

Classroom Snapshots:

Classroom Embedded Formative Assessment in a Transitional Kindergarten

(Note: The following scenarios assume only one adult is present. If two adults are present, these “quick-check” opportunities should be less challenging to implement. With additional help, the main decision is whether the teacher monitors the whole group while the additional person observes/assesses quickly or vice-versa.)

1. As students enter the classroom in the morning, the teacher identifies three students who have had difficulty “settling in” and focusing on book browsing. She observes their entrance and records brief notes about their progress.
2. During calendar, the teacher monitors students as they rote count together, but she is concerned that some are not counting accurately. Later, as they are eating, she asks intentionally selected students to count for her . . . assisting as necessary, but noting their performance.
3. During shared literacy, the teacher reviews and models the concept of rhyme. He then presents several pairs of words from the read aloud and asks students to signal whether they rhyme or not. Before dismissing students to recess, he tells them that some students will play a game as they re-enter . . . he will be asking some to rhyme with a word as they come in. Intentionally selected students respond. Scaffolding is provided as needed so everyone feels successful, but the teacher has gathered individual performance evidence.
4. During interactive writing, the teacher shares the pen to assess whether selected students are able to *identify initial consonant sounds of specific words, add ‘s’ to plurals, etc.*
5. During a mathematics group gathering, the teacher reviews one-to-one correspondence. He monitors students to ensure that they are engaged in choral responses as they count objects together. Later during free exploration, he has several “quick-check” interactions (less than a minute) with individual students who struggle with the concept. He asks them to count three small objects. If students are successful, he has documented it. If they struggle, the teacher also has important evidence and has had a brief opportunity to reteach before providing additional instruction and eventual re-assessment.
6. During free exploration, the teacher observes and notes student choices as usual. In addition, she stops briefly to interact with several students individually. She shows them an interesting picture/sticker and engages them in dialogue about the picture. This time she has targeted several Dual Language Learners to note progress in sentence production and vocabulary growth. She quickly notes their responses to be filed later.

Additional Opportunities for Quick Assessments	Consider the Benefits of an <i>On-the-Go</i> Assessment Kit
Walking in line Waiting for a turn Magic word (<i>Tell me a word that ___ and line up. Think of a ___ and go to your place.</i>) “Dipsticking”- intentional “wellness checks” of individuals during whole group instruction “Dropping in” – engaging students in short dialogues to assess progress “Eavesdropping” – listening in to assess language development, social skills, etc	A small, heavy-duty zip lock that might include: <ul style="list-style-type: none"> • 10 small light counters • A laminated card with numbers 1-5 on the front and 1-10 or 1-20 on the back • A similar card with the lower case alphabet on one side and upper case on the other • Many adhesive labels to note responses or observations • Interesting stickers affixed to blank index cards to prompt oral or written responses