

Formative Assessment Strategies for Students with Significant Disabilities



Formative Assessment	Example for Students with Significant Needs
<p>Quick Quiz (ungraded)-Quizzes assess students for factual information, concepts, and discrete skill. There is usually a single best answer. Some quiz examples are Multiple Choice, True/False, Matching, Extended Response, Short Answer.</p>	<p>The teacher will ask a single question using simple and direct language, and/or with visual support. Based on the question, students will determine a single best answer. To meet individual student need, students may respond orally, by selecting a visual choice or utilizing an AAC Device.</p>
<p>Learning Logs/Journals-Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.</p>	<p>Independently or with targeted/guided questions, a student uses speech to text to record in journal or log; student uses picture cues to describe learning.</p>
<p>Exit Tickets-Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.</p>	<p>The teacher will pose a single question, at the end of a class or learning activity, the student will respond using a visual picture and/or simple words.</p>
<p>Hand Signals/Polls-Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process:</p> <ul style="list-style-type: none"> - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand). 	<p>The teacher will provide students with preestablished cards or recorded responses to determine level of student understanding.</p>
<p>Student Conferences-One on one conversation with students to check their level of understanding.</p>	<p>The teacher will have a one on one conversation with the students to check their level of understanding. Questions are worded in a manner that a student may use their AAC Device or Core Vocabulary for a response.</p>
<p>Observation-Walk around the classroom and observe students as they work to check for learning.</p>	<p>The teacher, paraeducator, or peer tutor will walk around the classroom and observe students as they work on a skill to check for learning. Make sure that paraeducators and peer tutors know what skills, aligned to the standards, they are observing.</p>
<p>Checklists-Set of criteria provided to ensure students understand how to fulfill assignment, requirement, or task.</p>	<p>A checklist can be used sequentially to include a few steps of a task at a time. For example, the entire task may be divided into beginning, middle, and end steps, which can be completed in groups of 2-3 steps. Students may need visuals or simple words included for each step.</p>
<p>One Minute Essay-A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.</p>	<p>Students may provide a one-minute verbal response, it may include visual support, an outline, graphic organizer, or teacher-directed verbal cues. Students with limited communication may choose visuals to represent their response or pre-record their response on their AAC Device.</p>
<p>One Question/One Comment-Students are assigned a chapter or passage to read and create one question and one comment generated from the reading. In class, students will meet in either small or whole class groups for discussion.</p>	<p>As a text is read aloud or a student is listening to an audio book, the student will generate one question and one comment related to the passage. A student may need visual support, a graphic organizer or teacher prompting.</p>

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<p>Oral Questioning</p> <ul style="list-style-type: none"> - How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? 	<p>The teacher creates a guiding question, using one Fill in the Blank Prompt. The questions will be simple and direct. For the blank, the teacher may provide a word bank or a choice of two words to complete the blank. The student completes the guiding question by selecting a word from the word bank, circling the best choice of two, or matching the correct response.</p> <p>Some students may benefit from a visual to represent the key words or selecting a visual to complete the sentence.</p>
<p>3-2-1</p> <p>3 things you found out 2 interesting things 1 question you still have</p>	<p>The teacher will ask the student to recall one or two responses to the text. The teacher may need to provide a graphic organizer with visuals to prompt the student's response. Students may respond using Core Vocabulary, selecting a visual from a choice of two, utilizing the graphic organizer, or responding orally. For example, the teacher may ask a student to tell one thing they found out about the text and the student may respond by selecting from a choice of two visuals.</p>
<p>Directed Paraphrasing- Students summarize in well-chosen (own) words a key idea presented during the class period or the one just past.</p>	<p>Using a graphic organizer to prompt the student response, the teacher will ask the student using simple and direct language to retell a key idea or recall a fact from the text. Along with the graphic organizer, the teacher will use a sentence starter or fill in the blank sentence to guide student response. Visuals may be paired with the sentence to support student response.</p> <p>The main character from today's story is _____. (Scout Finch or the dog)</p>
<p>Word Sort- Given a set of vocabulary terms, students sort into given categories or create their own categories for sorting. The teacher may consider aligning Core Vocabulary terms to Academic Vocabulary. The teacher will provide a graphic organizer to help prompt the sorting of vocabulary terms and visuals paired with key vocabulary.</p>	<p>The teacher may consider aligning Core Vocabulary terms to Academic Vocabulary. The teacher will provide a graphic organizer to help prompt the sorting of vocabulary terms and visuals paired with key vocabulary.</p>
<p>K-W-L & KWL+ Students respond as a whole group, small group, or individually to a topic as to "What they already Know, what they want to learn, what they have learned". PLUS (+) asks students to organize their new learnings using a concept map or graphic organizer that reflects the key information. Then, each student writes a summary paragraph about what they have learned.</p>	<p>A teacher provides a KWL Graphic Organizer, utilizing visuals to prompt student responses. Students may respond orally utilizing one to two Core Vocabulary terms, place visual responses onto each category of the graphic organizer or may draw their response. The teacher will chunk the KWL activity, allowing the student to focus on what they already know, what they hope to learn, and something they have learned, during separate response opportunities.</p>
<p>Mini-whiteboards-Each student, or groups of students, has a mini-whiteboard. As they work through problems, they can share them either with you as a class, or you can walk around the classroom and see their work.</p>	<p>A teacher may consider writing problem ahead of time for some students. A teacher could also write two answers and student circle or point to the correct answer.</p>
<p>Doodle It-Have students draw what they understand, instead of writing it.</p>	<p>Students can draw answers or paste pictures that have been pre-cut.</p>
<p>Two Roses and a Thorn-Name two things that you liked about a chapter, lesson, etc. and one thing you did not like, or you still have a question about. This can be used as a wrap-up or an exit ticket.</p>	<p>A teacher can state two starter questions or one starter for non-liked thing for students. A teacher could give some key vocabulary words to help a student get started.</p>
<p>Red/Green Card-Students hold an index card (that has a red circle on one side and a green circle on the other) in front of them where you can see it. As they are following along with you and understanding, they show the green circle side. When they miss some information, need</p>	<p>A teacher can also put extra clues on red or green card to help students understand the concept. A teacher can attach cards to sticks or paddle, so students can easily display their answer.</p>

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clarification, or don't understand, they turn it to show you the red circle. Much more effective than having them raise their hands and lets you know shortly after they are lost instead of at the end of class.	
Chalkboard Splash-Numerous students respond to a prompt/question on the chalkboard or whiteboard at the same time.	A teacher can let students know in advance the splash questions, so they can prepare answers.
Dot Chart-Put up a piece of butcher paper or bulletin board paper. Make a grid and invite students to put a green dot by the topic(s) they feel they know well, a yellow dot by the topic(s) they know a little about, and a red dot by the topic(s) they don't know at all. This can be used with other prompts. Students can write their names on the dots to provide the teacher with individualized information.	A teacher can have questions prepared ahead of the time for students. Students can use bingo dotters to make dots on grid. Students could stamp name in the correct column instead of dots.
Handshake-Ask students to draw their handprint. In each finger have them write one thing that they learned today. They will have 5 key learnings for the day.	A teacher can pre-draw hands for students to complete key learnings. A teacher could have several key learnings cut in strips ahead of the time for students to glue on fingers.

Resource: <https://www.utwente.nl/en/examination/faq-testing-assessment/60formativeassessment.pdf>

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