

## Pre-Assessment and/or Formative Assessment

### 3 -2 -1 Assessment

Raise your hand indicating with fingers how well you understand RTI.

- 3** I understand and can explain it.
- 2** I'm still not completely sure. I could use more practice.
- 1** I do not understand. I need help.

### RTI Anticipation Guide

Read each statement. Mark whether you agree or disagree with the statement in the columns to the left of each statement. (Read the assigned text and then reread the statements marking whether you agree or disagree with the statement in the right columns. Be ready to support your new beliefs with evidence from the reading.)

Agree	Disagree		Agree	Disagree
		1. When students do not understand the material, the student probably has some kind of learning disability and should be referred to special education.		
		2. RTI uses student data to continually make instructional decisions and adjust delivery of content.		
		3. Strong core instruction under RTI reflects at least 80% of students meeting grade level expectations without additional support from other resources.		
		4. A core principle of RTI is that we can effectively teach most students since there are some students who just don't get it.		
		5. Universal screeners are used to determine who might need additional skill intervention.		

### RTI Vocabulary Check

Circle the words you do not know and would not be able to explain to someone else.

Underline the words you have heard of, but cannot explain to someone else.

<ul style="list-style-type: none"> <li>• Tier 1</li> <li>• Targeted Interventions</li> <li>• Universal Screening</li> <li>• Formative assessments</li> <li>• Differentiated instruction</li> <li>• Intense interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Progress Monitoring</li> <li>• Intervention</li> <li>• Data-driven decisions</li> <li>• Problem-solving team</li> <li>• Positive behavior supports</li> <li>• Pre-assessments</li> </ul>
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## Formative Assessments

Formative Assessments are to help inform/guide instruction. When planning a unit, decide where are the logical points to stop and monitor students' progress. Which formative assessments might be used within the unit? Which assessments are quick, low-prep, whole-group, but able to give good information for follow-up instruction?

- Write down one question at the end of the period. Next class, in groups of 3-4 students, answer all questions within the group and report out
- Quick checks for understanding
  - A math problem or two
  - A summary of ideas (the role of the president is...)
  - A definition (an ecosystem is ...)
  - A sketch (process of photosynthesis)
  - A list (of metaphors used in the novel)

Quick checks can be sorted into piles: got it, almost there, clueless; instructional decisions based on where the critical mass is; if groups are split, it is a perfect opportunity to differentiate and tier an assignment

- Dear Teacher: use index card to write "letters" to the teacher that describe what they understood in a particular unit
- Two Minute Quick Write: students respond to a prompt or a question in a journal, notebook, or other
- Dry-erase board work
- Door passes/exit slips
- Thumbs up, down, sideways
- Observations
- Yes/No cards: Students indicate whether they understand the concept or not by flashing a Yes Card or a No Card at the teacher.
- Try Three and Check with me
- Teach in chunks/Test in checks
- Instant Replay: Replay one most important event from our previous class. Explain the most important information about the event or topic. Support it with 2 or 3 more details.
- 3-2-1: 3-I understand and can explain it; 2-I'm still not completely sure. I could use more practice; 1- I do not understand. I need help.
- Carousel Brainstorm: In small groups of 3 or 4, students are given a subtopic and a piece of newsprint/chart paper and one colored marker (each group has a different color marker). Given 30-45 seconds, groups write down all the words that can be associated with their subtopic. When time is called, groups pass their paper to the next group, and add any words to the list with their color marker. After 30-45 seconds, pass the papers again to the next group.
- Concept maps/graphic organizers: Allow learners to identify relationships between concepts by drawing and connecting keywords and graphics representing concepts.

- **Crumpled Question Toss:** Each student writes a question about what has been studied or discussed during the unit or during that day's class. Have them crumple the paper into a ball and gently throw it into the center of a group. Each student grabs a ball and answers the question on the paper under the question, then re-crumples the paper and tosses it back into the center. Each student grabs another ball and after reading the question and answer, adds any additional information to the answer given before presenting the question and answer to the class. The Toss can be modified by beginning the toss with prewritten questions on each paper.
- **Line of Continuum:** Students stand near a sign that indicates their responses or line themselves up according to their response to a given question. They must justify their responses.
- **Retelling/Sequencing:** Students summarize the information, place it in order, and then retell the information with important points emphasized. This retelling and sequencing increases overall comprehension of text and gives the teacher information on a student's knowledge and basic comprehension.
- **Word Sorts:** Students organize and classify lists of keywords so that relationships can be seen between the words. In open sorts, the categories in which words are to be sorted are not given. The students sort the words, label the categories, and discuss the reasoning behind the categories. The closed sorts, students are told how to organize the groups. (This assessment can easily be tiered by requiring some students or groups of students to come up with their own category labels and give other students or groups the category labels and have them just sort the words.
- **Group of three discuss 3 questions, problems, issues.** Provide an organizer with three parts to the triangle. Each portion of the triangle contains a different issue, question or statement. The trio discusses each triangle and records a summary of their ideas on the organizer. Debrief as a whole class or have students submit individual work.



## Bloom's Taxonomy

In differentiating instruction, know your learners. Some students are at the knowledge and comprehension levels; others need to be at the analysis, evaluation, and synthesis levels to be challenged and engaged.

Tiering assignments is one way to meet the needs of a wide range of students.



Level	Definition	Action	Activites
Synthesis	Put together in a new way or different way	Create it	Compose, hypothesize, design, formulate, create, invent, develop, refine, produce, transform
Evaluation	Determine worth or value based on criteria	Judge it	Judge, predict, verify, assess, justify, rate, prioritize, determine, select decide, value, choose, forecast, estimate
Analysis	Examine critically	Examine it	Compare, contrast, classify, critique, categorize, solve, deduce, examine, differentiate, appraise, distinguish, experiment, question, investigate, categorize, infer
Application	Use what you have learned	Use it	Demonstrate, construct, record, use, diagram, revise, record, reformat, illustrate, interpret, dramatize, practice, organize, translate, manipulate, convert, adapt, research, calculate, operate, model, order, display, implement, sequence, integrate, incorporate
Comprehension	Show your understanding	Understand it	Locate, explain, summarize, identify, describe, report, discuss, locate, review, paraphrase, restate, retell, show, outline, rewrite
Knowledge	Recall facts and information	Know it	Tell, list, define, label, recite, memorize, repeat, find, name, record, fill in, recall relate

\*Complexity increases when moving from bottom to top.