

**Tool #1 - Ticket Out the Door**

**Time** – 5 min

**What** – Short written response to 1-5 questions

**Assessment** – Individual responses on pieces of paper

**Tool #2 – Discuss and Sort**

**Time** – 10-15 min

**What** – Provide a topic. Ask students to write questions about focus. Sort questions in various ways.

**Assessment** – Optional written response to 1 or more questions. Visual assessment of the whole class comprehension level by looking at questions

## **Beyond Recycling**

15min or less

Quick Assessment Tools for Teachers

**Tool #3 – Triangle, Square, Circle**

**Time** – 5-10min

**What** – Triangle: 3 important points, Square: 2-4 ideas that squared (agreed) with the thinking. Circle: Ideas or questions that are still 'circling' in their head.

**Assessment** – Written response sheet

**Tool #4 – Pictionary**

**Time** – 10-15min

**What** – Students attempt to communicate a word/concept through a drawing

**Assessment** – Optional record keeping sheet. Review of words/concepts at end of game



## Tool #1 - Ticket Out the Door

Provide a word or topic. Have students provide a short-written response to question.

**Est. Prep Time:** 5 minutes

**Est. Class Time:** 5 minutes

**Est. Assessment Time:** under 30 minutes

### Curricular Connections:

Science 5 & 6	Competencies – Question & Predict	Identify questions to answer or problems to solve through scientific inquiry
Science 5 & 6	Competencies -Communicating	Communicate ideas, explanations, and processes in a variety of ways
English 5 & 6	Competencies -Comprehend & Connect	Synthesize ideas from a variety of sources to build understanding
English 5	Competencies -Create & Communicate	Develop and apply expanding word knowledge
Other curricular connections may be covered dependent on the subject and question asked.		

**Supplies:** Small pieces of paper (half or quarter of a regular sheet), pencil/pen

### How to Facilitate:

Select new vocabulary words, or key topics and asks students to define or explain these words & topics. Have students write answers on paper and hand in as they leave the class. E.g. “Define 'Eco Footprint'; explain why we would need 3 Earths if everyone lived as we live; what were the 2 main ideas from today's BR?”. Refer to the vocabulary list on the teacher page of the Beyond Recycling website, student's worksheet, or topics discussed in the class.

Questions could include: define: \_\_\_\_\_, Explain the concept of: \_\_\_\_\_, How is \_\_\_\_\_ related to \_\_\_\_\_?, What could be done to minimize \_\_\_\_\_? (e.g. *Energy use in a home*), If you were a \_\_\_\_\_ (occupation), how would you prioritize \_\_\_\_\_? (e.g. *If you were mayor and needed a new energy source for your town, which renewable or non-renewable energy source would you choose and why?*)

### How to Assess:

Dependent on questions asked, assessment may be:

- **Summative** - Tallying correct and incorrect responses
- **Summative** - Comparing responses to a generated rubric of comprehension
- **Formative** – Placing all of the responses that are the same in separate piles to gauge the level of comprehension of the class and if further review is required as a whole or individually.

*Variation:* Ask students to think like a teacher for a moment and write questions about the topics covered in class on their paper. Students can write their questions in any form – multiple choice, true/false, matching, short answer, or paragraph. Prompt students to use different question words or question stems to stimulate low- & high-level thinking (see Bloom's Taxonomy). Remind students to think of the main ideas that would be important for others to understand and base their questions on those main ideas.



## Tool #2 – Discuss and Sort

Provide a topic. Ask students to write questions about focus. Sort questions in various ways.

**Est. Prep Time:** 5 minutes

**Est. Time Required:** 10 - 15 minutes

**Est. Assessment Time:** 5 – 45 minutes

### Curricular Connections:

Science 5 & 6	Competencies – Questioning & Predicting	Identify questions to answer or problems to solve through scientific inquiry
Science 5 & 6	Competencies - Communicating	Communicate ideas, explanations, and processes in a variety of ways
Socials 5 & 6	Competencies	Use Social Studies inquiry process and skills to – ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions.
English 5 & 6	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens
Other curricular connections may be covered dependent on the subject and question asked		

**Supplies:** Sticky notes & area to display and sort them, e.g. whiteboard

### How to Facilitate:

- **Preparation:** Chose a statement. It should be simple, not a question & relate to your topic. E.g. “water is precious; we can't make any more of it”, or “It is possible to live a good life and still live within the limits of the Earth's Resources,” or play a short video clip that will become the focus. Distribute 1 sticky note to each student (or more if desired).
- **Introduction:** Share the statement with the class. Ask students to write a question they have on their sticky note. Students then come to the board and stick their questions up.
- **Process:** Read the questions to the class, and asks that the class listen carefully for similar questions. You can sort the questions in various ways – including but not limited to:
  - **Open- and closed-ended questions.** Open-ended questions require a longer, more complex answer and often lead to further discussion. Closed-ended questions have simple answers (yes/no/number/1-word) and do not lead to further discussions.
  - **Prioritize the questions** in various ways. E.g. most important to answer, easiest to answer, local or global focus, most general to most specific.
  - **Questions on different topics** E.g. all the questions about solar power are together, all the questions that are about wind power are together etc.
- **Debrief:** From here, depending on time available students, or small groups could discuss the possible answers to 1 or more questions, or discuss where they might find the answers or how they might measure and collect the answers

### How to Assess:

- You can assess the depth of understanding of the class and whether or not further instruction is necessary by looking at the overall questions – are they questions that have already been answered through the presentation? Or are they new, deeper questions based on students' newly developed prior knowledge.
- You could have the students complete a written response or have small group discussion & report out about one or two particular questions and assess the responses.



## Tool #3 – Triangle, Square, Circle

Provide a topic and have students reflect on it using the Triangle, Square, Circle framework.

**Est. Prep Time:** 1 minute

**Est. Class Time:** 5 – 10 minutes

**Est. Assessment Time:** 30 – 60 minutes

### Curricular Connections:

Science 5 & 6	Competencies - Communicating	Communicate ideas, explanations, and processes in a variety of ways
Career Education 6	Content – Personal Development	Self-assessment
English 5 & 6	Big Ideas	Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens
English 5 & 6	Competencies – Comprehend & Connect	- Access information and ideas from a variety of sources and from prior knowledge to build understanding - Synthesize ideas from a variety of sources to build understanding

**Supplies:** Paper – either blank or use the optional “Triangle-Square-Circle” worksheet

### How to Facilitate:

- After a lesson, ask students to draw a triangle (or use the worksheet provided) and next to it (or on the three corners) write three important points from the lesson that they learned/remembered
- Next, ask students to draw a square and on each of the 4 vertices, or next to the square, write anything (up to 4 points) that “square” with their thinking – anything that agrees with them and their prior knowledge.
- Lastly, ask students to draw a circle and next to it, or inside of it, write anything that is still “circling” in their head or questions they have.

### How to Assess:

By reading through student responses you should be able to gauge the level of comprehension and what topics need to be addressed or reviewed.

### Alternative Variations:

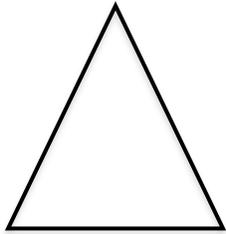
- Rather than having the triangle be for the main points that stood out, ask students to write anything they still need clarification on and use the circle for deep thinking, open-ended questions.
- Rather than using the circle for questions, ask students to use the circle space to write how the information from this lesson fits in with their prior knowledge and/or be used in everyday life.



# Triangle Circle Square

## 3 Important Points

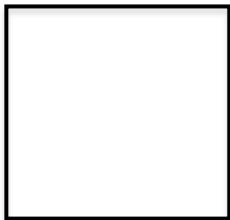
Three important points that I learned or remembered



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## 4 Corners That Square Up With The Way I Think

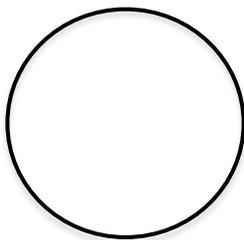
Four points that agree with the way I think or my prior knowledge on this topic.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

## One Question That Is Circling Around My Head.

One question that I still have about the topic that hasn't been answered yet.



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## Tool #4 – Pictionary

Students communicate a word/concept through a drawing

**Est. Prep Time:** 5 minutes

**Est. Class Time:** 10 – 15 minutes

**Est. Assessment Time:** 15 minutes

### Curricular Connections:

Science 5 & 6	Competencies - Communicating	Communicate ideas, explanations, and processes in a variety of ways
Career Education 5-6	Competencies	- Demonstrate respect for differences in the classroom - Use innovative thinking when solving problems
English 5 & 6	Competencies - Comprehend & Connect	Synthesize ideas from a variety of sources to build understanding
English 5 & 6	Competencies - Create & Communicate	- Exchange ideas and perspectives to build shared understanding - Develop and apply expanding word knowledge
Other curricular connections may be covered dependent on the subject and question asked		

**Supplies:** Either individual whiteboards and pens, or scrap paper and pencils. Optional Pictionary worksheet for each student. Timers for each group.

### How to Facilitate:

- **Preparation:** Create a list of vocabulary terms or concepts relevant to the topic; alternatively have the students create the terms and concepts – one per sticky note and hand in to you for review before using. Divide class into groups of three or four students. Give each group a whiteboard and marker or pieces of scrap paper to draw on. Ask the groups to draw a scoreboard box on their whiteboard or piece of paper to track each student's score or use the Pictionary Record Keeping worksheet.
- **Process:** Send a student from each group to the front to get the first word/concept from you. When showing the word to the students, make sure the rest of the class doesn't see it. Students return to their groups and prepare to draw the word without speaking or using words or letters. Have someone in the group set the timer for 30 seconds to one minute (depending on the difficulty of the word/concept) and then the other student can begin drawing. The other students in the group need to try to guess the word/concept without letting the groups around them hear the word. Whichever student in the group correctly guesses the word receives the point and should quickly write the word and draw a quick sketch of it on their sheet (if using the optional record keeping sheet,). Have another student in the group immediately come up and get the next word on the list, return to their group and start the process again.
- **Winner:** The first group to complete all the words on your list wins additional kudos.
- **Note:** To prevent confusion regarding which word to show the next student, make a quick chart like the one below and check off as each group arrives:

Word/Concept	Group A	Group B	Group C	Group D
<i>Renewable</i>	√		√	√
<i>Sustainability</i>	√			

# Pictionary Record-Keeping Sheet



Name: \_\_\_\_\_

Try and guess the word that is being drawn. Each time you are correct, write the word on this sheet and draw a quick picture in the box to represent the word. Filling in a box represents a point for you. If needed, draw more boxes on the back of the page.

**Remember to be quiet so no other groups can hear your words.**

Word:

Word:

Word:

Word:

Word:

Word: