

Formative Assessment Strategies and Other Evidence-Based Literacy Strategies

Adapted from the Penn Literacy Network and the work of Dylan William

Reading and Interacting with Text

BEFORE

1. **WORD SPLASH:**
Choose keywords and phrases from a story; requires students to use these words in a creative writing piece before reading the text. Key issue: Limit the number of words; this is a prediction task also.
2. **KEY TERM:**
Before reading – choose one key term from the reading. This requires students to write and connect their feeling about term. This is a predictive/reflective type of writing experience.
3. **REFLECTIVE WRITING:**
This is a before activity which asks students to connect with the text before they transact with text, enabling students to tap prior knowledge.
4. **PREVIEWING AND PREDICTING:**
For all content areas – using student's prior knowledge to focus, motivate, and provide interest.
5. **DO NOWS:**
Type 1/Type 2 writings – often used to model and guide student responses; usually stimulate interest.
6. **KWL:**
Structure/graphic organizer for connecting the new to the known through an active learning process.

DURING

7. **TEXT RENDERING and TALKING TO THE TEXT:**
Engaging students in conversations with their text: during an activity requiring students to go back to their text, students are asked to evaluate and choose key sentences, phrases, and words to express the main idea or make connections. This can be done orally in a large/small group and/or in writing.
8. **NOTE-MAKING:**
Double entry/Cornell note-making – requires students to connect, question, and interact with text. (Ex. Key terms on left. Main ideas and questions on right)



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9. **LITERATURE CIRCLES:**

Activity to provide motivation and choice in student reading by assigning roles to individual members of cooperative groups. This activity enhances comprehension of a novel through group dynamics.

10. **JIGSAW/EXPERT JIGSAW:**

Cooperative Learning Task – Chinking text in expert groups and home-group/sharing teams. Students become expert in one area and share their knowledge with home group. This is a complete BDA experience.

11. **PAIR/SHARE:**

This during activity requires students to read (together) and discuss their understanding of the text. They share their understanding of the text (during the paired reading) and go back and forth in their discussion, stopping to discuss and make connections with the text.

12. **CRITICAL READING:**

Re-reading activities/going back to the text, enabling students to infer correctly; strategic reading.

13. **GUIDED LECTURE PROCEDURE:**

Before/During/After experiences using structured overviews, Cornell note-making, processing of key words, and questions to guide and understand lectures

14. **READ ALOUD THINK ALONG:**

Teacher and student modeling, oral reading of questions and connections about text.

AFTER

15. **SELF-QUESTIONING:**

BDA activity, with students creating questions that may be answered from text.

16. **CHUNKING:**

Taking apart pieces of any text and grouping them into manageable learning segments. All are strategies to improve comprehension of text.

17. **MENTAL IMAGING:**

Making a “mind picture” using verbal clues as a descriptive tool.

18. **PARAPHRASING:** Students are asked to demonstrate their understanding of what they read by restating the important information

19. **SUMMARIZING:**

(Strategies 27, 28 & 29 are) After reading activities to improve comprehension, understanding and connection to materials



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Writing and transacting with words

BEFORE

20. RUBRICS:

Criteria for assessment and teaching. Can include teacher-made or student made assessment; benchmarks for scoring.

21. FCA'S:

Focus Correction Areas used to simplify quality feedback and focus student writing. (Specific areas to be corrected: For example – punctuation, varied sentence structure, spelling)

22. PARAGRAPH FRAMES AND TEMPLATES:

A type/sample of model and checklist used to assure that all components of a well-written paragraph are present.

23. CHOICE IN ASSIGNMENTS:

Provide choices for students; negotiated choices for writing

24. I-SEARCH:

Personalized, streamlined research across content areas.

DURING

25. REVISION AND PEER REVISION:

Used in Type 3, 4, and 5 writing assignments and includes one-foot voice, partner read-alouds, as well as individual revision.

26. DOCUMENT REVIEW:

Activity to celebrate, understand and instruct using student writing samples.

27. ON DEMAND PROMPTS:

Type 3 writing assignments tied to instruction

AFTER

28. POINT OF VIEW RE-WRITE

Re-written retellings from a particular character's point of view

29. PERFORMANCE ASSESSMENT:

A method of assessing student understanding and application of material. It requires



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students to demonstrate that they have mastered specific skills and competencies by performing or producing something.

30. JOURNALISM/FREE WRITING:

Connecting students' ideas to classroom contexts.

John Collins Writing

Type 1: Capture Ideas

Writing that has no correct answer-or, if there is a correct answer it's okay to guess. One draft

Type 2: Respond Correctly

Writing that makes a point – has correct answer or content. One draft

Type 3: Edit for FCAs

Writing that is read aloud and reviewed by the author who then asks three critical questions: Does it complete the assignment? Is it easy to read? Does it fulfill the focus correction areas? One draft.

Type 4: Peer Edit for FCAs

Writing that is type Three writing and has been read aloud and critiqued by another. Two drafts.

Type 5: Publish

Writing that is publishable, that can go outside the classroom without explanation or qualification. May have multiple drafts

