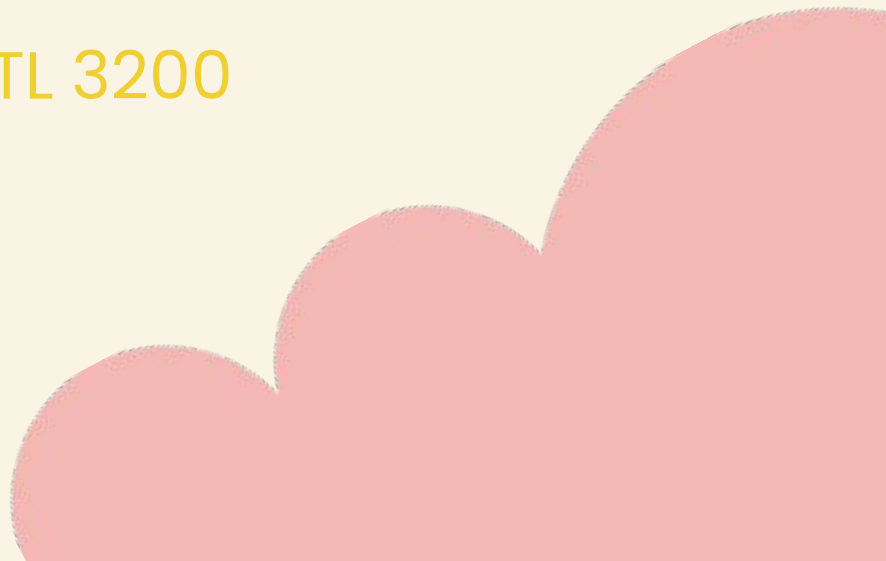
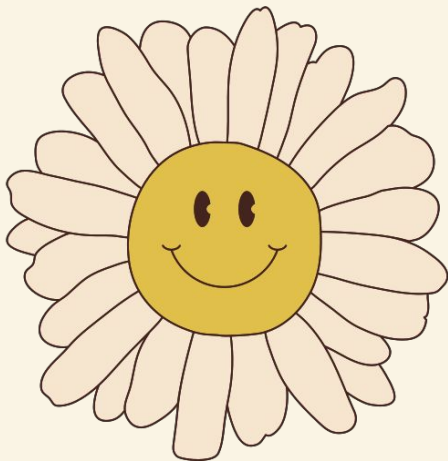


# ASSESSMENT PORTFOLIO

RACHEL DIXON

EDTL 3200





# TABLE OF CONTENTS

✦ 2 Stars and a Wish

✦ Flip Chart Walk

✦ Exit Tickets

✦ Hand Signals

✦ Self-Assessment

✦ Peer-Assessment

✦ Class Newsletter

✦ Journal Entry

✦ Think-Pair-Share

✦ KWL Chart

✦ Checklists

✦ Jigsaw Learning

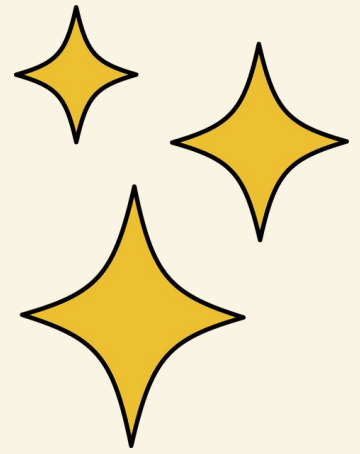
✦ Zone Check

✦ Muddiest Point

✦ Rubric



# 2 Stars and a Wish



Assessment: Formative

This assessment strategy will be handed out after finishing teaching a concept. Students will write out “two stars” - two things in which they feel they fully understood and excelled in. Students will also write “one star” - one thing they feel they could have more lessons on and needs some improvement. This will be used to assess students learning and see what they feel they have mastered and what they feel they need more instruction on. (Grades 3-7)



# FLIP CHART WALK

## Assessment: Diagnostic

This assessment strategy will be given out prior to teaching a new concept. Students will be put into groups and given a question prompt about the topic. In their groups, students will walk around the room to flip charts and will write down what they know about or have questions about their concept/question.

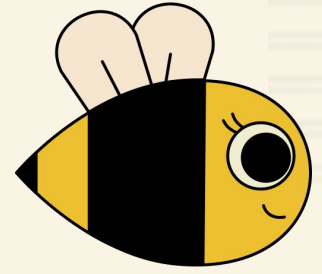
Continuing to walk around, students can answer their peers questions and respond to their statements. This will assess what students already know about or have any misconceptions they may have about a lesson prior to teaching. (Grades 4-7)



[Flip Chart Walk Example](#)

# EXIT TICKETS

Assessment: Formative



This assessment strategy will be given out after teaching a lesson or at the end of the classroom day. It will be used to check the student's understanding of what they have learned in class and what they may need more help with. The exit tickets can be used to alter lessons in order for students to learn to their best ability. These will also be used to assess what students feel they have mastered and what materials they may need to go over in more depth and get more support with. (Grades 3-7)



# HAND SIGNALS

Assessment: Formative / Observation



This assessment strategy will be used throughout the teaching of new concepts. Students are able to quickly provide a hand signal to showcase their level of understanding. Level 0 can be used for students to show that they need more explanation or more time for their learning. Level 1 is to show that there is still a little bit of confusion. Level 2 shows that students are understanding the concepts but need a little bit of additional support. Level 3 can be used for students to show that they fully understand the concepts. This is easy to assess what students need more support and explanation and which students are understanding the concepts. (Grades K-7)

[Hand Signal Poster](#)

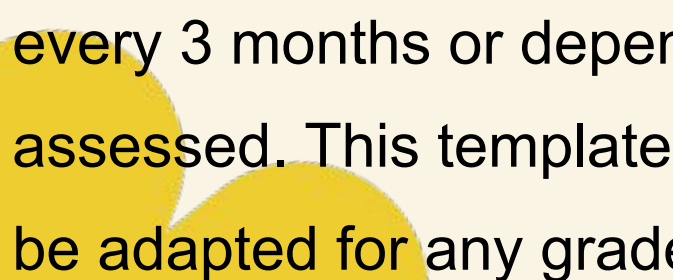


# SELF-ASSESSMENT

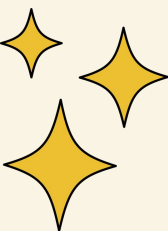
Assessment: Diagnostic



This assessment strategy can be used to give to students throughout the school year to assess how each student is feeling about how they are doing. This self-assessment can be adapted depending on what you are wanting to assess with your students. Students are able to communicate with the teacher on how they are feeling with what they are learning and lessons can be adapted based on the student's results and needs. The self-assessment will be given out every 3 months or depending on what is needed to be assessed. This template is for primary grades but can be adapted for any grade. (Grades K-7)

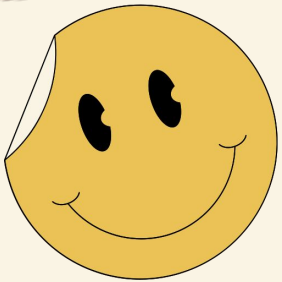


[Self-Assessment](#)




# PEER-ASSESSMENT

Assessment: Formative

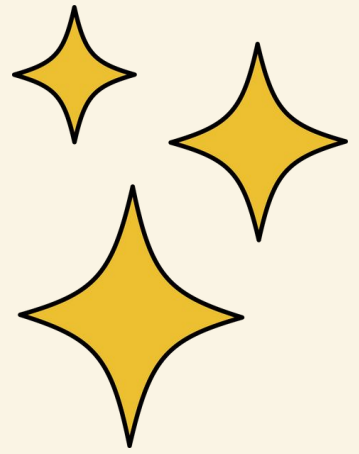


This assessment strategy will be used for students to get a chance to practice assessment and be able to tell their peers something they liked about the assignment/presentation, a question they may have, and give their peers a suggestion to further their assignments and learning. The peer-assessments will be given out after presentations and students will be paired to a student they are comfortable with. This allows for students to learn from their peers and see where they are able to improve on their assignments. This template is for primary grades but can be adapted for any grade. (Grades 3-7)





# CLASS NEWSLETTER



## Assessment: Formative

This assessment strategy will be used to communicate the classroom learning with the students in the classroom and their families. On the newsletter, there will be a section of what the class has been learning and what could be practiced further at home. This is beneficial for families to know what is happening in the classroom and to communicate with their students on what they are able to improve on. This newsletter will be given out weekly or monthly depending on what is going on in the class.

(Grades K-7)

[Class Newsletter](#)



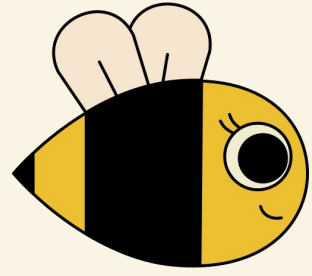
# JOURNAL ENTRY

## Assessment: Formative

This assessment strategy will be given out regularly to see how students are learning within the classroom as well as to assess the student's needs in the classroom and amongst their peers. The Journal Entry will be given out either with writing prompts to steer the conversation or will be open to what students feel they need to communicate. The entries will be responded to by the teacher and lessons or groups will be adapted depending on needs. (Grades 2-7)



# THINK-PAIR-SHARE



## Assessment: Formative

This assessment strategy will be used when learning a new concept in order to give students more support with each other to share their learning. Students will be paired together to share their knowledge with each other and then with the class. The assessment will be done through what the students can think on their own, pair and share with their partners, and then share with the class. (Grades 3-7)

[Think-Pair-Share](#)

# KWL CHART



## Assessment: Diagnostic & Formative

This assessment strategy will be used to scaffold what students already **K**now about the lesson prior to the learning as well as what they **W**ant to know before the lesson is taught. This will assess what students are wondering about and what they already know before the lesson is taught so the lesson can be adapted for what students need more information on and what they are curious about. After the lessons are taught, students will fill out what they **L**earned in the lessons to assess if more information is needed to be taught or if students have mastered the topics.

(Grades 3-7)

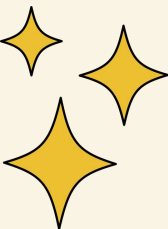


# CHECKLISTS

Assessment: Formative



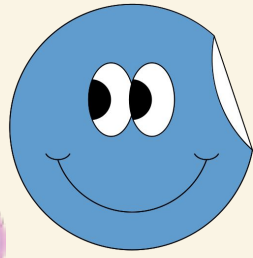
This assessment strategy will be given out to students to show what they should be including in their assignments. The checklists will be adapted for each grade, but this specific checklist is for grades K-3. The checklist is used to communicate with students on the expectations of the assignments and gives students an idea of they are going to be assessed on. The students will get their checklist and can check off the list as they work through their assignments and make sure they followed expectations before handing their work in. (Grades K-7)



[Checklist](#)



# JIGSAW LEARNING



## Assessment: Formative

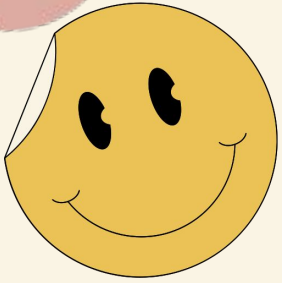
This assessment strategy will be used to allow for students to share their knowledge with their peers and learn about topics from different “expert” groups. The jigsaw learning will be used by splitting groups into 4 and give them a topic to research. Over the next few days, the groups will come together to share their knowledge with each group. At the end of the sharing period, students should have full knowledge of each topic from each group. Assessment will work through what students know and what they learn over the sharing period. (Grades 3-7)





# ZONE CHECK-IN

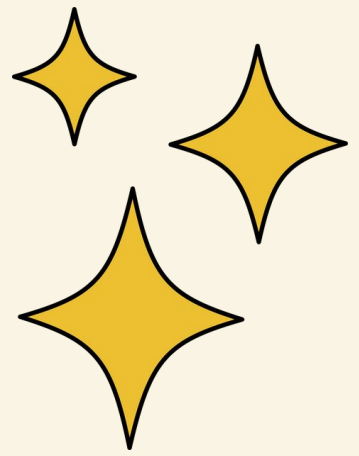
Assessment: Diagnostic



This assessment strategy will be used everyday before the start of the class period. Students will be given a worksheet every morning and they will check off how they are feeling that particular day (green, yellow, blue, or red). This will be submitted to the teacher and will allow for assessment of how the students are feeling within the classroom and will allow for the teacher to assess how their learning will be during the day. Lessons and instruction can be adapted depending on what the students need on that day and can give additional support where needed.

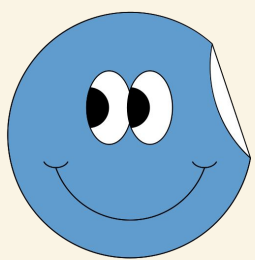
(Grades K-7)

# MUDDIEST POINT



Assessment: Formative

This assessment strategy will be used to assess what students are confused about within the lesson being taught. The worksheet will be given out after teaching a new lesson and students get to answer what their “muddiest point” was in order to communicate what they are most confused about and what they may need more support with. This can be used to assess the student’s learning and what needs to be taught again or in more depth for those students. (Grades 3-7)



# RUBRIC

Assessment: Summative / Product

This assessment strategy will be used to inform the students what the expectations are from their assignments prior to starting the work. The rubric will be sent home to communicate the goals of the assignment. The rubric will be filled out once the assignment has been handed in and will be communicated with the students on their final marks and comments. The rubric and final mark will be kept in a marks book and will be used as evidence of student learning throughout the year. (Grades K-7)

