

Classroom Embedded Formative Assessment Snapshots

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.

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, 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. If the words do not rhyme, they work to find a pair that does. As the teacher dismisses students to line up, he tells the group that they will play a rhyming game on the way out the door, and each student has a turn to either give a rhyming word or to signal whether two words rhyme. He moves quickly and scaffolding as needed so everyone feels successful.
4. During interactive writing, the teacher shares the pen to intentionally assess whether selected students are able to *identify initial consonant sounds of specific words, add ‘s’ to plurals, etc.*
5. During a mathematics whole 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 struggled with the concept earlier. He asks them to count three small objects. If students are successful, he notes it. If they struggle, the teacher also has important evidence and has had an opportunity to adjust his approach before providing additional instruction.
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.