

Classroom Embedded Formative Assessment Snapshots

Note: The following scenarios assume only one adult is present. If two adults are present, these “quick-check” opportunities should be less challenging to implement.

1. As students enter the classroom in the morning, the teacher identifies three students who have had difficulty “settling in” and focusing on book browsing. She observes their entrance and records brief notes about their progress.
2. During calendar, the teacher monitors students as they rote count together, she is concerned that some are not counting accurately. Later, as they are eating, she asks intentionally selected students to count for her--assisting as necessary, but noting their performance.
3. During shared literacy, the teacher reviews and models the concept of rhyme. He then presents several pairs of words from the read aloud and asks students to signal whether they rhyme or not. If the words do not rhyme, they work to find a pair that does. As the teacher dismisses students to line up, he tells the group that they will play a rhyming game on the way out the door, and each student has a turn to either give a rhyming word or to signal whether two words rhyme. He moves quickly and scaffolding as needed so everyone feels successful.

4. During interactive writing, the teacher shares the pen to intentionally assess whether selected students are able to *identify initial consonant sounds of specific words, add ‘s’ to plurals, etc.*



5. During a mathematics whole group gathering, the teacher reviews one-to-one correspondence. He monitors students to ensure that they are engaged in choral responses as they count objects together. Later during free exploration, he has several “quick-check” interactions (less than a minute) with individual students who struggled with the concept earlier. He asks them to count three small objects. If students are successful, he notes it. If they struggle, the teacher also has important evidence and has had an opportunity to adjust his approach before providing additional instruction.
6. During free exploration, the teacher observes and notes student choices as usual. In addition, she stops briefly to interact with several students individually. She shows them an interesting picture/sticker and engages them in dialogue about the picture. This time she has targeted several Dual Language Learners to note progress in sentence production and vocabulary growth. She quickly notes their responses to be filed later.

A Transitional Kindergarten “On-the-Go” Formative Assessment Kit

These informal assessment resources are:

- Compact and fit in a zippered pencil pouch for a binder;
- Easily accessible and portable;
- Quiet and not distracting to other students;
- Appropriate for individual interactions;
- Easily obtained and inexpensive (dollar stores); and,
- Easily modified to address current goals.



Remember that, although this kit is designed for quick formative assessments, the same materials can be used when opportunities for brief differentiated instruction arise.

1. Small pom poms for:
 - Mix colors and use to check sorting or patterning skills;
 - Checking emerging counting, adding, and subtraction concepts; and,
 - Use as markers with Elkonin boxes
2. Elkonin cards for “Say It and Move It” segmenting and “Where is the Sound?” (beginning, middle, or end?) phonemic awareness activities.
3. Letter and number recognition chars (both letters and numbers in both sequential and random order and letters in a both upper and lower case.)
4. Small books with print and pictures for informal checks in Concepts about Print:
 - Where to begin writing or reading, going from left to right
 - Where to go after the end of the line (return, sweep);
 - Letter order in words is important;
 - There are first and last letters in words;
 - Upper and lower case letters have purpose; and,
 - Different punctuation marks have meaning.
5. Blank index cards with engaging stickers or stamps to prompt brief student writing or dictation.
6. Selected cards from a variety of flash card sets (available at dollar stores) for numbers, letters, colors, (matching, finding, naming), shapes (matching, finding, naming, copying), rhyming words, and similarities/differences.
7. A variety of sticky notes/adhesive labels to record observations.

