

<b>Student Engagement and Empowerment Strategies</b> <b>Formative Assessment Opportunities</b>	
<b>Student Response System (EPR)</b>	Ask students to display a designated hand signal to indicate their understanding of a specific questions or concept. <ul style="list-style-type: none"> <li>• <i>I understand _____ and can explain it.</i></li> <li>• <i>I have a questions about _____.</i></li> <li>• <i>I do not yet understand _____.</i></li> <li>• <i>I'm not completely sure about _____.</i></li> <li>• <i>I can explain how I solved _____ to a partner.</i></li> </ul>
<b>Think-Pair-Share Turn and Talk</b>	Students think individually, then discuss with partner (pairs), and targeted pairs share with whole group
<b>Index Card Summaries/Questions</b>	<ul style="list-style-type: none"> <li>• Students use an index card to define a concept and use one or two words/ sketch / or numbers to explain</li> <li>• Students Identify something about (unit topic) that they do not yet fully understand and create a question that they would revisit at the end of the lesson</li> </ul>
<b>One Minute Essay Quick Write</b>	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
<b>Web or Concept Map</b>	A graphical organizer that allows learners to explore the relationship between concepts and the key words representing or needed to define those concepts.
<b>Misconception Check</b>	Present students with predictable misconceptions or error that is made about a designated concept or process. Use an example of a problem or pose a question. Have students consider the example and ask if they agree or disagree and then have them explain. The misconception check can also be presented in the form of a multiple-choice question or true-false quiz.
<b>Individual Student Conference</b>	One on one conversation with students to check their level of understanding. Develop one or two key questions to frame the conversation.
<b>The Pause... 3 – 7 seconds</b>	The Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification.

<b>Observation</b>	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> <li>• Anecdotal Records</li> <li>• Conferences</li> <li>• Check lists</li> </ul>
<b>Self Assessment</b>	process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
<b>Exit Cards</b>	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
<b>Numbered Heads <i>Group work</i></b>	Form small groups (2-4 students) students (number off..1,2...) Members of a group work together to solve a problem or answer a question. The teacher randomly selects one number. Student with that number shares the group's solution with the whole class.
<b>Give One – Get One</b>	Have students fold a piece of paper in half, to form two columns. Label one column "Give One" and the other column "Get One". Students then record everything that they know about a given topic, concept, question... in the "Give One" column. After making their list students stand and find a partner. Each partner shares one idea from his or her "Give One" list. Students record any new ideas or information in their "Get One" column. Students rotate, talking to at least two or three partners. Once everyone has given and received information, the class can discuss the information students listed.
<b>I Have... Who Has</b>	Prepare an index card for each student with a math problem or question on one side. On the other side put the answer to a different problem or question. Student 1 asks the class "Who has..." and states the problem or question. The student with the solution says "I have ...." And states the answer. The responding student then asks "Who has..." and states their problem or question. The process continues until all of the questions and responses have been given.