

## Preassessment Techniques

<p><b>Boxing</b> (What do I know?) (What else do I want to know?)</p> <div data-bbox="189 454 567 730" style="border: 1px solid black; padding: 5px;"><p>(What do I want to learn?)</p><div data-bbox="283 503 472 690" style="border: 1px solid black; padding: 5px;"><p>(Visual Rep.)</p></div></div>	<p>On large piece of paper, students draw a box in the center, then a smaller box inside of the first box. In the outside box answer "What do I know", in the inside box answer "what do I want to learn". Now in the outside box, write "what else do I know and how does it fit? In the inside box draw a visual representation to explain the topic. Finally, in the middle of the box, look at all the information and summarize, "what does that say"</p>
<p><b>Graffiti Wall</b></p>	<p>Using markers and large poster paper have students design a graffiti wall of the things they know about a specific topic. Leave wall up, encourage students to add to the wall as their knowledge grows.</p>
<p><b>KWL Charts</b> (and other graphic organizers)</p>	<p>Using Venn Diagrams to assess what the students need and want to know. Measures level of understanding.</p>
<p><b>Yes/No Cards</b></p>	<p>Students make a card with Yes (or Got it) on one side and No or (no clue) on the other side. Teachers ask introductory or review questions and students hold up cards accordingly. Effective when introducing new vocabulary</p>

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<p>SA/A/D/SD  <i>Strongly Agree</i>  <i>Agree</i>  <i>Disagree</i>  <i>Strongly Disagree</i></p>	<p>Students given opportunity to express views along a continuum. Given an issue or topic (similar to yes/no cards) students are asked to decide their opinion ranging from strongly agree to strongly disagree. Four corners of the room are labeled with these designations and students able to move to each corner. Class discussion follows asking students to defend their positions, refute arguments and/or reevaluate their opinions.</p>
<p>Squaring Off</p>	<p>Place a card in each corner of the room with the following phrases: Dirt Road, Paved Road, Highway, Yellow Brick Road          Students move as a group to the corner of the room that matches where they are in the unit of study, discuss what they know about topic. Have paper available to chart responses.</p>
<p>Consensograms</p>	<p>Students place themselves on a line continuum indicating what level of comfort they have with the upcoming topic.</p>
<p>Word Splash</p>	<p>Content vocabulary is placed on a board, chart, large paper. Students are asked to use the words in a sentence, paragraph drawing or diagram. (form connections to meaning)</p>
<p>"Quick Writes"</p>	<p>Reveals a lot as a pre assessment by asking "big questions". Student uncover what they understand, misconceptions etc.          They are given 1 - 3 minutes to write their answers.</p>
<p>Anticipation Guides          (True/False, Place Your Bets, etc.)</p>	<p>Can identify misconceptions. Students make predictions based on prior knowledge. Often used as a pre reading strategy it is also effective in trying to determine the depth of student knowledge for a particular unit.</p>

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<p>"Graph Me"</p> 	<p>Students plot their knowledge on a graph. A self -assessment.</p>
<p>"Pass the Prose"</p>	<p>Similar to a quick write: in small groups student respond to question(s) or prompt(s), write for one minute then pass the paper to the next person until everyone has commented. When all have written then groups share out.</p>
<p>Informal surveys, questionnaires, Inventory interest, check lists</p>	<p>Can be self assessments or pre-designed by teacher</p>
<p>Open-ended questioning Question &amp; Answer Relationship</p>	<p>Use a variety of questions: "Right There" - literal questions "Pulling it Together" - questions that pull together prior knowledge</p>

### Resources:

[http://www.saskschools.ca/curr\\_content/constructivism/how/preassessment.html](http://www.saskschools.ca/curr_content/constructivism/how/preassessment.html)

<http://www.wilmette39.org/DI39/DIPA/DIPA2.html>

<http://www.wilmette39.org/DI39/assess.html#2>

<http://www.flaguide.org/cat/minutepapers/minutepapers1.php>

[http://209.184.141.5/edtech/CMT-Help/multiple\\_methods\\_of\\_assessment.htm](http://209.184.141.5/edtech/CMT-Help/multiple_methods_of_assessment.htm)