# Pre-Assessment Options

| Technique | Description |
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| Choral Response | Students give an out loud response to a whole class question. This can give teachers an indication if most of the students understand a concept. |
| Clothesline/Human Continuum | Students line up across the room in a line that matches their level of understanding. The line begins with no understanding of the concept and follows through to advanced understanding at the other end of the room. |
| Entrance Card | Before teaching the new topic, students give a written response to a serious on topic related questions issued by the teacher. |
| Exit Card | Students respond in writing to a prompt or question given by the teacher at the end of the lesson. |
| Fist of Five | The whole class responds but holding up their hand showing a number of fingers – one finger means limited understanding, five fingers means advanced understanding. |
| Four Corners | Teachers place a label in each corner of the room that relates to four levels of understanding. The teacher then asks students to move to the corner that best represents their level. |
| I do not know, but I do know | A PowerPoint is shown/given to students (can be given in groups). Each slide has a different picture relating to the topic and students write what they do know in relation to that picture. |
| Individual Response Boards | Students use individual white boards to hold up their answer in response to a question given by the teacher. The students hold up their boards and the teacher circulates the class to see the answers. |
| Journal/Free Write | Students write what they already know about the topic for a lesson or a set period of time. |
| KWL Chart | A graphic organiser that has three columns* K= what they already know about the topic.
* W = what they want to know about the topic.
* L = at the end of the lesson, they record what they have learned about the topic.
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| Matching | This can be a kinaesthetic activity where students use dominoes or mixed up tables to match different terms with their meanings. |
| Most Difficult First | Students are given the five most difficult problems first to see if they need additional practice or instruction in the skill. |
| Observation | Students complete the task while the teacher observes them. The teacher could use a checklist to record the data gathered. |
| Post Test as a Pre Test | Students complete a test before the topic to assess if they need curriculum compacting. |
| Signal Cards | Students can use a card that they can display or place on their desk to show the teacher their level of understanding of the concept being taught. There are numerous ways that the cards can be labelled. Some suggestions are:* Red, yellow, green
* Yes/No
* True/False
* Negative/Positive
* Happy face/straight face/sad face
* Stop, I’m lost/Slow down, I’m getting confused/Full steam ahead
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| Speedometer | Students use their arms to act as a speedometer. They lay one arm on top of the other with hands touching elbows. Students should raise their arm that is on top, stopping at the point between 0 and 100km/h to show their level of understanding (100km/h = understand completely). |
| Thumbs Up | Students respond by putting their thumbs up if they understand a concept, to the side if they are confused about some things and down if they are completely confused. |
| Windshield | Students answer ‘muddy’, ‘buggy’ or ‘clear’ when the teacher asks ‘how is your windshield?’. Muddy = can’t see through it (really confused). Buggy = there are bugs over it but can see (a little bit confused). Clear = the windshield is clean (understanding). |
| Word Sort | Students sort words into groups using categories chosen by the teacher or created by the students. |