Reconstructing American History/Art Making and Persuasive Writing 1 of 2 (ART)
Unit by Educators from the Agents of Change team,
 part of the 2022 cohort of *The 1619 Project* Education Network

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Formative Assessment:

There are various formative assessment exercises that you can use when introducing students to new content. These classroom activities provide students and instructors with ongoing feedback on learning. The most popular set of activities is known as *Classroom Assessment Techniques* (commonly called CATs).

CATs are brief instructor-led activities designed to help shape and focus subsequent teaching, based on students' current understanding and ongoing learning needs. Most take only a few minutes of class time and can be used repeatedly throughout the assignment. CATs are an easy way to assess how well students are learning content. Furthermore, they allow students to monitor—and quite possibly strengthen—their own learning.

Background Knowledge Probe:

Give students two or three short answer questions or 15-20 multiple choice questions that ask them about their attitudes and understanding (e.g., their motivations, beliefs, values, misconceptions about the subject matter, etc.). This can be used as a diagnostic pre-test.

Muddiest Point

Ask students to write down what they perceived as the muddiest point in a demonstration of new content, instructions, expectations, reading, etc. The muddiest point is something that they still do not fully understand, or are having difficulty with. Collect responses then clarify these muddy points during the next class.

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Concept Map

Students are to create a visual map of a specific concept whereby nodes represent facts or ideas, and lines connecting these nodes represent the relationship between them (e.g., art process, project plans, directions, cause-and-effect). Concept maps can be used across many disciplines and force students to think more deeply about the content.

Punctuated Lectures

After your students listen to you introduce new content or watch your demonstration, stop and ask them to reflect on what they were doing during your presentation and how it helped or hindered their understanding. Have them write it anonymously and turn it in. Read and offer suggestions on how they can improve listening and self-monitoring skills.

The Minute paper

The most popular and easy-to-use CAT. During the last five minutes of class, give students one minute (or two to five minutes) to write the answers to one or two questions, such as, *What was the most important thing you learned?* and *What question or questions remain unanswered?*.

Application Cards

After the introduction of new content or demonstration, have students write down one or more real-world applications of the material. Select the best ones from a wide range of examples and read to the class at the next meeting.

Guided Groups

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 Several times a week, teacher Shawna Moore uses an assessment method she calls "guided groups," to help her quickly gauge student understanding. See how she uses this strategy to differentiate instruction and re-teach students who need to hear the lesson a second time. Here

Show Your Cards
Science teacher Steven English asks his students to utilize colored cards throughout this lesson to indicate their level of understanding. You'll see and hear how he adjusts his instruction in real-time based on what the cards tell him. Here

Student-to-Student Assessment
Students in Barbara Cleveland's math class begin each day reviewing homework while using a cooperative learning protocol. They share their struggles and the strategies they utilized, and discuss the problems where their answers differed. In this video, you'll witness a great moment when two students disagree, and then see how the teacher builds consensus around the correct answer. Here

Peer Conferencing
Using a structured process, two students peer edit one another's personal narrative drafts. Watch to see how teacher Aaron Allen's lesson design invites authentic and purposeful peer review. Here

One Minute Prompts

Give the student one of the following prompts and give them one minute to respond:

- What is your project plan
- What will your project look like
- What are the known facts/information about your project
- What is a question you have about your project

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- What google search do you need to do to know more about your project
- List a similarity between your project and a peers/artist
- List a difference between your project and a peers/artist
- Write a summary of your project
- How does your project connect with your identity
- How does your project relate to the world around you
- Give an argument about why your project is the best project
- What problems do you need to solve regarding your project
- What is something you might have to explain about your project
- What is a question someone might have about your project
- How did you problem solve while making your project

A Non-Exhaustive List of Other Types of Formative Assessment

- Students' questions: vote early and often
- Rubric analysis
- Running records
- Exit slips
- Hand signals: Traffic lights, fingers, thumbs, etc.
- What's clear? What's unclear?

Four Corners

A great way to get students out of their desks and moving is the four corners strategy. Some students learn better when they are moving so this strategy appeals to their learning preference. In each corner of the room, provide a label. Label one corner, "Strongly Agree," one corner, "Agree," the third corner, "Disagree," and the final corner, "Strongly Disagree." Call out a fact or statement about the current unit of study. Students go and stand in the corner that matches their response. Encourage students to share their reasons for choosing the response. Have one or two students from each corner share their answers with the rest of the class. By listening to the

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students as they discuss their reasons and share them with the class, you
are provided with information that can guide future lessons.

Graffiti Wall

The graffiti wall is a fun activity for students and gives you a visual
representation of what your students have learned during a unit of study.
Cover a part of a wall with white paper. Encourage students to write or
draw what they have learned about a topic. Students can jot down facts,
write personal opinions, connect their learning to other areas of study, etc.
Using the graffiti wall activity partway through a unit provides you with
information for further planning of instruction. If there appear to be gaps in
your students' learning, you can target those areas and further assess to see
if there is indeed a deficit that you need to focus on in future lessons.
Students may have made connections that you were not expecting or hadn't
even thought of when planning the unit. The information you collect from
the graffiti wall is valuable formative assessment data. Leave the graffiti
wall up during the remainder of the unit and students can continue to add
comments and drawings.

Paper Pass

Paper pass is a form of brainstorming that gets students up and moving
from their desks. Chart paper with different target words or questions are
posted around the classroom. Students rotate around the room to the
different brainstorming sheets and add their comments about the topics
and about what other students have written. The process for the paper pass
can be informal or formal. An informal use of the paper pass permits
students to wander around the classroom and respond to the topic words or
questions of their choosing. A more formal use involves students being
divided into groups and systematically rotating around the room and
responding.

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