

Graffiti Wall – with colorful markers and large poster paper, have all students creatively design a Graffiti Wall of things they know about a specific topic of study. Students are then encouraged to add to the wall throughout the unit as they gain new knowledge. A colorful way to display what they know and what they have learned.

Yes/No Cards – Students make a card with Yes (or Got It) on one side, No (No clue) on the opposite side. Teachers ask an introductory or review question. Students who know the answer hold up the Yes card, if they don't know the answer they hold the No card. This is very effective to use when introducing vocabulary words that students need as a knowledge base for a specific unit of study.

SA/A/D/SD – Students are given to opportunity to formulate their own views and opinions along a continuum rather than dialectically. Given an issue (similar to those outlined above) students are asked to consider the topic and determine whether they strongly agree (SA), agree (A), disagree (d), or strongly disagree (SD) with the statement. They are then asked to move to the appropriate station in the classroom identified with one of the options. A class discussion follows as students are given the opportunity to outline and defend their positions, refute the arguments of others as well as re-evaluate their own ideas.

Squaring Off/Four Corners – Place a card in each corner of the room with the following phrases: Dirt Road (rarely ever), Paved Road (sometimes), Highway (often) and Yellow Brick Road (most always). Instruct the students to go to the corner of the room that matches where they are in their learning journey in a new unit of study. Students go to the corner of the room and as a group, discuss what they know about the topic.

KWL Charts – K = what do the students already know? W = what do the students need and want to know? L = what did the students learn? An effective pre-assessment tool and summative evaluation tool to measure the level of understanding at the end of unit. Many teachers use the L part as an open-ended question on an exam allowing the students to share the depth of knowledge that was gained in the unit of study.

Boxing – On a large piece of paper, students draw a box in the centre and a smaller box inside the first box. In the outside box, answer 'what do I know?', in the inside box, answer 'what do I want to learn?'. Now in the outside box, write 'what else do I know?' and 'how does it fit?' In the inside box, draw a visual representation to explain the topic. Finally, in the middle of the box, look at all the information and summarize 'what does that say?'

Turn & Talk- During a lesson, there may be opportunities to have the students do a turn & talk activity for a few minutes. This allows students to talk about the information presented or shared and to clarify thoughts or questions. This is an effective alternate strategy to asking questions to the whole group and having the same students responding. All students have a chance to talk in a non-threatening situation for a short period of time.

Guess Box: Ask students an open ended question about the topic to be learned. Give students 2-3 minutes to write or draw their answer. As students leave the room, have them drop their responses in the "guess box."

Quick Write: This might sound very ordinary, but as a pre-assessment it can reveal a lot by asking a "big idea" question; student answers can uncover what they understand, what misconceptions they may have, or the reasoning processes they are using. They are given only 1-3 minutes to write an answer (thus "quick write").

Line Continuum: Usually used with 5 – 10 agree/disagree or true/false statements about the upcoming topic/unity; students place themselves on a continuum line about what level of comfort they may have with a answering the question. For each question, there usually is new movement. If you don't want to make this a movement project, you can have students rate their comfort using fist to 5.

Values Line. Create four signs (strongly agree, agree with reservation, disagree with reservation, strongly disagree). Tell participants that you will make a statement, and they must select a response to that statement. Read a statement or opinion and ask students to stand under the sign that represents their stance. After students gather under four signs,, have them discuss as a group why they're where they are and decide best reasons for decision. After within gross sharing, students share positions across groups.

Role Taking: Form work groups and assign each student a role. Rotate roles. Roles may include:

- Encourager: Encourages students in the group to participate
- Praiser: Shows appreciation of others' contributions/recognizes accomplishments
- Gate Keeper: Equalizes participation and makes sure no one dominates
- Coach: Helps with the academic content, explains concepts
- Question Commander: Makes sure all students' questions are asked and answered
- Checker: Checks the group's understanding
- Taskmaster: Keeps the group on task
- Recorder: Writes down ideas, decisions and plans
- Reflector: Keeps group aware of progress (or lack of progress)
- Reporter: Reports group findings/comments to whole group

<http://kendrik2.wordpress.com/2007/09/27/pre-assessment-strategies/>

http://www.stemresources.com/index.php?id=51&Itemid=69&option=com_content&view=article

Anticipation Guide (individual)

Similar to a pre-post test, this prior knowledge task asks students to agree or disagree with a series of topic related statements. It can be repeated after an instructional sequence to identify changes in student understanding.

Card Sort

A Card Sort is a variation of the traditional matching worksheet. This Card Sort process includes the added feature of requiring participants to rank items before completing the sort. This procedure is a kinesthetic and effective way to stimulate focused student dialogue.

Carousel Brainstorm (group)

Chart papers containing statements or issues for student consideration are posted at strategic locations around the classroom. Groups of students brainstorm at one station and then rotate to the next position where they add additional comments. When the carousel "stops" the original team prepares a summary and then presents the large group's findings. A Carousel Brainstorm is an active, student-centered method to generate data about a group's collective prior knowledge of a variety of issues associated with a single topic.

Consensogram

This simple, quick, kinesthetic, and engaging approach generates large quantities of data about student opinions, attitudes, or understanding about an issue or topic. If a Consensogram is later re-administered, differences between the initial and final results are indicators of how attitudes, beliefs, and knowledge have changed as a result of the intervening learning experience.

Fold Over Diagram (individual)

A strategy that enables to compare existing working definitions with more precise textbook definitions for a set of terms related to a specific topic.

Four Corners Inquiry (group)

This method requires student to express their opinions about issues using a four part rating scale ranging from strongly agree to strongly disagree. Each corner of a classroom becomes a particular selected area where students gather to discuss the reasons for their like responses to the question that was posed.

Interview Design (group)

An Interview Design guides students to ask and answer questions and then to analyze the class' collective findings. The teacher creates questions and students rotate systematically so that each student responds to all questions and receives feedback about their own question. The Interview Design quickly generates large amounts of group data.

Likert Scale Builder (individual)

A well-known paper and pencil method for assessing students' prior attitudes or beliefs about a topic using a rating scale.

Matched Pairs (individual)

This approach generates quantitative data about a student's ideas, opinions, or understanding. A chart is employed that depicts a continuum along two polar extremes (e.g., Happy.....Sad) for a set of ideas or issues related to a topic.

Right Angle Perspective (individual)

People often confuse their beliefs and their actual knowledge of a subject. This thinking diagram, forces a student to distinguish between what they believe and what they know.

Think-Ink-Pair-Share (individual)

One powerful way to get students to reveal what they know or believe about a topic is to begin by having them commit their thoughts to writing. To assess what the group knows, have students discuss their ideas in pairs, and then to share them with the large group.

Walkabout Review (group)

Similar to a Carousel Brainstorm or Gallery Walk, this student-centered and inquiry-based activity generates large amounts of information about a class' views, beliefs, or opinions about a topic.

Post-It Patterns: Professor asks students to write an idea on a Post-It (or index card). Groups of three or more students stick the Post-its on a wall near where the group is seated. Professor asks students to look for patterns, themes, categories, and/or differences, then report out to class.

Post-It Gallery: Follow directions for Post-It Patterns. Each group sticks their Post-Its on the wall or chalkboard. Tape a blank piece of chart paper next to each group of Post-Its. Groups of students rotate around the room and examine the Post-It groupings, writing reflective comments on the chart paper. Each group writes a comment, then moves to the next position.

Three-Step Interview: Students in groups of four. Professor asks a question. Interview your partner on a topic. Share the information learned from partner with the other three members of the group. Professor calls on some groups to report on their discussion.

Numbered Heads Together: Students in groups of four. Students number off 1 – 4. Teacher asks question. The four students put heads together and share ideas. Teacher calls a number. All students with that number prepare to answer. Teacher calls on one of the students who has that number. Teacher tells other students with the same number to give thumbs up or down in response to the first student's answer.

Teammates Consult. Students work in teams of four. Instructor gives students a list of reflective questions and perhaps a short piece of text (e.g., article). Assign roles: (1) Reader, (2) Responder, (3) Checker, (4) Reflector. One student reads the first question. All students in the team look for the answer, which is found in the text or in discussion with others. Responder tells others in group his/her answer to the question. The checker checks to see that all students agree with the answer. The reflector elaborates or adds to answer. All students write answer on their own paper. Roles rotate. Start with a new question.

Jigsaw II. Assign partners to home teams of four, five, or six. Distribute article, which is divided into four expert topics. Assign each student one area to become an expert on. Have participants read assigned material. Put participants with same expert topic into expert groups. Tell participants to discuss their assigned topics and to discuss the best way to present the information to their home team. Have participants return to their home teams. Participants present their piece of information (area of expertise) to the other members of their group. When students have completed presenting information to their home teams, have whole class discussion.