

Table of Contents

Introduction	5
Eight Great Ways to Use Formative Assessment	6
Pre-Teaching Assessment	
Text Your Message	7
There's an App for That!	8
Search and Find	9
What's Playing?	10
Glass Half Full? Glass Half Empty?	11
Putting Pencil to Paper	12
Sign-Up Day	13
The Power of Three	14
Interview Me	15
I Moustache You a Question	16
Graphic Organisers	
Each "Piece" of the Lesson	18
Whooo Was Listening?	20
It's Cool to Be Square	21
Weighing In on What I Know	23
From the Beginning to the End	25
CD Case	26
Formative Assessment: Let's Roll	27
From Room to Room	29
Words, Sentences and Illustration	31
Create a Comic	32
KWQ	33
A Drop in the Bucket	34
Path of Information	35
Pin It	36
Up and Down	37
Written Response	
Invited to Learn	38
Knowledge Collage	39
Lesson Blog	40

Table of Contents (cont.)

New School Mascot	41
Student Teacher	42
Ready, Set, Go	43
A World Without Words	44
Three and Three	45
Fast-Food Information	46
Lesson Thermometer	48
Assessing with Poetry	49
How Funny Are You?	50
Translation, Please	51
Make the Quiz	52
The Rule Book	53
The Alphabet Page	54
Earth and Sky: Your World Today	55
Drop Off a Note or Two	56
A Penny for Your Thoughts	57
Collaborative Reflections	
Find Five Facts	58
Names and Facts	59
Sing It, Don't Say It	60
Find Four	61
Show and Tell	62
Billboard Bonanza	64
No Talking Allowed	65
Respond Alphabetically	66
Beat the Teacher	67
Who Thinks Like I Do?	70
Give the Signal	71
Zombie-Lesson Virus Pencils	72
Design Team	73
Group Challenge	74
Freeze	75
Right, Left, Cross	77
Technology and Interactive Assessment	
Electronic Notes	78
Ask Me, Tell Me	80

Introduction

Good assessment is vital to effective instruction. *Formative Assessment (Years 7–8)* provides clear and effective resources to use for classroom formative assessments. Instructors in all subject areas must vary their methods of assessment to be sure each student clearly understands the content being taught. This is why successful formative assessment is a must in any discipline.

Formative assessment provides feedback on a student's understanding of the concept being taught. The root word "form" in "formative" reminds the educator that the assessment method should be used to help form the lesson or skill being taught; the formative assessment can help the teacher decide if a student needs more instruction or has mastered the skill being taught and is ready to move on to something new.

Assessment that is formative should be used daily and provide classroom practice over the content being taught. Methods of assessment can and should vary to ensure the teacher is meeting the differentiated learning styles of all students. Teachers should use formative assessment to ensure that all students understand the material to the best of their ability before they are given a summative or marked assessment. Using formative assessment daily can also provide evidence that some students in the classroom are ready to move on to more advanced work. The results of formative assessment allow those students who are skilled in a given area to be able to continue their own individual progress rather than waiting on other students to reach a specific goal.

This book is divided into five sections for quick and easy reference:

- **Pre-teaching:** formative assessment activities to use before a lesson
- **Graphic Organisers:** formative assessment organisers with easy-to-use illustrations
- **Written Response:** formative assessment reactions to use various times during the lesson
- **Collaborative Reflections:** formative assessment activities to use with both small and large groups
- **Technology and Interactive Assessment:** formative assessment activities which integrate technology into the classroom.

Formative assessment is a necessary tool to help student achievement improve in all subjects and at all levels of learning. Good formative assessment allows a teacher to know what needs to happen next in the classroom and to meet the diversity of learning styles of each individual student. Good formative assessment also allows the student to be proactive in knowing where their weakness or strengths are in a particular topic. Self-assessment is key to formative assessment.

Eight Great Ways to Use Formative Assessment

Use pre-assessment formative activities before beginning a unit. Assess where your class is as a whole. Use this information to decide where to begin and to see who might need extra help and who might be ready for advanced work. Look at each activity carefully and change or add to any idea before making copies for the class. This will ensure the assessment will work best for each situation. This is true for all types of formative assessments.

Use pre-assessment formative activities to discover students who might need instruction outside the time in the regular classroom. Find time to meet with these students before starting a new unit or send home enrichment activities the student can do to help prepare him or her for the new topic.

Use the formative assessment activities to help form your lesson plans. Do not spend time teaching what your students already know; use the formative assessment activities to help you see which topics need the most time.

Use formative assessment as rewards. Create incentive charts for students. Give incentives to students who do well on the assessments. Have an agreed upon reward as individual students complete their charts.

Use formative assessment to gather information about your students. Find out how much your students remember from a previous year or even a previous unit to help you plan your lessons.

Use formative assessment as participation marks, not completion marks. Formative assessments show the teacher what a student knows at a certain point in the lesson; summative assessment shows what a student knows at the end of the instruction.

Use formative assessment to gather information about the various learning styles of the students in the classroom. Use the information to help create differentiated instruction so that all the students can be successful while still adding rigor to the lesson.

Use formative assessment to know when it is time to give a summative or marked assessment. Mastery of formative assessments gives the teacher a clear understanding of when to move to the next topic.

Name: _____

Text Your Message

Directions: Listen as the teacher tells you the topic of today's lesson. Write the lesson topic on the line below. Then use the space on the screen to "text" your teacher and tell at least four things you already know about the topic and one thing you think you will have a question about concerning the topic. If you cannot think of all five things, then write as many as you can list.

Do not write in text, acronyms, abbreviations for the message. You can use emojis for emphasis. Use these shorter versions of communication to stand for as many words or phrases as you can, but then you must also write the message in unabbreviated form on the back of this worksheet. Be sure to only use shortened versions of words that are appropriate for school.

