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| Formative Assessment Method of Making Hidden Known  | Possible Questions to get Students Engaged in the Teaching (Really depends on Concept in Problem) |
| Voting Method |  |
| You Belong With us Method |  |
| Representative Method |  |
| Other Ideas: |  |

**Scott’s Formative Assessment Definition:** Making what is hiding known so that the teacher and the students can learn from it.

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| *Formative Assessment Method of Making Hidden Known*  | *Possible Questions to get Students Engaged in the Teaching (Really depends on Concept in Problem)* |
| **Voting Method**: All students put answers up on front and back board. Number them off and then have students vote on the ones they are least sure about/most sure about. (slope and y-intercept meaning) | Which one do you think best illustrates the concept? Talk in your groups why. Which one most clearly interprets what …. Means? What about blah is better than blah? **Why do I like blah better than blah?** **What question could you ask this person to see if they really knew \_\_\_\_\_\_\_\_\_?** How could we make letter \_\_\_ better? **If you were to label them as Good, Better, and Best, which?**  |
| **You Belong With us Method**: Or watch as students are doing their work on problem and then organize them according to issue they have in problem. Tell each student individually where to put their problem (front board, side board, or window) based on what issue you see. (I did a domain problem last week with this) | What is different from the front board to the back? Why are these all grouped together on the back board? What one thing would you change about this problem? What about this example fully illustrates what target is? What pieces are you most confident about?  |
| **Representative Method**: Or while students are working on problem, grab 3 or four representative problems (did this yesterday with trend lines). Get one good one and then one each of “misconceptions. Place the no-misconception problem up, and then have groups discuss one at a time what the misconceptions are in each of the others. (Trend Lines) | How could you phrase the misconception that you see in this example? Could you reword what Joe just said? Note: Students value must be separated from their work by this point before you can use this method! Math is just something we talk about, it doesn’t belong to anyone!  |
| **Other Ideas:** |  |