



Everyday Formative Assessment Strategies



teachthought
WE GROW TEACHERS

VISUAL



Pictionary – 1-pagers – Concept map – Abstract to concrete – Affinity map – Concept attainment – Hexagonal thinking

WRITTEN



Think-write-pair-share – GIST – Chain of understanding – Costa's 7s – Bloom's stems – Power minute – Word cloud – 3-2-1 – Top 10 – Haiku – AB – Circle square triangle

DISCUSSION

Concentric circles
Philosophical chairs
Socratic seminar
Fishbowl
Ongoing conversations
Conver-stations
Save the last word for me
TQE method
Catch phrase
Analogy prompts



DIGITAL

Padlet
EdPuzzle
Kahoot!
Quizlet
Google Forms
TikTok
Flipgrid
Poll Everywhere



KINESTHETIC



Response cards – Hand signals – Give 1 get 1 – 4 corners – Trashketball – Beach ball questions – Simulation – Gallery walk – Bloom's dice – Pinwheel discussion – I have the question, who has the answer? – Hot seat – Tic-tac-toe

Assessment Strategies For Science

Sandra K. Abell, Mark J. Volkmann



Assessment Strategies For Science:

Science Formative Assessment, Volume 1 Page Keeley, 2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas [Formative Assessment Strategies for Enhanced Learning in Science, K-8](#) Elizabeth Hammerman, 2008-09-18 Use formative assessment to guide successful teaching and learning in science Outlining the formative assessment process and providing strategies for embedding assessment into the K 8 standards based science curriculum this essential resource demonstrates how teachers can use formative assessments to modify instruction monitor student progress and evaluate learning This user friendly guide offers teachers discussions reflection activities and classroom strategies to Assess student understanding using observation checklists questioning strategies notebooks reports graphic organizers projects and performance tasks Differentiate science instruction to reach all learners Use rubrics to uncover student strengths and weaknesses Collect student data to inform instructional decisions *Science Formative Assessment* Page Keeley, 2008-03-20 Use assessment to inform instruction and learning in the science classroom Science education expert Page Keeley shares 75 specific techniques that help K 12 science teachers determine students understanding of key concepts and design learning opportunities that will deepen students mastery of content and standards These flexible assessments can be used with any science curriculum and the author describes How each technique promotes student learning Considerations for design and implementation such as required materials timing modeling the technique and grouping students Modifications for different types of students or purposes Ways the techniques can be used in other content areas [Formative Assessment for Secondary Science Teachers](#) Erin Marie Furtak, 2009-06-17 Research has shown that when teachers use formative assessments effectively they have a clearer understanding of what students know and are better able to design instruction that meets learners needs This practical guide shows teachers how to create and implement formative assessments in their middle and high school science classrooms Grounded in extensive and solid research this guide covers all science content areas physics physical science life science biology earth and space science and chemistry as well as five types of formative assessments big idea questions concept maps evidence to explanation predict observe explain and multiple choice Teachers will find additional support in Richly detailed concrete examples of the five types of assessments In depth guidelines for implementing the assessments Brief case studies with transcript excerpts that demonstrate how teachers have used formative assessments Easy to use templates to

help analyze lessons in current units and identify places for inserting formative assessments With this easy to use hands on guide any teacher can learn how to use formative assessment strategies to improve student achievement in science Publisher's website **Assessment Strategies for Science** Walch Publishing,2004 Test taking is a skill Just as students learn rules of grammar they can learn to succeed on standardized tests The Assessment Strategies series introduces a variety of test taking tips and strategies Your students will walk through a battery of test questions and learn to understand the logic behind each approach Copious examples of multiple choice short answer and essay questions give plenty of opportunity to gain confidence in test taking Assessment Strategies for Science helps middle school students prepare for tests in science as inquiry Earth and space science life science and physical science Science Formative Assessment, Volume 2 Page Keeley,2014-10-16 Deepen scientific understanding with formative assessment Only by really knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for use throughout the instruction cycle Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning Science Formative Assessment, Volume 1 Page Keeley,2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas **Seamless Assessment in Science** Sandra K. Abell,Mark J. Volkmann,2006 This is a one stop guide for assessing students science learning and incorporating methods for embedding formative and summative assessment throughout any science unit *Science Formative Assessment, Volume 2* Page Keeley,2014-10-16 Deepen scientific understanding with formative assessment Only by knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for using the techniques throughout the instruction cycle

Considerations for implementation and suggestions for modification An explanation of how each technique promotes learning Examples of how the techniques can be used in different content areas An expert in the field of K 12 science education Page Keeley is the former president of the National Science Teachers Association a current Board Member of the National Science Education Leadership Association and has seventeen best selling books Science Formative Assessment Volume 2 contains a wealth of tools that encourage students to engage in practices such as scientific argumentation and discourse By emphasizing the alignment of the FACT with Science and Engineering Practices Keeley provides multiple ways for teachers to monitor more than the disciplinary core ideas being taught Susan German Science Teacher Hallsville R IV School District MO Teachers everywhere are spending a lot of time and energy looking for ways to increase student achievement Well the answer is not a big secret nor is it expensive Fortunately Page Keeley has an answer Improved performance lies in using formative assessments as an integral aspect of a lesson In this book Keeley shows how 50 formative assessments can lead to greater student success in science Douglas Llewellyn Professor St John Fisher College Rochester NY Other Books from Corwin and Page Keeley Keeley Science Formative Assessment ISBN 9781412941808 Keeley Math Formative Assessment ISBN 9781412968126 Keeley Science Curriculum Topic Study ISBN 9781412908924 *Formative Assessment Strategies for Enhanced Learning in Science, K-8* Elizabeth Hammerman, 2009 Hammerman focuses on the meaning and centrality of formative assessment providing insights examples and ties to numerous individual initiatives to improve science experiences for students and to inspire better teaching for teachers Robert E Yager Professor of Science Education University of Iowa This book addresses the various assessments used in our schools and how they can be approached to improve learning Elizabeth Alvarez Math and Science Coach Chicago Public Schools IL Use formative assessment to guide successful teaching and learning in science Proven to be one of the most powerful tools for promoting effective learning formative assessment enables teachers to capture evidence of student thinking and learning and use that information to adjust instruction In this concise resource science educator Elizabeth Hammerman clearly outlines the formative assessment process and provides practical strategies for embedding assessments into the K 8 standards based science curriculum This research based book demonstrates how student centered assessment helps students assume more responsibility for what they learn and how they learn Teachers can use the various models of formative assessments to monitor student progress and evaluate learning The author guides readers through discussions thought and reflection activities analyses of assessment techniques and applications to classroom practice Ideal for teachers and science and curriculum specialists this user friendly resource provides all the necessary tools to Assess student understanding using observation checklists questioning strategies notebooks reports graphic organizers projects and performance tasks Differentiate science instruction to reach all learners Use rubrics as a means of discovering student strengths and weaknesses Collect student data to inform instructional decisions With this easy to implement guide any teacher can effectively use formative assessment strategies to enhance

instruction and increase student achievement in science **Developing Assessments for the Next Generation Science Standards** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Developing Assessments of Science Proficiency in K-12, 2014-05-29 Assessments understood as tools for tracking what and how well students have learned play a critical role in the classroom Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K 12 Science Education Framework and Next Generation Science Standards NGSS These documents are brand new and the changes they call for are barely under way but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education The new Framework and the NGSS are designed to guide educators in significantly altering the way K 12 science is taught The Framework is aimed at making science education more closely resemble the way scientists actually work and think and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time It structures science education around three dimensions the practices through which scientists and engineers do their work the key crosscutting concepts that cut across disciplines and the core ideas of the disciplines and argues that they should be interwoven in every aspect of science education building in sophistication as students progress through grades K 12 Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision The report offers a systems approach to science assessment in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction assessments designed to monitor science learning on a broader scale and indicators designed to track opportunity to learn New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students

Science as Inquiry Jack Hassard, 2000 Ideas strategies and approaches for teaching middle school science **Formative Assessment Strategies for Enhanced Learning in Science, K-8** Elizabeth L. Hammerman, 2008 *Systems for State Science Assessment* National Research Council, Division of Behavioral and Social Sciences and Education, Center for

Education, Board on Testing and Assessment, Committee on Test Design for K-12 Science Achievement, 2005-12-28 In response to the No Child Left Behind Act of 2001 NCLB Systems for State Science Assessment explores the ideas and tools that are needed to assess science learning at the state level This book provides a detailed examination of K 12 science assessment looking specifically at what should be measured and how to measure it Along with reading and mathematics the testing of science is a key component of NCLB it is part of the national effort to establish challenging academic content standards and develop the tools to measure student progress toward higher achievement The book will be a critical resource for states that are designing and implementing science assessments to meet the 2007 2008 requirements of NCLB In addition to offering important information for states Systems for State Science Assessment provides policy makers local schools teachers scientists and parents with a broad view of the role of testing and assessment in science education

Assessing Science Learning Janet Coffey, Rowena Douglas, Carole Stearns, 2008 In addressing assessment as a central element of teaching practice Assessing Science Learning explores the various forms assessment can take The research projects described show the strong link between assessment and improved student learning The essays invite science teachers to reflect on their practices and priorities and to consider a variety of productive assessment strategies and frameworks *Science As Inquiry* Jack Hassard, 2011-03 Aligns to Common Core state standards Cover Assessment in Science D.P. Shepardson, 2011-06-27 Assessment in Science combines professional development and classroom practice in a single volume The pragmatic nature of the book makes it a valuable resource for administrators and staff developers interested in designing professional development programs and for science teachers looking for techniques and examples of classroom based assessments Unique features of Assessment in Science include 1 practical strategies and tools for implementing successful professional development programs in science assessment 2 teacher stories and case studies about classroom based assessment practice and how these teachers changed their assessment practice 3 examples of classroom based assessments and scoring guides 4 samples of student work with teacher commentary and 5 examples of how the national reform documents in science education served as tools in professional development programs and in designing classroom based assessments Assessment in Science expands the existing literature on science assessment by sharing a model for professional development and examples of teacher developed assessments with accompanying student work and teacher commentary Chapters written by science teachers tell how they assess students and how they have changed their assessment practice as well as how changing assessment practice has resulted in a change in their science instruction Assessment in Science is targeted at practising professionals in science education administrators staff developers science teachers and university science educators Assessment in Science has applicability to graduate level courses in science education and in service courses for science teachers The teacher chapters are also appropriate for use in undergraduate science methods courses to illustrate classroom based assessments **Hard-to-Teach Science Concepts** Susan

Koba, Carol T. Mitchell, 2011 Authors Susan Koba and Carol Mitchell introduce teachers of grades 3-5 to their conceptual framework for successful instruction of hard-to-teach science concepts. Their methodology comprises four steps: 1. engage students about their preconceptions and address their thinking; 2. target lessons to be learned; 3. determine appropriate strategies; and 4. use Standards-based teaching that builds on student understandings. The authors not only explain how to use their framework but also provide a variety of tools and examples of its application on four hard-to-teach foundational concepts: the flow of energy and matter in ecosystems; force and motion; matter and its transformation; and Earth's shape. Both preservice and inservice elementary school teachers will find this approach appealing, and the authors' engaging writing style and user-friendly tables help educators adapt the method with ease.

Designing and Teaching the Elementary Science Methods Course Sandra Abell, Ken Appleton, Deborah Hanuscin, 2010-02-25 What do aspiring and practicing elementary science teacher education faculty need to know as they plan and carry out instruction for future elementary science teachers? This scholarly and practical guide for science teacher educators outlines the theory, principles, and strategies needed and provides classroom examples anchored to those principles. The theoretical and empirical foundations are supported by scholarship in the field, and the practical examples are derived from activities, lessons, and units field-tested in the authors' elementary science methods courses. **Designing and Teaching the Elementary Science Methods Course** is grounded in the theoretical framework of pedagogical content knowledge (PCK), which describes how teachers transform subject matter knowledge into viable instruction in their discipline. Chapters on science methods students as learners, the science methods course curriculum, instructional strategies, methods course assessment, and the field experience help readers develop their PCK for teaching prospective elementary science teachers. **Activities that Work and Tools for Teaching the Methods Course** provide useful examples for putting this knowledge into action in the elementary science methods course.

Teaching Secondary School Science: Strategies for Developing Scientific Literacy Rodger Bybee, Rodger W. Bybee, Janet Carlson Powell, 2024-06-03 Solidly grounded in current recommendations of the National Science Education Standards, this text offers teaching guidance and strategies for physical, biological, and earth science courses for middle school, junior high, and high school. The authors' extensive curriculum development experience imbues the text with a practical focus. Their collective knowledge of the field balances coverage of the theory and research behind the strategies they present. Also inherent in the text is a description of the role of constructivism in science teaching and the connection between science and society, including how technological development is driven by societal needs.

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