

## Pre-Assessment Options Every Pupil Response Techniques

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Part one

Technique	Description
<b>Choral Response</b>	Students give a choral response to a whole class question. This allows the teacher to determine if most students understand a concept.
<b>Clothesline</b>	Students move to a place in a human line that most closely matches their level of understanding. The line is a continuum, with the beginning of the line indicating no understanding of a concept and the opposite end of the line indicating a high level of understanding.
<b>Fist of Five</b>	Students respond to a whole class question by showing the number of fingers that corresponds to their level of understanding (one being the lowest, five the highest).
<b>Four Corners</b>	Students move to a corner of the room that most closely matches their level of understanding. Previously, the teacher must label each corner of the room with a word or phrase that describes the learner's level of understanding.
<b>Individual Response Boards</b>	Students will use white boards or think pads to respond to a question posed by the teacher. The students hold up their answers for the teacher to check or the teacher can circulate the class to check individual responses.
<b>Signal Cards</b>	Students use a card to indicate their level of understanding of a concept. Cards may be labeled as follows. <ul style="list-style-type: none"> <li>• Red, Yellow, and Green</li> <li>• Yes/No</li> <li>• True/False</li> <li>• Negative/Positive</li> <li>• Stop, I'm lost/Slow down, I'm getting confused/Full steam ahead</li> <li>• Happy Face, Straight Face, or Sad Face</li> </ul>
<b>Speedometer</b>	Students think of a speedometer going from 0 to 100 miles per hour. They then lay one arm on top of the other with hands touching elbows. Students should raise the arm that is on top, stopping at a point between 0 and 100 mph to indicate their level of understanding, with 100 mph designating complete understanding.
<b>Thumbs Up</b>	Students respond to a whole class question by putting thumbs up if they fully understand a concept, thumbs down if they do not understand, and thumbs to the side to indicate some area of confusion.
<b>Windshield</b>	Students should respond "muddy," "buggy," or "clear" when the teacher asks them to describe their level of understanding. Previously, the teacher explains that "muddy" means the windshield is plastered with mud and the destination is not visible, and this indicates little or no understanding. "Buggy" means that some debris is littering the windshield, and this indicates partial understanding. A clear windshield indicates a high level of understanding.

## Pre-Assessment Options Other Informal Response Techniques

Technique	Description
Entrance Card/Warm-up	Prior to a lesson, students respond in writing to a question or set of questions posed by the teacher.
Exit Card	Students respond in writing to a prompt or question posed by the teacher at the conclusion of a lesson.
Journal/Free Write	Students write what they know about a given topic. The writing may be timed.
KWL Chart	Students complete a graphic organizer specifying what they already <i>know</i> about a topic and what they <i>want</i> or expect to learn. After the lesson, students record what they have <i>learned</i> .
Matching	Students match vocabulary terms to the definitions.
Most Difficult First	Students are given the option of completing the most difficult questions or problems first to determine if additional practice is needed.
Observation	Students complete a task as the teacher observes, takes notes, or records progress using a checklist.
Pre or Post-test	Students complete an assessment to demonstrate background knowledge on a topic.
Word Sort	Students sort terms into groups using categories chosen by the teacher or created by the students.

### Bibliography

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