

This is a summary of possible assessments that can be used to assist teachers in developing differentiated lessons. There are 3 additional, excellent resources noted at the bottom.

When using any assessment, keep in mind potential pros/cons, especially these factors:

- Is it accurate?
- Is it individualized?
- Is it time consuming for the student? for the teacher?
- Does it provide useful information for the teacher?
- Can it provide useful information for the student?

Assessment	Example/Description	Pro/Con
Practice Quiz/ Task Assessment		+Quickly shows learning and/or prior knowledge +Highly individualized -Can be labor intensive
SRI/OAKS	Reading assessments	+Shows range +Individualized +Highly accurate +Allows for grouping -Time consuming -Requires technology
Examples on the Board	Place examples on the board—correct or incorrect. Have students vote: Is it right? Have students explain their thinking.	+Higher order thinking -Time consuming
Thumbs up/down, Stand up/Sit down, or Step forward/Step back	Ask a question and have students do thumbs up/down to represent their answers.	+It's quick. +Kinesthetic -Some kids are afraid to commit. -Kids can copy others.
K-W-L	Students respond as whole group, small group, or individually to a topic as to "What they already Know, what they want to learn, what they have learned".	+Fast and easy -Apathy -Kids can copy others.
Socratic Discussion		+Assesses higher order thinking +Instant differentiation ("push" questions or "draw" questions) -Some kids have trouble speaking
Myth Busters	Ask kids: "What do you think you know..."	+Low anxiety +Individualized
Daily "First 5" and "Last 5"		+Fast and informal pre/post -Can't get all students in 5 minutes
Self Pre-assessment	Ask students to rate themselves on their knowledge or skills.	+Forces self-reflection and evaluation -Kids may not be accurate

Demonstration/Teach Others		+Learn by doing +Empowering -Time consuming
Pop Quiz	While students are working on something, teacher walks around and asks 3 questions to have students demonstrate understanding	+Helps differentiate accurately +Highly individualized -Students may copy off others' answers
Circle Talk/Guided Discussion		+Informal +Creates community -A challenge to remember what was said (documentation)
Whiteboard Work	Students solve problems on the whiteboard	+Teacher can quickly scan all efforts at once +Kids loooove whiteboards -Takes time and markers
MEAL Paragraphs/Essays about Essential Questions		+Training for college assessments +Encourages higher order thinking skills +Accurate -Time consuming to do and grade
Line up Activity/ Likert Scale	Ask a question (e.g., Describe a scenario related to the First Amendment), and have kids line up along a "spectrum" to represent their answer (e.g., protected by the First Amendment, not protected, somewhere in the middle). Selected kids then have to justify why they are where they are.	+Kinesthetic +Interactive +Immediate feedback -Embarrassment -Not individualized
Teacher Observation	Teacher walks around while students are working and assesses individual work.	+Quick, easy +Individualized +Provides instant feedback to the teacher -May not provide feedback to student -Can be erroneous/subjective -A challenge to remember observations (documentation)
Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.	+Quick, easy +Provides instant feedback to the teacher -Not individualized
Four Corners	Corners are labeled (e.g., strongly	+Kinesthetic

	agree, agree, disagree and strongly disagree). Present a controversial statement and have students go to the corner that best fits their opinion. Students groups may discuss why they feel as they do. Teacher circulates and records comments. Next there can be a whole group discussion, and/or this may lead to a writing activity.	+Builds community -Doesn't provide individualized feedback
I Have the Question. Who has the Answer?	The teacher makes two sets of cards. One set contains questions related to the unit of study. The second set contains the answers to the questions. Distribute the answer cards to the students and either you or a student will read the question cards to the class. All students check their answer cards to see if they have the correct answer. A variation is to make cards into a chain activity: The student chosen to begin the chain will read the given card aloud and then wait for the next participant to read the only card that would correctly follow the progression.	
Summary Frames	<i>Description:</i> A _____ is a kind of _____ that ... <i>Compare/Contrast:</i> _____ are similar in that they both...but _____, while _____. <i>Cause/Effect:</i> _____ happens because...	+Individualized +Guides students/supports reluctant learners +Efficient
One-Minute Essay		+Gets them writing but with relatively low stakes +Accurate about content -Stressful -Difficult for kids who are slow writers/thinkers or have bad handwriting
Student-Teacher Conversation		+Establishes trust +Accurate -Time consuming -A challenge to remember what was said (documentation)
Analogy Prompt	Present students with an analogy to complete: A _____ is like _____ because _____	+Higher order thinking

<http://wvde.state.wv.us/teach21/ExamplesofFormativeAssessment.html>

http://www.levy.k12.fl.us/instruction/Instructional_Tools/60FormativeAssessment.pdf

Google “25 Quick Formative Assessments for a Differentiated Classroom, Judith Dodge” for a PDF of information (based on Tomlinson’s work) with specific handouts and activities.