

## CARD SORT–SCIENCE

At the start of a unit, students generate a variety of questions about toxic algal blooms. Throughout the unit, the class attempts to answer their questions based on what they have learned so far.

- Driving Question Board (K20 Strategy)

Students prepare evidence-based answers to questions about universal expansion and engage in a structured class discussion of their answers.

- Socratic Seminar (K20 Strategy)

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

- Parking Lot (K20 Strategy)

Students engage in an investigation about thermal energy transfer and answer the reflection prompt: “I used to think \_\_\_ about heat transfer, but now I know \_\_\_.”

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

Students begin a lesson by watching a video about collisions in football. While watching, they record notes on what they observe and questions they have.

- I Notice, I Wonder (K20 Strategy)

After a lesson on how human interactions with the environment impact our health, students identify their big takeaway: why it is important, and what they can do with the information.

- What? So What? Now What? (K20 Strategy)

At the end of a lesson, students answer the question, “What point made during today’s lesson helped you to understand how DNA structure determines protein structure.”

- POMS (K20 Strategy)

During a lesson about plate tectonics, students identify what point they find most unclear about how thermal convection drives the cycling Earth’s surface matter.

- Muddiest Point (K20 Strategy)

At the beginning of a lesson about mathematical relationships among wave properties, students are asked to write down everything they know about wavelength, speed, and frequency.

- Tell Me Everything (K20 Strategy)

Students create a creative one-page summary of how organisms use the elements that make up sugar molecules to form amino acids and other carbon-based molecules.

- One-Pager (K20 Strategy)

During a lesson about the Dust Bowl, students write down all the sociocultural, agriculture, and ecosystem concepts they have learned on individual sticky notes and create a “map” that illustrates relationships among the ideas.

- Concept Card Mapping (K20 Strategy)

### Assessment as Learning

**Assessment of Learning**

**Assessment for Learning**