

## Assessment Ideas

*Adapted from: Assessment Strategies and Definitions, RMC Research Cooperation*

<http://www.rmcdenver.com/useguide/assessme/definiti.htm>

1. **Journals or Learning Logs**- a place for students to summarize learning, record reactions, and ask additional questions about experiments, demonstrations, books, discussions, etc..
2. **Graphic Organizers**- can be used to exam the similarities and differences among ideas, events, characteristics, etc.
3. **Conferences**- can include reading, writing, goal-setting, evaluation, and coaching. The major purposes are to collaborate, assess, and guide.
4. **Cooperative Groups**- students working together to complete group goals. Establishing roles for students within the group helps with individual accountability.
5. **Demonstrations**- transform ideas into visual, audio, art, drama, movement, and/or music. This could also include opportunities to demonstrate and explain procedures and strategies such as a science experiment or a solution to a non-routine math problem.
6. **Discourse** - provides a safe, open forum where children are encouraged to speak, listen, and respond to opinions, feelings, and ideas regarding the designated topic.
7. **Goal Setting**- provides the basis for monitoring student performance through collaboration and self reflection.
8. **Free Response**- can be used for brainstorming and communicating ideas on a topic.
9. **"I Learned" Statements**- may be in either written or oral form. They give students a chance to self-select one or more of the things they learned.
10. **Interviews**- provides an opportunity for the teacher to determine the student's depth of understanding rather than whether the student can provide the "correct" answer.
11. **Investigations**- may be related to a specific subject area or may involve several areas, integrating curriculum.
12. **KWLs**- what students "know," "wish to know," and "have learned about a particular topic," using a sheet divided into three columns labeled K, W, L. At the beginning of a lesson, the KWL serves as a written record of the students prior knowledge (K) on the topic, and allows the opportunity for the student to note what they would like to know about the topic (W). Following the lesson, the student can reflect on what has actually been learned (L) about the topic.
14. **Oral Presentations**- include speeches, storytelling, retellings, recitations, drama, videos, and debates, and are evaluated according to a predetermined criteria.

15. **Problem Solving Activities**- A good evaluation of the problem solving activity requires consideration of both the thinking process and the final product.

16. **Products**- student work in a variety of forms; writing, displays, videotapes, audiotapes, computer demonstrations, dramatic performances, bulletin boards, debates, etc.

17. **Response Groups**- opportunities for small numbers of children to discuss books or events in depth with one another. Often these groups are organized and run by children themselves because they all have read the same book or experienced the same event and want to discuss it. Teachers participating in a response group will gain insight into their students' thinking skills, group behaviors, and affective characteristics.

18. **Self-Evaluations**- the student learns to recognize his/her own progress by taking the time to reflect. They explain the reasons for choosing the processes they used, and identify the next step, develop insight and self-involvement.

19. **Select Response**- pencil and paper assessment found in quizzes, tests, and examinations, in which the student is to identify the one correct answer. The select response is a commonly used procedure for gathering objective evidence about student learning, specifically in memory, recall, and comprehension.