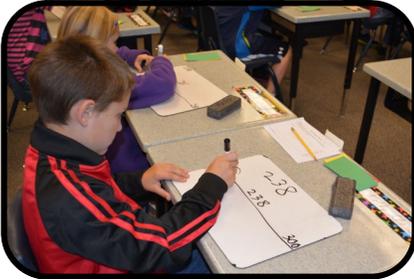


Formative Assessment Friday

October 11, 2013

Formative Assessment Strategy: Response Cards



Mrs. Cinkovich's Third Grade Class

PURPOSE: Round numbers to the nearest 10 or 100.



- I can use place value to round numbers to the nearest 10 or 100 (3.NBT.A.1).
- Students will be able to use place value to round numbers to the nearest 10 or 100 (3.NBT.A.1)

Formative Assessment Strategy: This strategy supports active student participation. It allows the teacher a quick check by visually seeing each student's level of understanding by the color of the card they hold up or place on their desk. This strategy might look as follows:

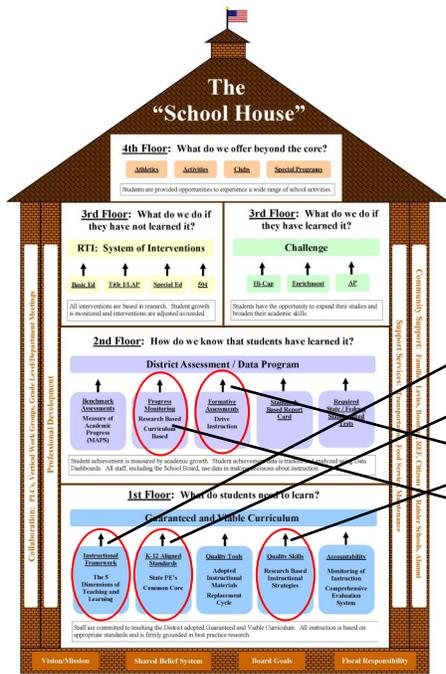
1. Mrs. Cinkovich, the classroom teacher, began her lesson by asking the students to grab their response cards out of their pocket. The cards are attached to the front of their desks.
2. She then asked the students to describe what each color stood for; **Red:** I really don't understand and I need help; **Yellow:** I'm beginning to get it but might need support; **Green:** I understand and I'm on my way!
3. Mrs. Cinkovich read the math learning target to the class and asked the students to self assess their understanding of rounding. She instructed the students to place the stack of response cards on their desk with the top one representing their level of understanding regarding rounding.
4. After the students placed their cards on their desks, she had them work out a rounding problem on their whiteboards.

Formative Assessment Strategy continued on next page . . .

A snapshot of formative assessment in action at Rainier School District #307

Formative Assessment Strategy continued . . .

5. While the students worked on solving their rounding problem, Mrs. Cinkovich roamed around the room looking at their work and color of their card.
6. She then called on a student to answer the problem and explain their thinking.
7. Next, she asked the students to use their response cards in a different way. She wanted to see if they agreed with the students answer. **Green**—yes; **Yellow**—not sure; **Red**— no.
8. Once completed with rounding to the nearest 10, she had them self-assess their understanding before moving to rounding to the nearest 100.



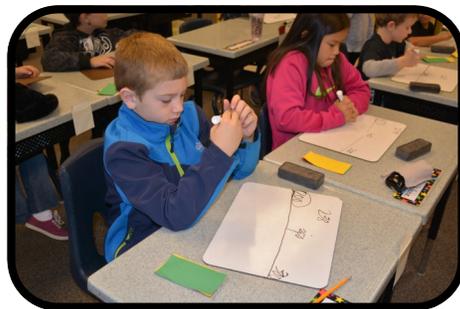
This strategy ties nicely into the following floors of our "School House" model:

1st Floor

- Instructional Framework
 - K-12 Aligned Standards
 - Quality Skills
- 2nd Floor**
- Formative Assessments
 - Progress Monitoring



The teacher can quickly assess her students.

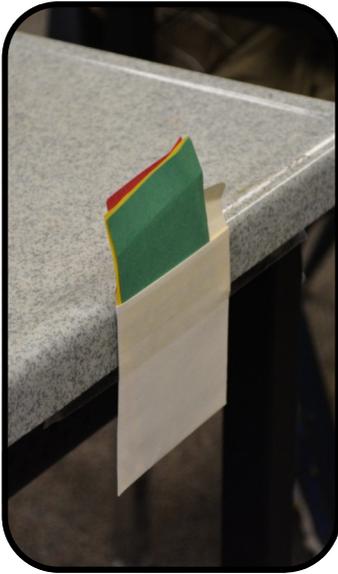


Students solving their answers on whiteboards.



Mrs. Cinkovich double checking a student's work to see if she is meeting the learning target.

A snapshot of formative assessment in action at Rainier School District #307



Easy to organize . . .

Organization:

The cards are stored in a pocket that is taped to each student's desk.



easy to grab . . .



and easy to put away!

Materials Needed:

- 3 cards (red, yellow, green)
- A pocket (library pocket)

What Mrs. Cinkovich's students are saying about response cards . . .

"I like the cards because they make it easier for me to not have to raise my hand."

- Gaston

"I like the response cards because I always have them right there if I need them. Also they are fun."

-Molly

"I like it because it is fast and easy and we get to hold our response cards."

- Lindy

"I like them because I don't have to always do thumbs up thumbs down and thumbs sideways."

- Matthew

"I like the response cards because instead of always raising your hand for help or telling her you're good or telling her you don't get it or you got it but you're a little off."

- Jake

"I like the strategy because the teacher comes and helps you."

- Riley

"It is good because people who speak a different language it is good for them."

- Collin

"I like the color cards because it is better than raising your hand and it helps people."

- Lauren

"I like the cards because it is easier to communicate to the teacher and answer questions faster."

- Jacob

"They help a lot because they are private and that is amazing."

- Kyha

"I like the response cards because it is quick and easy. The teacher knows when we need help."

- Tyler

A snapshot of formative assessment in action at Rainier School District #307

Other ideas that you might like to explore . . .



[Visit 24-7teacher.blogspot.com](http://24-7teacher.blogspot.com)



<http://mrsjacobsclassroom.blogspot.com/2012/12/more-formative-assessment-ideas.html>



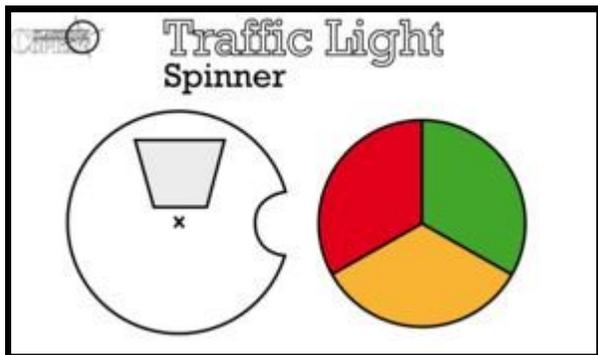
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<http://5thgraderocks5thgraderules.blogspot.com/2012/02/show-me-wallet.html>



<http://classroomcopilot.com/main/archives/4229>



<http://theelementarymathmaniac.blogspot.com/2013/07/using-formative-assessment-in-math-26.html>

Math Skills Inventory		Need it Partly get it Got it!			
Name	Date				
1. I can write my numbers by 1's to 110.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. I can write my numbers by 10's to 110.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I can write my numbers by 5's to 110.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. I can write my numbers by 2's to 110.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. I can show any number from 1 to 110 using manipulatives		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<http://wbrc-reading.wikispaces.com/1st+Grade+Formative+Assessment+Tool+Box>

A special thank you to Marlene Cinkovich and her 3rd grade students along with all the teachers in the Rainier School District. I appreciate your willingness to try and share new ideas to help advance student achievement.

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