Card Sort–Science

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| 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) |

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| 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** |