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Overview of This Booklet

Formative assessments occur throughout or near the end of the lesson cycle, and gauge student progress toward mastery of the objective. They can also occur after a series of lessons, but still prior to a summative assessment. Examples include quizzes, independent work, responses to oral questioning, drafts of work-in-progress, completion of practice tasks, anecdotal notes, etc.

At institute we are concerned with teaching you to create strong formative assessments for daily lessons. These daily assessments are meant to provide preliminary information about whether students mastered the objective and, if they didn’t master it, where they stumbled along the way. This information helps us know where to pick up our instruction in following days, or during opportunities for remediation. This is particularly important because some objectives are not meant to be completely mastered in a single lesson. These objectives represent concepts and skills that need to be taught and re-taught over a period of time so that students can build true, lasting mastery. For this type of objective, it is critically important that the lesson assessment provides strong formative information so you know how close or far the student is from eventually mastering the objective.

One of the most common forms of assessment is an exit ticket/slip. This includes a short, 5 minute, independent assessment that asks students to show mastery of the objective taught that day. The most common types of questions that are used include:

**Multiple Choice:** A question for which one of several proposed answers is to be selected.

**Short Answer:** A question that generally requires you to remember and reproduce knowledge as well as explain your thinking behind a question.

In this guide, you will find multiple methods of obtaining student information through a variety of assessment strategies that can be used in addition to exit slips. While several of these strategies can be utilized across subjects the strategies listed for each subject are included because they will help you to glean student’s mastery of that specific content area.

As you make decisions about the most appropriate strategy to choose for your assessment, you should consider the information you are trying to gain about students’ learning, the amount of time students will have to complete the assessment, and how you and your collaborative plan to use this information. Planning your formative assessments in this way will ensure that you have clear evidence of what your students know and have learned and how to improve your instruction so that students are learning.

**Note:** As you move forward with drafting your own lesson visions, your CMAs can help you determine the types of daily assessments that are most appropriate for your teaching situation.
# English Language Arts

<table>
<thead>
<tr>
<th>Content Area</th>
<th>English Language Arts</th>
</tr>
</thead>
<tbody>
<tr>
<td>General Notes</td>
<td>Daily assessments in English Language Arts should be authentic which means that you should assess students’ final reading and writing product, but you should also assess the process (i.e. what students are doing as they are reading and writing). You should strive to assess reading and writing ongoing. In writing, that will include all steps of the writing process: brainstorming, drafting, revising, etc. In reading, this means that you should assess both what students understand about the text, as well as what reading strategies or process they are using to draw those conclusions. If you are teaching reading in elementary grades, please reference the formative assessment examples and models on the Literacy Hub on TFAnet for more specific guidance to help you create assessments. For additional information about the strategies below, you may visit <a href="http://www.sasked.gov.sk.ca/docs/xla/ela15c.html">http://www.sasked.gov.sk.ca/docs/xla/ela15c.html</a> <a href="http://www.busyteacherscafe.com/teacher_resources/literacy_pages/writing_workshop.htm">http://www.busyteacherscafe.com/teacher_resources/literacy_pages/writing_workshop.htm</a></td>
</tr>
</tbody>
</table>

## Journals

### Journals (Reading or Writing) (time varies)

A journal is an ongoing, visible record made by a student of what he or she does or thinks while working on a particular task or assignment. A writing journal is a designated notebook in which students can write independently, either freely or in response to specific prompts. A reading journal allows students to write about a book, perhaps in preparation for a book talk. To be used for assessment, journals must be collected and reviewed regularly. Journals help students become more comfortable because they write without the consequence of correction. Since fluency is a goal of journal writing, it is suggested that you do not put a grade in the journal but instead, record whether or not the student has met the objective in another place.

A journal entry may include a topic that the teacher selects or that the student picks. Teachers can ask a student to write in their journal and utilize the new skill (from the mini-lesson or the step of the writing process.) By reading the journals, the teacher can ascertain the level of understanding achieved by the student. Since they allow the student to process experience in very personal and intimate ways, journals and logs require sensitive teachers, a safe environment, and careful structuring to make sure that their work is being evaluated.

### Journal Examples

#### Writing

**Objective:** SWBAT add details to simple sentences in order to develop more complex sentences.

**Journal Entry:** Write about a topic of your choosing (or teacher may choose) in the journal. Choose 2-3 sentences for which you can add detail. Students may also add details to sentences from previous journal entries.
**Reading**

**Objective:** SWBAT infer the author's purpose in writing.

**Journal Entry:** What do you think is the author’s purpose for writing this story? Why? Use examples from the story/passage to prove your answer.

---

**Conferencing**

**Conferencing (Reading or Writing) (5 min or less per student)**

A student conference is a one-on-one strategy that takes place between the student and the teacher. Because of their individual nature, conferences can be used as a way to assess students’ reading or writing and where they are in the process while providing individual feedback. Teachers assess not only students’ reading or writing, but students as readers and writers. You should observe students at work and talk with them about their work in the conferences.

Teachers’ questions can lead students to discuss what they know, what they are doing, what they find confusing, or of what they are proud. Conference can be used as a formative assessment strategy because it not only informs teachers of students' mastery of the lesson objective, but it can guide students’ future reading and writing. Teachers can probe students’ thinking processes and clarify questions students might have about their reading and writing. Conferences can be either planned or spontaneous. In a typical writing workshop, students work on individual writing projects while the teacher roams with a clipboard and a conference checklist, conferring briefly with as many students as possible.

**Examples of Conferencing**

1. **Individual conferences** generally are short, about two to five minutes, and occur while the other students are involved in their own independent reading and writing projects. When teachers conduct short but regular writing conferences with their students, they can keep close track of their students' writing needs and adapt their instruction accordingly. Notes on writing conferences for individual students can be kept and reviewed to see progress over time. Recurring issues can be noted and addressed (you can tell if the conferences are beneficial if students are not repeating organizational and grammatical mistakes). Conferences are also quite valuable to see a student's progression through various drafts of a piece of writing, providing insights into the writer's thought process.

2. **Over the shoulder conferences** are mini-conferences where the teacher walks around the room quickly looking over a student’s shoulder. For reading, you might ask a student to read aloud during independent reading) listening for fluency or intonation. Note: You should check with your CMA to see if independent reading is a structure that is used at your institute. You may also ask questions about the objective. For example on a lesson on predicting, you might stop by a student; ask them to predict what might happen next. On a lesson on summarizing, you might ask a student to summarize what he has just read. For writing, you might ask a student to tell you about her writing and how she plans to incorporate the skill she’s just learned. You may plan to ask each student the same question that shows mastery of the lesson objective (i.e. Where will you add details in your writing to be more descriptive?). You can then mark off responses on a checklist that you carry with you on a clipboard.
3. **Group Conferences** serve the same purpose as individual conferences but are held with a small group of students (2-4). One way you can ensure that you’ve heard from all of the students is by using a whip around. For example, if your objective is SWBAT to use strong verbs in their writing, you may give students 3-5 minutes to underline places in their writing that they will use strong verbs and then include them in their writing. You can then call on students to share one or more of their sentences. As you listen to the ideas or information shared by students, you can determine if there is a general level of understanding or if there are gaps in students’ thinking.

Example of a teacher’s anecdotal notes tracker that can be used for individual, over the shoulder, or group conferences.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Lesson Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student:</td>
<td>Student:</td>
</tr>
<tr>
<td>Observations and Discussion:</td>
<td>Observations and Discussion:</td>
</tr>
<tr>
<td>Teaching points:</td>
<td>Teaching points:</td>
</tr>
</tbody>
</table>

When conducting writing conferences, the "golden rule" is to listen to the student. Teachers experienced with writing conferences focus more on the writer than on the writing. Many start the conference with a question such as, "Tell me about your writing." They then enter into a natural conversation with the student, telling what they understand, asking questions about what they don't understand, asking for more information or detail about something that piqued their curiosity, or posing other probing questions about the student's writing.

As you listen to the students talk about themselves as writers and about the pieces of writing they are working on, you begin to get a sense of where you want each student to go from here in his or her writing. Of course, previous conferences and your overall knowledge of the student will help you provide feedback that will move the student forward. Often, the needed feedback is very simple: "Keep going!" or "Write down what you just told me." In fact, simple, specific, and focused feedback is generally much more effective than complex or grandiose feedback, especially for younger writers. Think about what you want for that student as a writer. Where do you want him or her to be, and what is the next step to help him or her get there?

Most writing teachers find it helpful to keep track of who has had a conference and the key points, issues, or focus ideas that came out of that conference. It is helpful to have a checklist of all students to ensure that everyone has regular conferences. Individual conferences should not last long—generally from two to five minutes.
Observation and Checklists

Observation and Checklists (10 min or less)
The teacher observes students in a learning situation, looks for evidence of understanding and literacy development, and makes written notes about students’ comments, insights, and behaviors. Teacher walks around observing the students writing or listening to students reading. Teacher should use a set of criteria and observe students reading or writing to see if they have met the objectives. As students are reading their writing samples, teacher can check off whether students’ writing meets the established criteria.

Use of a pre-designed checklist enables you to gauge students' progress against a predetermined set of observational criteria. As you watch students writing, you can check off items according to the criteria of the lesson. This data is similar in some respects to the information gleaned via anecdotal records; however, it does provide a series of constants against which all students can be assessed.

Examples of Observations and Checklists

Writing Example
After a lesson on word choice in writing, the teacher uses the following checklist while walking around reading students’ work. Rows should include word choice skills that have been taught. *In the checklist below, the teacher has taught students to use describing words and words that paint pictures in the reader’s mind. In the current lesson, SWBAT use strong verbs in their writing. Using synonyms would be the next lesson.

<table>
<thead>
<tr>
<th>Name</th>
<th>Uses describing words</th>
<th>Words paint pictures in the reader’s mind</th>
<th>Used strong verbs</th>
<th>Uses synonyms to add variety</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
</tr>
<tr>
<td>2. _______________</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
<td>___ ___ ___ ___</td>
</tr>
</tbody>
</table>

Reading Example
In the example below, the teacher is using the checklist to assess how well students are able to make predictions and what information they use to make their predictions (i.e. prior knowledge, title, front cover, etc.)

<table>
<thead>
<tr>
<th>Name</th>
<th>Use prior knowledge to inform predictions</th>
<th>Uses specific text details to adjust predictions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. _______________</td>
<td>___</td>
<td>___</td>
</tr>
<tr>
<td>2. _______________</td>
<td>___</td>
<td>___</td>
</tr>
</tbody>
</table>
Questioning and Discussions

**Questioning and Discussions (Reading) (10 min or less)**

Well-crafted questions are a great way for teachers to determine what they students know, need to know, and misunderstand about literary elements or reading strategies or the text that they've read. Questions should be designed to elicit a variety of responses—implicit (leading away from the text) and explicit (leading back into the text). To make questioning a formative assessment tool, take care to frame questions as open-ended ones that will elicit both student knowledge and student misunderstanding. Try not to encourage rote recitation of textbook material as answers to questions.

You should also be ready and willing to tell students when they have got the answer wrong, or simply when their answer reveals an aspect of the material they haven’t mastered yet! You may ask questions on an exit slip for students to give a written response or you may ask oral questions during a discussion.

**Discussion** is an integral part of assessing students’ reading. By listening to students talking about text, teachers can understand where students are in their level of response. Discussion can be within a small group or with the whole class.

**Example of Questioning and Discussions**

**Objective**: SWBAT compare and contrast main characters in a story.

Q-How were Nana Upstairs and Nana Downstairs alike and different?
Q-Give an example from the text when Nana Upstairs felt the same way Nana Downstairs did.
Q-What is kind of person is Nana Upstairs? What kind of person is Nana Downstairs?
Q-How do you compare and contrast characters in a story?
Graphic Organizer

Graphic organizers provide a framework or structure for assessing what students understand about what they are reading, and are one of the most common tools used in reading comprehension. Graphic organizers help students organize their thinking about the literary elements or reading strategies for the text. The graphic organizer should include space for students to write their conclusions or ideas about the text, as well as how they came to those conclusions (showing you their thought process, and whether they are applying the reading strategies you have taught). The structure of a graphic organizer is determined by the objective and the text—you should set up your graphic organizer to collect information that shows you whether students have mastered the objective with the text you have chosen. You should demonstrate use of the graphic organizer during the modeling and guided practice portions of your lesson, so that students are familiar with the format when it is their turn to complete the graphic organizer independently.

Example of Graphic Organizer

**Objective:** Describe character traits of Dr. DeSoto, his wife, and the fox (including physical traits & personality traits), by looking at the illustrations and observing characters’ thoughts and actions in the story.

**Prompt for Students:** On the left side of the chart, write down 4 personality traits and 2 physical traits for the fox. In the right-hand column, write down how you know—the part of the story that helped you identify that trait (this could be the illustrations, or the characters’ thoughts or actions).

**Assessment (Graphic Organizer) with Possible Student Responses**

<table>
<thead>
<tr>
<th>The Fox’s Character Traits</th>
<th>Page</th>
<th>How do we know?</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Sneaky in a bad way</em></td>
<td>17, 22, 24</td>
<td>The story says he’s making a secret plan to eat the DeSotos after they pull out his rotten tooth and give him a new one</td>
</tr>
<tr>
<td><em>Wimpy/pathetic</em></td>
<td>8, 10, 24</td>
<td>He tells the DeSotos he doesn’t like to be in pain</td>
</tr>
<tr>
<td><em>Hungry</em></td>
<td>14, 24</td>
<td>He thinks about how he wants to eat the DeSotos</td>
</tr>
<tr>
<td><em>Loopy/goofy/delusional/dreaming/woozy</em></td>
<td>14</td>
<td>He gets anesthetic gas before Dr. DeSoto takes his tooth out, and the story says he “goes to dreamland”</td>
</tr>
<tr>
<td><em>Physical traits (need 2): Reddish-orange, big, sharp teeth, stylish dresser (suit, top hat), big mouth</em></td>
<td>9, 20</td>
<td>Illustrations</td>
</tr>
</tbody>
</table>

**Additional Questions for Students (one-on-one/for conferencing); Student Responses Italicized:**

- What is a physical trait? *What the character looks like.* What is one physical trait of X (name character visible in student’s book). **Student gives accurate physical trait.** How do you know? **By looking at the illustrations and what the author tells you about the character.**
- What is a personality trait? A character’s behavior, using adjectives. What is one personality trait of X (name character visible in student’s book). **Student gives accurate personality trait.** How do you know? **By looking at characters’ thoughts (what the author tells us they think and what we can guess about what they think) and actions (what they do/say in the book).**
Math

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Math</th>
</tr>
</thead>
</table>
| General Notes | On a daily basis the most common form of assessment is through some kind of exit ticket/slip. This includes a short (around 5 minute) independent assessment that asks students to show mastery of the objective taught that day. The most common types of questions that are used include: **Multiple choice**: A question for which one of several proposed answers is to be selected. **Short Answer**: A question that generally require you to remember and reproduce knowledge as well as explain your thinking behind a question.

As you can see depending on the type of question that you use the number of questions can range from one to about five questions. The key is not the number of questions but what knowledge and skills the student will demonstrate. Therefore it is really important that when you craft the assessment you try the questions so that the assessment is aligned to the objective and shows you what you as the teacher want to find out about a student’s ability to master the objective. Below you will find several strategies you can use both on an exit ticket but also throughout the lesson to check for understanding. |

**Classic Exit Ticket**

**Classic Exit Ticket**

This usually includes about 3-5 multiple choice questions or fill in the blank questions and is best for finding if students have mastered the required knowledge or skills of an objective. This also is the most common type of question found on a state assessment so great for test prep simulations.

**Examples of Classic Exit Ticket**

**Objective**: SWBAT name and recognize coins up to $0.50 (2nd Grade)

1. Circle the name of the coin shown below.

   A. Nickel  
   B. Dime  
   C. Quarter  
   D. Half Dollar

2. Write the name of this coin below?

   Answer:________________
3. Which of the coins below is a quarter?

a. ![Image of coin]
   b. ![Image of coin]
   c. ![Image of coin]
   d. ![Image of coin]

Rationale

This is similar to crafting a classic exit slip but includes a short statement afterwards to ask students to explain how they solved the problem or their rationale of why this is the correct answer.

Examples of Rationale

Objective: SWBAT use and explain the commutative property of addition (3rd Grade).

1) Fill in the blank.

\[37 + 14 = \underline{\quad} + 37\]

Explain why your answer to question 1 is correct.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Objective: SWBAT identify odd and even numbers (3rd Grade).

1) Circle whether or not this number is odd or even.

a. 58

   odd

   Even

b. Explain how you would figure out if a number is an odd or even number?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Objective: SWBAT apply the laws of exponents for multiplication (8th Grade).

3. On the lines below, explain why $5^4 \times 5^3 = 5 \times 5^6$.

Annotated Exit Slip

Annotated Exit Slip
This includes asking students to annotate an already completed exit slip to really gauge whether or not a student knows key concepts that enable them to master the objective.

Examples of Annotated Exit Slip

Objective: SWBAT solve simple problems based upon data from a bar graph (3rd and 4th Grade).

Directions: For the questions below
A. Underline all of the key words that help you solve this problem.
B. Below each question explain each of the steps that this student took to solve the problem.

3) Look at the vertical bar graph. Then answer the questions.

Points Scored

[Bar graph image]

a. How many more points did Rachel score than Anna? ___3___

Annotation: I looked on the bar graph and saw that Rachel had 7 points and Anna had 4 points. Since Rachel had more points than Anna I know that I needed to take away Anna’s points from Rachel to get how many more Rachel had.
b. How many points did David and Connor score together? ___34_____

Annotation: Together means the word sum. I therefore looked on the graph and saw that David had 15 points and Connor had 19 points and I added them together to get 34 points. 15 + 19 = 34.

Incorrect Answer

**Incorrect Answer**

This strategy involves showing students a problem that has been solved incorrectly and asking students to identify what mistake has been made and then how to correctly solve the problem. This is a great strategy to check for understanding throughout the lesson as well because it uses higher order analysis skills that really illuminate if students are internalizing key concepts and procedures to solve a problem.

**Examples of Incorrect Answer**

**Objective:** Add fractions with unlike denominators (5th Grade).

1. \( \frac{6}{10} + \frac{1}{5} = \frac{7}{15} \)

   a. Explain why this student has an incorrect answer?

   The student only added the numerator and denominator when you cannot add unlike denominators unless they are the same size. They missed changing the denominator to be the same size and then multiplying the numerator by what they multiplied to the denominator. Once the pieces are the same size then you can add them together.

   b. What is the correct answer?

   Answer: _______ 8/10 or 4/5_______

2. What is \( \frac{3}{7} + \frac{1}{14} \)?

   A. \( \frac{9}{14} \)
   B. \( \frac{1}{2} \)
   C. \( \frac{4}{14} \)
   D. \( \frac{4}{21} \)

   a. Explain why D is an incorrect answer?

   D is incorrect because the student only added the numerator with the denominator and did not change the fractions to be the same size (have the same denominator).

   b. What is the correct answer?

   Answer: _______ B _______
Word Problems

This type of question usually involves more than one step to figure out the answer and asks students to solve the problem either through numbers, pictures/diagrams, words or all three. Questions also usually include real life application and a rubric attached to show the gradation of a correct or incorrect answer. Sometimes these questions can take students some time so it is fine to ask students to only answer one of these types of questions on a daily basis depending on how much time you have for students to answer these questions independently.

Examples of Word Problems

Objective: SWBAT determine the probability that a set of dependent or independent events will occur (9th Grade Algebra).

Directions: Solve the word problem below by showing how you solved the problem either through pictures or numbers and explaining in words your answer.

1. Mr. Yee has 10 boys and 15 girls in his mathematics class. If he chooses two students at random to work on the blackboard, what is the probability that both students chosen are girls?

<table>
<thead>
<tr>
<th>Show your work</th>
<th>Explain your answer in words.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Short Answer Rubric:

<table>
<thead>
<tr>
<th>Points</th>
<th>Answer:</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Response shows complete understanding of the content and includes all</td>
</tr>
<tr>
<td></td>
<td>important components of the exemplar response.</td>
</tr>
<tr>
<td></td>
<td>• Correct Answer</td>
</tr>
<tr>
<td></td>
<td>• Correct explanation of the answer through words and picture or</td>
</tr>
<tr>
<td></td>
<td>numbers.</td>
</tr>
<tr>
<td>1</td>
<td>Response shows partial understanding of the content and includes only</td>
</tr>
<tr>
<td></td>
<td>a few of the important components of the exemplar response.</td>
</tr>
<tr>
<td></td>
<td>• Correct Answer</td>
</tr>
<tr>
<td></td>
<td>• Only partial explanation of the answer through words and picture or</td>
</tr>
<tr>
<td></td>
<td>numbers. Can include some incorrect explanations through words,</td>
</tr>
<tr>
<td></td>
<td>pictures, numbers.</td>
</tr>
<tr>
<td>0</td>
<td>Response shows no understanding of the content and includes inaccurate,</td>
</tr>
<tr>
<td></td>
<td>irrelevant, incorrect answers.</td>
</tr>
</tbody>
</table>
Application Questions

**Application Questions**

There are several ways you can craft questions to show if students are able to apply concepts that they have learned.

- Ask students to craft another similar yet different question to the one’s that are on the assessment.
- Ask students to write a real world example of when you would use the math that they have learned.

This is a great way to gauge not only the content standards of math but also the process standards that help to illuminate if students have mastered the conceptual ideas (refer to national standards to see the difference between process and content standards [http://www.corestandards.org/](http://www.corestandards.org/)).

**Examples of Application Questions**

**Objective:** SWBAT multiply monomials (8th Grade).

1. Look at the question below

   \[(2a^4)(8a^2) =\]

   i. 16a^8
   ii. 16a^6
   iii. 16a^2
   iv. 10a^6

   b. Write a different question that also asks you to multiply monomials?

**Objective:** SWBAT calculate the missing angle in a supplementary or complementary pair.

2. Circle the correct answer to the question below.

   The drawing shows two angles Y and Z. Which of the statements below best describes the relationship between angle Y and angle Z?

   A) Angle Y and angle Z are complementary angles.
   B) Angle Y and angle Z are supplementary angles.
   C) Angle Y and angle Z are congruent.
   D) Angle Y and angle Z are right angles.

   b. What is a real world example of when you would use this math?
Daily assessments in social studies are typically short assessments that ask students to either summarize or apply the information they learned during the lesson. The type and length of the assessment varies depending on the complexity of the objective. For example, daily assessments for lower level objectives such as SWBAT list key ideological differences between capitalism and socialism may take less than five minutes at the end of the lesson. However, more complex objectives may require longer assessments that typically include writing. In some cases it may make more sense to assess students after a number of objectives in a unit are taught. In this case longer assessments that ask students to apply their collective knowledge are more appropriate.


---

**Think, Pair, Share**

**Think, Pair, Share (5 minutes or less)**

Give students two minutes to think about how they would summarize what they learned today during the lesson. At the end of the two minutes ask the students to share their summary with a partner next to them. After two minutes of partner share ask two or three pairs to share out their summary of today’s lesson.

**Think, Pair, Share Examples**

**Objective: SWBAT list key ideological differences between capitalism and socialism**

**Think (2 minutes):** Capitalism is a system where goods and services are privately owned and profits from goods and services are the owners or investors. The United States is an example of capitalism. Socialism is a system where goods and services are collectively owned by the workforce and community. China is an example of socialism.

**Pair (2 minutes):** Each student shares their individual summary with their partner. During this time students can correct or add information to their collective summary.

**Share (1 minute):** Share out their one minute summary if called on by the teacher.

**Pattern Puzzles**

**Pattern Puzzles (10 minutes)**

Pattern puzzles are manipulative that combine physical manipulation of pieces with mental manipulation of social studies concepts. This assessment could be done individually, in pairs or small groups.
Students are given slips of paper with key ideas and details about the daily lesson topic on them. The slips are mixed up and put in an envelope, students are asked to sort the ideas into a way that makes sense: perhaps on chronological order, grouping smaller ideas into larger concepts or in a hierarchy. Students may also be asked to sort the ideas into a venn diagram or other graphic organizer. The pattern puzzle assessment gives students a way to sort out and process the material and form logical connections between the material. This assessment could also be used as a pre/post assessment. The teacher could ask students to do this activity prior to the lesson and then ask them to re-arrange their manipulatives after the lesson has been delivered to apply their new knowledge.

**Pattern Puzzle Example**

**Objective:** SWBAT differentiate between the roles of Korean women in traditional and contemporary Korean society.

**Assessment:** Pattern puzzle (truncated version)

**Key Idea Slips:**
- Women’s roles in traditional Korea
- Women’s roles in traditional industries
- Women’s roles in education in contemporary Korea
- Women’s roles in politics

**Details:**
- Women confided to the home
- Women found husbands by using matchmakers
- Percentage of women in the work force 37.2%
- Female members of parliament - 41
- Bar exams, 32% of all candidates are women
- During the late 19th century women engaged in the arts, teaching and volunteer work.

**Document Based Questions**

**Document Based Questions (DBQ) (10 minutes daily, 30 minutes weekly)**

DBQ assess the ability of students to work with historical sources in multiple forms. The assessment should include no more than eight documents and multiple types of documents should be included in the assessment (ie. visuals and written pieces). DBQ include many of the same skills used in developing and writing a research paper including interpreting primary and secondary sources, evaluating sources and using historic evidence. DBQ can be used to formatively assess student learning over the course of the week and culminate with a final essay or writing assessment.

**DBQ Examples**

**Objective:** SWBAT to determine the role of religion in unifying or dividing societies in the Eastern hemisphere. *Note: This objective may be taught over the course of the week with smaller daily objectives leading to mastery of this objective.*

**Assessment:** Below is day 1 of the DBQ which is leading to a final assessment at the end of the week that will use the formative assessments from each day.

Day 1: Excerpt from an article on Hinduism:
The Indian religion of Hinduism is based on a book called the Rig-Veda. In this book society is divided into four classes. Brahmans, or priests, are the highest classes. Kshatriya, or warriors, were next. Vaishya, or traders and landowners were third. Shudra or peasants were on the bottom. The Hindu religion kept this system in place in India for many centuries. A person born into one of these classes was stuck in there for life.
1. What are the four classes in Hindu religion?

2. What religion kept this system in place?

Day 5: Final Assessment:
Using the assessments from each day this week and their documents and your knowledge of Eastern religions, write a well-organized essay about what the role of religions was in unifying or dividing societies of the Eastern Hemisphere?

In your essay, remember to:
- Include an introduction, body and a conclusion
- Include details, examples, or reasons to develop your ideas
- Use the information from the documents in your answer.

The full DBQ example can be found here.

RAFT

### RAFT (15 – 20 minutes)

**Role of the Writer-** Who are you as the writer?
**Audience-** To whom are you writing?
**Format-** What form will the writing take?
**Topic-** What is the subject/point of the piece?

The acronym RAFT stands for Role of the writer, Audience, Format, and Topic. RAFT papers give students a fresh way to approach writing and apply the knowledge they acquired during the lesson. RAFT papers work especially well for assessing higher level Bloom’s objectives such as analyze and evaluate. It is the teacher’s responsibility to assign students a role from which to write, the audience they are addressing, the format of the writing, and the specific topic it should address.

Vision for Mastery: In order to assess mastery of a RAFT assessment the teacher must create an exemplar response and aligned rubric for scoring student work. A sample RAFT rubric can be found here.

### RAFT assessment example

**Objective:** SWBAT evaluate the causes of the American Revolution. **Assessment:** Students will write a letter (Format) as a colonist living in Boston (Role) to their sister in Philadelphia (Audience) in which they try to explain the 3 most important reasons why she should support independence (Topic).

This RAFT assessment asks students to put themselves in the shoes of a colonist living during the time of the American Revolution. Knowing that letter writing was a common way of communication during the American Revolution, this RAFT assessment asks the student to analyze all of the events leading up to the American Revolution and prioritize three most important events/causes. Answers should include reasons that illuminate the rise of liberalism and republicanism (John Locke), French Indian War, Boston Massacre, the rise of taxes and boycotts (taxation without representation).
In many situations, combining the strategies below, while still keeping your daily assessment brief and efficient, will yield the best picture of what students have mastered. For example, if you were to ask a process/system question (see below), you would likely also include some more basic questions in order to discern exactly where students’ understanding is breaking down.

**Exit Slip (3-7 minutes)**

This usually includes about 3-5 multiple choice questions or fill in the blank questions and is best for finding if students have mastered the required knowledge or skills of an objective. It can also include brief short answer questions. This also is the most common type of question found on a state assessment so great for test prep simulations.

**Examples of Exit Slip**

**Objective: SWBAT identify the function of major organelles.**

1. Which of the following organelles is the site of RNA production?
   a. ribosome
   b. mitochondria
   c. nucleus
   d. lysosome

2. Name the organelle that maintains the shape and structure of a plant cell.
   __________________

3. In one sentence, briefly describe the function of the smooth endoplasmic reticulum.
Science Reasoning Questions

Science Reasoning Questions (1-2 minutes each)
On standardized assessments, including the ACT, students are often expected to interpret data, graphs, and graphics in order to draw conclusions. While not applicable to every objective, such questions often involve higher order thinking and are excellent test preparation.

Examples of Science Reasoning Questions

Objective: SWBAT describe the process of phase changes.

1. Using the graph below, describe what is happening at the molecular level on the horizontal line.

![Graph showing energy required to change temperature of 1 cc (1 gram) water]

This diagram shows the change that occurs from solid to liquid and the energy it requires. As you increase the level of energy, solid (ice) melts and becomes liquid (water). At the molecular level, this input of energy means that atoms are moving more rapidly and spreading further apart.
Process/System Question

**Process/System Question (~2 minutes per question)**

Much of the science students learns involves complex systems or processes. A higher order way to check for understanding of these processes is to ask students what would result if a step in the process changed. This will reveal if students can truly understand the next stage in the cycle or process.

**Examples of Process/System question**

**Objective:** SWBAT describe the stages of the water cycle.

1. Consider all the stages of the water cycle. Suppose that in a controlled environment, no water evaporated. Would it still rain? Explain why or why not.

*Exemplar Answer:* It would not still rain. The reason it would not still rain is that if water does not evaporate, it would then not be able to condense into clouds. And if clouds were not formed by condensation, there wouldn’t be any source for rain water.

Science Journals

**Science Journals/Lab Notebooks (time varies, ongoing throughout period)**

A science journal or lab notebook can be used in a variety of ways for ongoing assessments and provide students with continuity from lesson to lesson. Specifically, lab notebooks can serve as a formative assessment when students are conducting experiments in the classroom. Though a lab notebook will contain more, often the “discussion” and “conclusion” sections serves as a check for student understanding. These are often graded using a rubric. See a sample rubric here: [http://www.sciencenotebooks.org/classroomTools/assessment.php](http://www.sciencenotebooks.org/classroomTools/assessment.php).

**Examples of Science Journals/Lab Notebooks**

**Objective:** SWBAT describe the process of natural selection.

Context—Students complete a lab in which they use different tools (i.e. needle-nose pliers, tweezers, etc.) to attempt to pick up different pieces of food. Each tool represents a different shaped bird beak. Partway through the lab, students are instructed to remove all but one type of food from the environment.

Sample excerpt from a student lab notebook:

**Discussion**

...When we only had walnuts left in the environment, we found that only one tool was able to pick them up—the large pliers. If all of our birds were to continue to live in their environment, we believe the large pliers would be the only ones to survive, as all of the other birds no longer have access to a food source they can eat. In this case, a change in the environment results in extinction for certain species and only one species (the large pliers) will survive.

**Conclusion**

...Our hypothesis was incorrect. We thought that both the needle-nose pliers and the larger pliers would be able to survive an environmental change...
APPENDIX
# RAFT Rubric

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<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
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<tbody>
<tr>
<td><strong>Accuracy</strong></td>
<td>Information, details in RAFT always accurate. Properly reflects information, ideas, and themes related to the subject.</td>
<td>Provides accurate information in RAFT but could use more support.</td>
<td>Provides information in RAFT that has some inaccuracies or omissions.</td>
<td>Provides information in RAFT that is incomplete and/or inaccurate.</td>
</tr>
<tr>
<td><strong>Perspective</strong></td>
<td>RAFT maintains clear, consistent point of view, tone, and ideas relevant to role played; ideas and information always tied to role and audience.</td>
<td>Explains how character would feel about the event(s).</td>
<td>Shows little insight into how character would feel or act during the event(s).</td>
<td>Does not accurately develop characters, thoughts or reactions to the event(s).</td>
</tr>
<tr>
<td><strong>Focus</strong></td>
<td>RAFT stays on topic, never drifts from required form or type; details and information are included that are pertinent only to developed purpose.</td>
<td>Spends most of the RAFT discussing issues on topic, but occasionally strays from the focus.</td>
<td>Spends some time discussing issues off topic.</td>
<td>Spends most of RAFT on issues that do not directly deal with the RAFT chosen.</td>
</tr>
<tr>
<td><strong>Class Time</strong></td>
<td>Uses class time appropriately to research the era and create well-written stories.</td>
<td>Seldom needs to be reminded to get back on task.</td>
<td>Uses library and computer time to do work for other classes and/or chat with friends or lounge on couches.</td>
<td>Treats research time as an open period to be seen chatting with friends and hanging out on the couches.</td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Essay contains few to no fragments, run-on sentences; rare errors or mechanical mistakes; writing is fluent.</td>
<td>Essay contains some fragments, run-ons or other errors; occasional mistakes; writing is generally clear.</td>
<td>Essay contains several sentence errors and mechanical mistakes that may interfere with ideas and clarity of ideas in writing.</td>
<td>Essay contains mechanical mistakes; is marred by numerous errors.</td>
</tr>
</tbody>
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Document Based Question Sample: Social Studies

Religion in the Eastern Hemisphere
Grade 6

The following question is based on the accompanying documents (1 - 6). Some of these have been edited for the purpose of this task. This question is designed to test your ability to work with historical documents. As you analyze the documents, take into account both the source of the document and the author’s point of view.

Directions:

♦ Write a well-organized essay that includes an introduction with a topic sentence that answers the essay question (or thesis statement), a body with several paragraphs explaining and supporting your answer and a conclusion.
♦ Analyze the documents
♦ Use evidence from documents to support your answer
♦ Include specific related outside information.

Historic Background: Religions of the world have historically served to unite as well as divide the people of the Eastern Hemisphere. Since the first civilization until the modern day, religious beliefs have brought people together in peace and ripped people apart in violence.

Task:

For Part A, read each document carefully and answer the question or questions after each document. Then read the directions for Part B and write your essay.

For Part B, use your answers from Part A, information from the documents, and your knowledge of social studies to write a well organized essay. In the essay you should:

What was the role of religion in unifying or dividing societies of the Eastern Hemisphere?
Part A:

The documents that follow relate information about religion. Examine each document carefully and then answer the question(s) that follows it. These answers will help you in Part B.

Document 1:

Egyptians had many gods. Some, like Atum, were worshipped by pharaoh and the priests in temples. Others, like Bes, were worshipped by people in their homes.

ATUM

BES

1. Which god did the aristocracy worship?

____________________________________________________________________________________

____________________________________________________________________________________

2. Which god did the common people worship?

____________________________________________________________________________________

____________________________________________________________________________________

www.ancientegypt.com
Document 2:

The Indian religion of Hinduism is based on a book called the Rig-Veda. In this book society is divided into four classes. Brahmins, or priests, are the highest classes. Kshatriya, or warriors, were next. Vaishya, or traders and landowners were third. Shudra or peasants were on the bottom.

The Hindu religion kept this system in place in India for many centuries. A person born into one of these classes was stuck in there for life.

1. What are the four classes in Hindu religion?

2. What religion kept this system in place?
Document 3:

The kingdom of Ancient Israel was established around the belief in one god. This belief was called monotheism.

This menorah is a symbol of the people of Israel’s belief in one god. The religion was the most important aspect of Israeli life.

1. Which belief united the people of Ancient Israel?
Document 4:

The Roman government saw fit to persecute the Christians from time to time, especially during unsettled periods when a popular reform movement arose to return to the old Roman ways and values. Many condemned Christians to death in the arena or by formal execution for not sharing Roman beliefs.

The crowds who came to witness the games were a different matter altogether. Sometimes they became worked up into a frenzy of hate. They considered the Christians to be antisocial scum and clamored for a painful death for them in the arena, being mauled and torn apart by wild beasts or forced to fight gladiators who killed them for a public spectacle.

![Painting: A first century Christian being thrown to the lions](www.norton.dhu.edu.au)

1. Who did the Romans persecute?

2. How did they persecute this group?

---

1 *persecute*: to treat unfairly and cruelly

Downloaded from “Teaching with Documents” www.octeck.com/dbq by Peter Pappas
Document 5:

Before the dawn of Islam in the early seventh century C.E., the peoples of the Arabian Peninsula were widely varied religiously, politically, and culturally. With the founding of Islam in present-day Saudi Arabia by Mohammed, these peoples were united in a common belief, language, and government. The Arabs of the pre-Islamic period were unsophisticated when compared with their neighbors, the Byzantines and the Persians. It was Islam that brought the civilization out of this rut and into a more modern, civilized world. Islam was to become the unifying force in Arabia.

*Millions of Muslims gather daily to worship together*

1. What religion united the people of the Arabian Peninsula?
Part B:

Directions: Using the documents, the answers to the questions in Part A, and your knowledge of social studies, write a well-organized essay about what the role of religion was in unifying or dividing societies of the Eastern Hemisphere?

In your essay, remember to:

♦ Tell what the role of religion was in unifying or dividing societies of the Eastern Hemisphere?
♦ Include an introduction, body and a conclusion
♦ Include details, examples, or reasons to develop your ideas
♦ Use the information from the documents in your answer.