

# FORMATIVE ASSESSMENT

**Formative assessment monitors student learning to provide ongoing feedback.**

**It takes place at the start, during, and at the end of a lesson.**

**It is crucial to include, as it checks you have planned an appropriate and relevant lesson plan.**

## REVIEWING THE LEARNING: AT THE START OF LEARNING

- **DO NOW strategy.** Write a task, activity or question on the board for the learners to do as soon as they enter the classroom and while everyone is getting ready. Include time to quickly check their understanding.
- **After you have explained / introduced the lesson objective, ASK A LEARNER TO EXPLAIN** it again to the class, or ask the learners to quickly discuss it in pairs. Then, choose a pair or two at random to tell you what you will be learning about in the lesson. This can help with challenges with new vocabulary/concepts.
- **KEEP THE QUESTION GOING/STRETCH IT.** Ask one learner a question about the lesson topic/objective. Whether their answer is correct/incorrect, ask another learner if that answer seems reasonable or correct. Then ask another student for an explanation if that is correct or not.
- **THUMBS UP/THUMBS DOWN.** Ask the class to put their thumb up or down if they understand or not.

## **CHECKING THE LEARNING: DURING THE LESSON**

- **PAUSE.** Pause regularly during the lesson, both during your explanation and when learners are working independently, to check their understanding and that everyone is on track.
  - **OPEN-ENDED QUESTIONS.** When you pause, ask the class questions that begin with sentence openers, such as 'how do you know that...?', 'what have you found out about...?', 'have you noticed anything...?', 'what did you do first and what will you do next?' and so on.
  - **KEEP THE QUESTION GOING/STRETCH IT.** Ask one learner a question about the lesson topic/objective. Whether their answer is correct/incorrect, ask another learner if that answer seems reasonable or correct. Then, ask another student for an explanation if that is correct or not.
  - **THUMBS UP/THUMBS DOWN.** Ask the class to put their thumb up or down if they understand or not.

## **ASSESSING THE LESSON: AT THE END OF THE LESSON**

- **FOUR-FINGER ASSESSMENT.** Ask the learners to show fingers to tell you how they found the lesson.
  - 1 finger = I do not understand the concept.
  - 2 fingers = I am still a little confused.
  - 3 fingers = I understand. I can do it by myself.
  - 4 fingers = I understand and can teach it to a friend.
- **30-SECOND SHARE.** Choose one learner to explain what they learnt in the lesson, making sure they connect it to the lesson objective. Ask them to use key vocabulary.
- **CONNECT THE LESSON OBJECTIVE.** Make sure the learners have connected the lesson objective to the learning from the lesson – ask them to tell you how what they did today helped them achieve the lesson objective. Use questions to interrogate their learning – or their fellow pupils to ask the questions instead!