



# Assessment Prompts, Distilled\*

\*Distilled (di-stild') adj. 4. Separated or extracted essence

What Assessment Prompts are ...	What they are NOT ...
<ol style="list-style-type: none"> <li>1. APs assess the building blocks, the pieces or chunks of learning, which students need to “get” in order to answer the Essential Question of the lesson.</li> <li>2. APs are the parts of the equation that equal the Essential Question: AP+AP+AP=EQ .</li> <li>3. APs are used as formative assessments—they let the teacher know immediately if students need more help, clarification, practice, etc.</li> <li>4. APs help teachers adjust instruction to meet learner needs.</li> <li>5. APs not only inform the teacher but also give the students opportunities to self-assess and reflect on their learning.</li> <li>6. The progression of APs in a lesson often begins with assessing knowledge, then moves to skills, and finally to assessing student understanding.</li> </ol>	<ol style="list-style-type: none"> <li>1. Quizzes on the previous evenings’ assignments</li> <li>2. Graded or “counted” against a student’s average</li> <li>3. Lengthy or time-consuming</li> <li>4. Only for the teacher</li> <li>5. Created in isolation from the chunks of learning</li> </ol>
	<b>What APs sound or look like . . .</b>
	<ol style="list-style-type: none"> <li>1. <i>Turn and tell your partner why--</i></li> <li>2. <i>Draw a quick picture that shows--</i></li> <li>3. <i>Write a \$2 summary of your understanding of--</i></li> <li>4. <i>Sort these terms into the appropriate categories based on what you have learned—</i></li> <li>5. <i>With your partner, role-play an example that illustrates the concept—</i></li> <li>6. <i>Use the words from the word splash in a paragraph to describe--</i></li> </ol>
Why we need Assessment Prompts . . .	
<ol style="list-style-type: none"> <li>1. Research shows that periodic and consistent formative assessment leads to increased student achievement.</li> <li>2. Immediate and targeted feedback is crucial to student understanding.</li> <li>3. Strategic use of Assessments Prompts (both targeted skills/knowledge and placement) can inform teacher planning for re-teaching and intervention.</li> </ol> <p>(Marzano, Pickering, Pollock. Classroom Instruction that Works. ASCD. 2001)</p>	

Steps for creating Assessment Prompts	
Step 1: Ask: “What do students need to know, be able to do, and understand in order to answer the Lesson Essential Question?” (Refer to appropriate portion of the unit K-U-D chart.) Step 2: Divide that necessary learning into segments of instruction. Step 3: Strategically chunk the instruction into segments that lead to each AP. Ask: “What do students need to show evidence of for each segment of learning?” Step 4: Determine the topic of an assessment prompt for each segment of instruction. Step 5: Plan each segment of instruction to give students opportunities to construct the meaning/understanding required for each AP. Step 6: Determine specific strategies for each of the APs, varying the formats.	
Sample Strategies for Assessments Prompts	
Written	Visual
\$2 summary Word Splash Journal Reflection/Learning Log Note to Absent Student Completion of a Graphic Organizer Think-Ink-Share Cloze Paragraph Written Conversations 3-2-1 Carousel Brainstorming Quick Write 6-Word Memoir	Drawing or Sketch Cartoons Story Board Completion of a Graphic Organizer Design a Graphic Organizer Graffiti Vanity Tags Individual Whiteboard or Slateboard 
Oral	Tactile/Kinesthetic
Think-Pair-Share Turn and Talk ( <i>1s tell 2s; 2s tell 1s</i> ) Numbered Heads Together Quick Talk Read and Say Something	Word/Concepts sort (or any sort) Improvisation Role Play/Charades Kinesthetic Tic-Tac-Toe Thumbs Up, Thumbs Down