use grading software packages that will accept those files.

Why and How it is Used
This app specifically mentions exit tickets which might make it more effective for formative assessment purposes than some other tools. Scanning/grading apps allow teachers to engage students with retrieval practice and gather information about student understanding in order to adjust instruction and provide timely feedback. It also doesn't require the teacher to spend a lot of time grading papers each day.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

71 GradeCam

Procedure
Free accounts offer 10 multiple choice questions per assignment for this tool. Teachers can print free scantron style answer sheets. Many options are available with the paid version. This type of automatic grading system allows teachers, who don't have devices for their students, to use formative assessment strategies without increasing their grading load. Teacher have access to immediate grading with timely feedback allowing on-the-fly adjustment of instruction.

Why and How it is Used
GradeCam may offer the best free account available with 10 multiple choice questions per assignment, free printing of answer sheets for student use and some item analysis. It is not clear how many assignments can be scored per month with a free account. GradeCam works with document, laptop or desktop cameras in addition to smart phones and tablets. This tool limits free access to multiple choice questions, but teachers could include short answer/essay questions and review those on their own still saving time with the automatic grading of the multiple-choice items.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
					Grading			Technology			

72 Google Movies

Procedure
During learning, students take photos or record videos with a smartphone or tablet (Android or IOS). After the event, they go to the Google Photos App on the device, tap assistant, tap movie, select the photos and/or videos they want to use and tap create. Audio is best incorporated through video for ease of import. Students can email the completed video to their teacher or upload it to their Google Drive folders.

Why and How it is Used
Teachers who do not have access to an app that allows students to record themselves, and schools that already use Google tools regularly, may find this to be a good choice for a formative assessment tool that allows students to document their learning. Students engage in retrieval practice when they explain their learning and the teacher can review each student's recording outside of class time to gauge understanding and adjust instruction for the next class period.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written
								Technology	Verbal	Video	

73 Metaphorically Speaking

Procedure
The teacher gives students a few word pairs from the lesson and asks them to create metaphors showing the relationship between the words in the pairs and explain their reasoning. The written work can be shared with a partner and collected by the teacher for review outside of class. This allows the teacher to adjust instruction as needed for the next class period.

Why and How it is Used
Teachers often use analogies and metaphors to compare an unknown to a known when describing or explaining it to students. Metaphors and analogies make new and unfamiliar concepts more meaningful to students by connecting what they already know to what they are learning. When students create their own analogies or metaphors, they must first retrieve what they know, examine the concepts for relationships and evaluate the relationships in order to identify similarities in concepts that are unrelated to the topic.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

74 Color-coded Quizzes

Procedure
The teacher asks whole-group questions and offers several answers that are color-coded rather than labeled with numbers or letters. The students each have four small index cards that correspond to the answer choice colors. The students respond to the question by sorting the answer cards so that the correct answer color faces the teacher. Each student holds their card stack at chest height and near the body so that the teacher can see it but it is somewhat obscured from the sight of other students. The teacher can quickly scan the room to check for correct answers.

Why and How it is Used
Using colored index cards is a low-tech way to conduct quick quizzes. The students engage in retrieval practice while the teacher can check for understanding. The teacher can make decisions on-the-fly, respond to students immediately or note any students who need additional support. In some instances, the teacher might have students immediately talk in small groups or with a partner about the possible answers and their reasons for selecting one answer over the others in order to correct misconceptions.

Active	Collaborative	Creative	Exit Slips	Fluency	Grading	Low Tech	Portfolio	Technology	Verbal	Video	Written

Questions/Stems

Procedure

Many ideas for exit slip questions or sentence stems exist. The ones included here are a combination of those obtained from several sources. Exit slips ask students to retrieve new learning before the end of the class. That requires them to process the content and summarize it, depending on the stem, in their own words. Teachers vary in their methods of collecting exit slips, some prefer written slips of paper, while others use sticky notes or a Google form for electronic exit slips. Regardless of the question or format used, the teacher can review the exit slips before the next class in order to gauge student understanding and adjust the upcoming instruction as needed to address questions or misconceptions.

- My favorite part of today's lesson was… Because…
- I use to think… But now I think…
- The most important thing I learned today was… Because…
- Write a summary of today's lesson for an absent classmate
- Using exactly 10 words, write a summary of today's lesson
- The most challenging part of today's lesson was…Because…
- I wish my teacher knew…
- The most confusing thing I learned in class today was…Because…
- An unanswered question I still have is…
- What are 3 characteristics or parts of…
- How does … relate to …?
- The three most interesting things I learned today were…

- Rate your understanding of today's lesson; red/yellow/green
- What did you learn today? So what? Now What?
- How is … similar to or different from …?
- What do you need to know before we move forward with the unit?
- Choose one word to summarize today's lesson. Why?
- One thing I learned today and one question I still have
- What was a key idea from the lesson? Why did you choose that one?
- Write a quiz question from today's lesson
- Choose 2 things to include on a review sheet for this unit from today's lesson
- Work a problem
- Compose a headline for this topic that captures the most important aspects of the lesson
- The main point of today's lesson…
- The most surprising concept is…
- Questions that were not answered
- The most confusing area of the topic for me is…
- What question might appear on the next test?