

CHAPTER EIGHT

LCTS FOR ASSESSMENT AND CONSOLIDATION

Learner-centred teachers use not only weekly quizzes and unit tests, but also quick, daily assessments to gauge student understanding, to identify students who need extra help, and to plan future lessons. Similarly, when closing a lesson (typically the last 5 to 10 minutes), the teacher asks students to reflect on what they learned by sharing in a whole class discussion, talking with partners or group members, writing short answers to questions, and completing exit tickets. This step is important for refocusing student thinking back to the daily learning objective and for teachers to assess student understanding.

****Technique #56 Exit Slip**

The exit slip (also known as exit ticket) is a quick, informal assessment that is completed by students at the end of a lesson. The teacher poses a problem for students to solve or a question to answer. The student responses are collected as students exit the class so that the teacher can gauge their understanding. This is useful for planning future lessons and for identifying students who need extra assistance. Exit tickets are often written on slips of paper, in notebooks, or on individual student chalkboards that can be held up in the air.

****Technique #57 Show Me**

In this strategy students show their work to the teacher who quickly scans or moves around the room to gauge student learning. A problem or question is posed and students solve it. Students show the answer by writing in their notebooks, showing small chalkboards or by using their hands. When given the “show me” signal students show their work. This strategy is similar to the exit ticket but is typically done in unison by students showing their work all at once. The teacher then quickly scans the room to get an idea of how well the students understood a concept or skill. Teachers can quickly assess who gets the lesson and who still needs more support.

****Technique #58 Heads Down, Hands Up**

When a teacher thinks that students might be embarrassed or uncomfortable admitting that they do not understand something, the students can be asked to put their heads down on their desks, cover their eyes, and answer some comprehension questions asked by the teacher by raising their hands if they think the answer is yes or no, A or B, 1 or 2, etc. Teachers can assure students that this is not a test but rather a way

to find out how many students in the class understand the topic at that moment and whether there is a need to review before moving to another part of the lesson. After each question, teachers can write down the exact number or approximate number (if it is a large class) of students who answered correctly and estimate whether 20, 40, 60, or 80% of the class is on track. In Tanzania, this assessment technique is very useful for obtaining the information required to fill in the *Student Evaluation* section in the lesson plan template.

Technique #59 Ball Toss Game

This is a semi-review and wake-up exercise when covering material that requires heavy concentration. Have everyone stand up and form a circle or something approximating it. It does not have to be a perfect circle, but students should all be facing in, looking at each other. The teacher poses a question for review, such as in a chemistry class learning about the periodic table where the teacher asks *What are different elements in the periodic table?* The teacher tosses a tennis or paper ball to a student who names one element. She then tosses the ball to another student who names a different element, and so on. This technique can also be used for students to give their opinion at the end of a unit, for instance by asking what the students thought were the most important concepts discussed during the unit. The teacher asks the question, tosses the ball to one student to give her opinion, and she then tosses the ball to another student to give his opinion, and so forth.

Technique #60 Hat Trick Game

Ask the students to work in groups and write down questions on slips of paper that are related to the topic discussed in a class. Each group should write one or two short answer questions on a slip of paper and put the slip in a 'hat' in front of a class. Select a small number of students (e.g. six) at random with the help of the class list. Take one question from the hat and ask the six students to answer the question. Anyone who knows the answer among the six can respond. The group gets points if no one among the six can answer their question.

Technique #61 Demonstration Piece

This technique is similar to a cold calling, but it instead focuses on a piece of writing. After writing, the teacher selects a student to read his or her essay, poem, etc., to the class. The class first provides positive feedback and then discusses how the piece could be improved. This technique encourages students to do their best writing, celebrates student work, and helps all students improve their writing no matter what their writing level.

Technique #62 Hot Seat

Select one or more students to sit in front of the class. Anyone in the class can ask the student(s) questions about the assignment or the lesson concepts and the students on the hot seat get points for every question they can answer correctly.

Technique #63 Sum It Up

This is a type of exit ticket where students sum up what they have learned at the end of a lesson. They write an answer to a learning objective question or sum up what they learned in a whole class discussion or with partners or in a small group. When students are summing up their learning with partners or small groups, the teacher circulates to listen and gauge student understanding.

Technique #64 Chain Checking

Students can also help check each other's work. One method is called "Chain Checking." When the first student completes an assignment, he or she takes the work to the teacher. The teacher checks it for errors and then that student becomes a "checker." As other students complete the work, they get checked and become checkers if they complete the assignment correctly. If a student misses a problem, the checker circles it and that student goes to the teacher or a student tutor to help them with the problem. This is a method that can be used to check answers quickly and it frees up the teacher to assist students who need help. Students get immediate feedback on the assignment, and teachers are able to focus their attention on struggling students.