

CARD SORT–MATH

In small groups, students simplify a radical expression by writing the next step in the simplifying process, then passing the problem to the person on their right, who writes the next step, and so on.

- Pass the Problem (K20 Strategy)

After learning about optimization in a calculus class, students are asked to create 4 examples and 4 non-examples of optimization scenarios.

- Example and Non-Example (K20 Strategy)

There is a designated place in the classroom where students put questions that they didn't want to ask during the lesson.

- Parking Lot (K20 Strategy)

After learning about non-standard operations, such as $m \square n = m^2 - n$, a student writes in their math journal, "I used to think that PEMDAS was all of the operations, but now I know that there could be more."

- I Used to Think...But Now I Know (K20 Strategy)

In an Algebra II class, after students complete a table of simplifying $i^1 - i^{12}$, have students reflect on what they just did by asking what they notice and what they now wonder.

- I Notice, I Wonder (K20 Strategy)

After learning how to solve multi-step equations, students are given a worked-out problem and asked to write next to each step what they did and why.

- What Are You Doing and Why? (Keeley FACT)

At the end of the lesson, students answer the question, “What point made during today’s lesson helped you to understand how to graph inequalities?”

- POMS (K20 Strategy)

Students use red, yellow, or green sticky notes to color code their comfort level with understanding the new topic of writing proofs in their geometry class.

- Stoplight Stickies (K20 Strategy)

At the beginning of the geometry lesson, students are asked to write down everything they know about parallel lines.

- Tell Me Everything (K20 Strategy)

At approximately two-thirds of the way through a unit, students take an assessment to see if they are near-ready for the end-of-the-unit assessment. This assessment is not for a grade, but just for feedback.

- Two-Thirds Testing (Keeley FACT)

Students are asked to find the roots of a quadratic equation. Each student divides their paper into quarters and finds the roots in the first quarter of their paper. Then students find a partner, write their work in their partner’s second quarter and take turns sharing their strategies.

This repeats with 2 other partners.

- Strategy Harvest (K20 Strategy)

Assessment for Learning

Assessment of Learning

Assessment as Learning