



APPENDIX B

Strategies for Instruction and Assessment

- Admit Slips and Exit Slips
- Y-Charts
- Prompts for Reflection or Reflective Journal Entry
- Jigsaw Grouping
- Freewriting
- Gallery Walk
- Mind Maps
- Checklists
- Take a Stand

ADMIT SLIPS AND EXIT SLIPS

Admit slips are filled in by students at the beginning of class, ideally before they enter, but realistically in the first few minutes of class. Exit slips are filled in by students at the end of class before they are allowed to leave.

Purposes:

- to help students focus on what they expect to learn in class
- to help students reflect on what they have learned
- to provide the teacher with information on student learning

Procedure:

Admit slip

1. At the beginning of class, students write
 - questions that were not answered for them in the previous class
 - an observation about where they are in the current unit or sequence of learning experiences
 - a focus statement about what they expect from this class
2. The teacher reads the admit slips as they are handed in, and responds whenever appropriate throughout the class.

Exit slip

1. Before leaving at the end of class, students write
 - one of the important things they learned during the class
 - a question that remains unanswered
2. The teacher responds to any questions from the exit slips at the beginning of the next class.

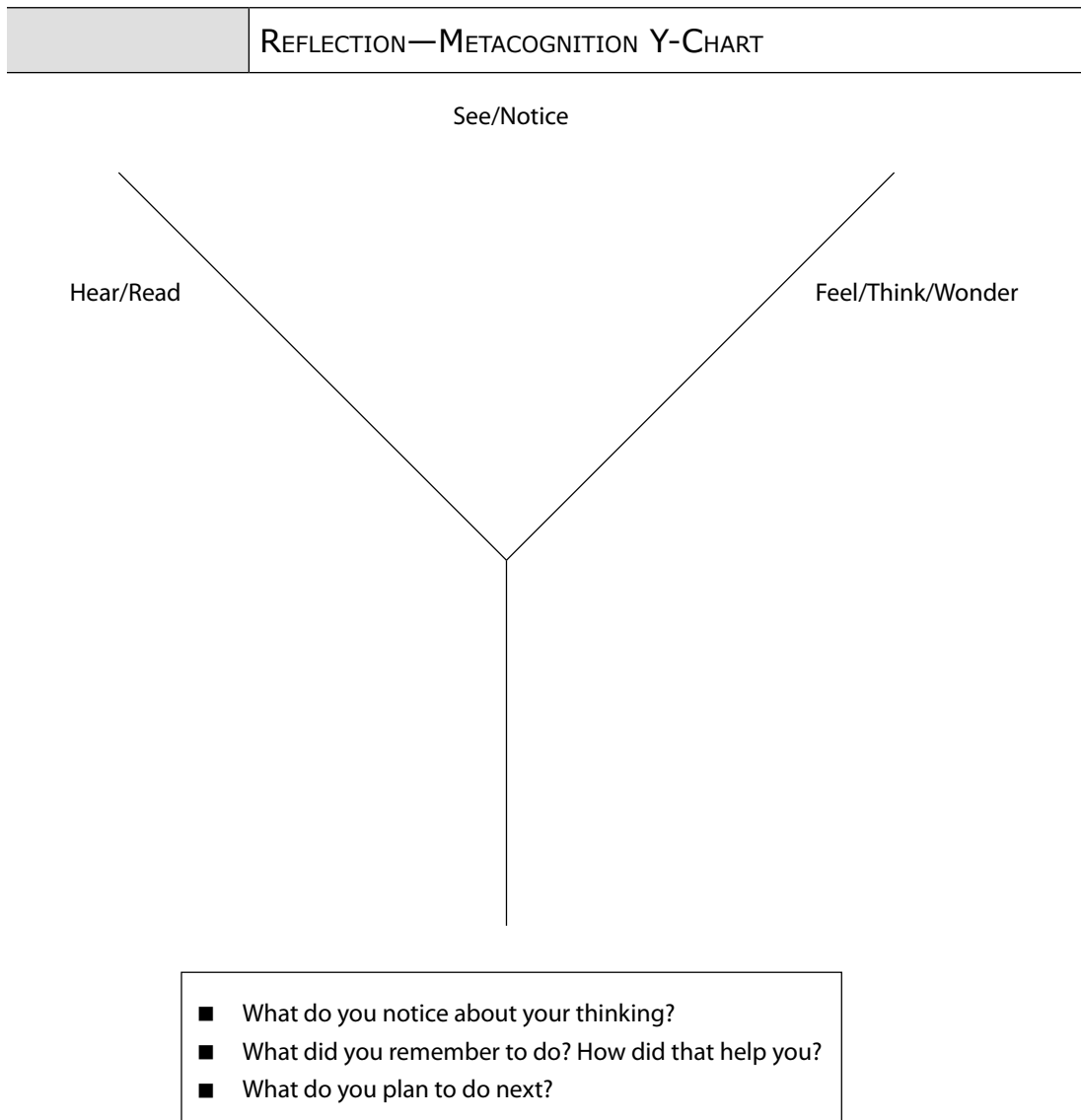
References:

Gere, Anne Ruggels, ed. *Roots in the Sawdust: Writing to Learn Across the Disciplines*. Urbana, IL: National Council of Teachers of English, 1985.

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction—A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Y-CHARTS

A Y-chart is a graphic organizer that can be used for a variety of purposes. Originally, this organizer was used to help students identify what a particular behaviour sounds like, feels like, and looks like, but it has also been used for reflective purposes, where students think back on a learning experience and identify the aspects of the experience that contributed to their learning. An example of a Reflection—Metacognition Y-Chart is given below:



Reference: Manitoba Education and Youth. *Independent Together: Supporting the Multilevel Learning Community*. Winnipeg, MB: Manitoba Education and Youth, 2003. BLM 1.

PROMPTS FOR REFLECTION OR REFLECTIVE JOURNAL ENTRY

Student (and teacher) reflection on learning is a big part of assessment for learning. By developing their metacognitive skills (or by thinking about thinking), students are engaged in their own learning. They learn about how they learn and when to use what strategies, and they are able to improve their learning through setting goals and monitoring their achievement of these learning goals. Students pay attention to what they are learning and use what they have learned to make adjustments and changes in their thinking—they actively construct knowledge.

Select from the following general prompts to use and/or customize for class and small group reflection and for written reflective journal entries. One or two at a time can also be used on admit and/or exit slips.

- What is the purpose of learning these ideas and/or skills?
- What do I know about this topic?
- What strategies do I know that will help me learn this?
- Am I understanding these ideas?
- I now understand . . .
- What I just learned connects with . . .
- What are the criteria for improving my work?
- What have I learned about ____? (content and strategies)
- How have I learned about ____? (content and strategies)
- How can I apply/use/change what I have learned to/in/for my future work?
- I'm still wondering . . .
- I still don't understand . . .
- What problems do I still have?
- What did I get out of this learning experience/project?
- What does what I've learned mean to me?
- How am I now thinking about these ideas? How is this different from how I used to think of them?
- I feel _____. Why?
- What observations did I make about ____?
- How does what I've learned connect to other courses or subjects?
- How does what I've learned fit with what I already knew?
- I was surprised to read/hear/observe that . . .
- Describe the learning strategy or process we used. How effective was it?

- What questions do I have?
- Have I accomplished the goals I set for myself?
- How could I have learned this in a different way?
- What is another way to do this?
- Would I do it the same way next time? Why or why not?
- How will knowing this help me to do better work?
- What else would I still like to know?
- The task/learning experience would be more interesting if . . .
- What could I have done to learn this more effectively?

References:

Atwell, Nancie. *In the Middle: Writing, Reading, and Learning with Adolescents*. Portsmouth, NH: Heinemann, 1987.

Grant, Gerald. ed. *Review of Research in Education*. Washington, DC: American Educational Research Association, 1992.

Manitoba Education and Training. *Skills for Independent Living (Senior 2) Interim Guide*. Winnipeg, MB: Manitoba Education and Training, 1993.

———. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

Manitoba Education, Citizenship and Youth. *Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006.

JIGSAW GROUPING

Jigsaw was developed in 1978 (Aronson, Blaney, Silkes, and Snapp) and has since been modified in various ways. This cooperative learning strategy is one in which students become experts on part of a topic, which they then share with their group.

In the jigsaw grouping strategy, students belong to groups that are expected to learn a topic. Each member of each student team is given a different subsection of topic materials that is comprehensible on its own. To master this material, each team member meets with students from other teams who have been assigned the same material to learn. They also discuss means of teaching the material to their respective team members. The original teams re-form, and each student teaches the others his or her segment of the material.

References:

- Aronson, E., N. Blaney, C. Stephan, J. Silkes, and M. Snapp. *The Jigsaw Classroom*. Beverly Hills, CA: Sage, 1978.
- Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*. Winnipeg, MB: Manitoba Education and Training, 1996.

FREEWITING

Freewriting is a write-to-learn strategy that is helpful in detailing what one already thinks and knows and needs to know about a topic. The main rule to freewriting is to write without stopping for a set period of time (usually five or ten minutes). If students get stuck, they should repeat either the opening phrase or the last word written or even “can’t write” until something comes to them. The trick is to keep the pen moving.

By not stopping to think, students are able to concentrate on ideas rather than on grammar or spelling or other issues of expression. It is a process of discovery for the students—they may know or think things they didn’t realize they knew or thought.

References:

- Elbow, Peter. *Writing with Power: Techniques for Mastering the Writing Process*. 2nd ed. New York, NY: Oxford University Press, 1998.
- Goldberg, Natalie. *Writing Down the Bones: Freeing the Writer Within*. Boston, MA: Shambhala Publications, 1986.

GALLERY WALK

The gallery walk strategy can be used in various ways—it can be used to activate interest in a topic, to acquire understanding of lesson content, and to demonstrate and assess learning. In a gallery walk, students are given the opportunity to learn through a process of observation, discussion, and reflection.

One basic gallery walk process is as follows:

1. Students or teachers set up stations or focus areas with visual or verbal material displayed together with a sheet asking one or two focus questions with space for various responses. Material (e.g., photographs, graphs, quotes, maps, posters, dioramas) may be selected by the teacher to provide particular information or may be work that students completed in an earlier learning activity. If the material is student work, one of the students who worked at creating it may remain at the station to act as curator, answering questions and providing explanations as the other students visit. (The role of curator should be rotated so that all students have an opportunity to circulate among the displays.)
2. In pairs or small groups, students visit the displays, one pair/group at each display. While visiting a display, students carefully observe the display, address the focus questions (and the responses of previous visitors if they were not the first), discuss their responses, and record their responses and questions on the sheet provided. Focus questions for student work could include What did you learn from this display? and What do you like best about this display?
3. After a set period of time, students are directed to move on to the next display and repeat the process of observation, discussion, and response.
4. When all groups of students have visited all of the displays, each group returns to the first station it visited. The student groups read through all of the responses to that station and create a summary of the responses, which they share with the class.

Gallery walk gets students up and moving around, talking to each other, and building on the ideas of each other.

References:

BC Ministry of Education. "Fine Arts K-7: Glossary and Approaches to Instruction." 8 July 1998. www.bced.gov.bc.ca/irp/fak7/apf2.htm (9 Nov. 2007).

Brownlie, Faye, and Susan Close. *Beyond Chalk & Talk: Collaborative Strategies for the Middle and High School Years*. Markham, ON: Pembroke Publishers, 1992.

Council of Chief State School Officers. "Additional Strategies to Promote a Culture of Literacy in the Content Area Classroom." Aug. 2007. www.ccsso.org/content/pdfs/FINAL%20CCSSO%20Additional%20Strategies.doc (9 Nov. 2007).

Manitoba Education and Training. *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4*. Winnipeg, MB: Manitoba Education and Training, 1996.

Morrison, Liz. "Historical Overview Gallery Walk Lesson." www.jimcrowhistory.org/resources/pdf/hs_lp_gallery_walk.pdf (9 Nov. 2007).

MIND MAPS

There are many kinds of mapping strategies used for many kinds of learning purposes. The mind mapping strategy referred to in this document is also called graphic mapping. It is different from clustering, webbing, concept mapping, semantic mapping, or information mapping in that it includes visual elements such as pictures, shapes, symbols, codes, and colour, as well as lines and words. Adding graphics helps students tap into different ways of thinking/different parts of the mind.

Student-created mind maps can be used to generate ideas about a topic, to process ideas from a reading or presentation, or to present one's understanding of a topic. However they are used, mind maps encourage a deeper understanding.

One process for creating a mind map follows (Manitoba Education and Training, *Senior 4 ELA 4-118*):

1. Set your paper horizontally and draw a key image, using colour. Images may trigger more associations than words, and colour appeals to the brain.
2. For each idea you associate with this image, draw a line from the image, and then print a word or short phrase on the line. Add images as they occur to you.
3. Before you add new ideas to the mind map, consider which words you associate them with. Make this association clear by placing new ideas on lines that branch from existing ideas, or by using arrows or colour codes.
4. Emphasize important ideas through colours, variations in size, lines, images, and spacing

Examples of a variety of mind maps can be found online at websites such as www.topicscape.com/mindmaps/.

References:

Buehl, Doug. *Classroom Strategies for Interactive Learning*. 2nd ed. Newark, DE: International Reading Association, 2001.

Buzan, Tony, with Barry Buzan. *The Mind Map Book: How to Use Radiant Thinking to Maximize Your Brain's Untapped Potential*. New York, NY: Penguin Books, 1993.

Claggett, Fran, with Joan Brown. *Drawing Your Own Conclusions: Graphic Strategies for Reading, Writing, and Thinking*. Portsmouth, NH: Boynton/Cook Publishers, 1992.

Manitoba Education and Training. *Senior 4 English Language Arts: A Foundation for Implementation*. Winnipeg, MB: Manitoba Education and Training, 2000.

CHECKLISTS

Checklists are a simple and effective way to monitor and provide feedback on student participation and learning.

List students' names down one column, and list the various criteria to consider when assessing a particular learning activity in other columns.

Example:

Date: _____

Student Names	Listened attentively and respectfully to ideas of others	Spoke respectfully when presenting ideas to others
Joe		
Jane		
Bob		
Sue		
Kelly		

Specific comments can be written at the bottom of the page or on the reverse side.

TAKE A STAND

The strategy Take a Stand is a less formal variation of a debate. This strategy works well when students are thinking about and discussing topics that could be controversial or subject to a variety of opinions.

One procedure for using the Take a Stand strategy follows:

1. Choose two opposing topics or statements that are subject to different opinions.
2. Ask students who agree with the statement to move to one corner of the room, students who disagree to move to another corner of the room, and students who have mixed opinions or no firm opinion to move to another corner of the room.
3. Students in the “agree” group work together to formulate their reasons for agreeing, and students in the “disagree” group work together to formulate their reasons for disagreeing. Students in the other group discuss what aspects they agree or disagree with and what further information they would need to have a firmer opinion. If groups are too large, students should split into smaller groups to encourage more active participation.
4. A spokesperson from the “agree” group is asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the “agree” group should move to that corner of the room.
5. A spokesperson from the “disagree” group is then asked to present their reasons to the rest of the students, trying to especially sway some of the undecided students over to their way of thinking. Any students who are convinced by the arguments of the “disagree” group should move to that corner of the room.
6. The class debriefs, discussing how successful the strategy was at bringing to light various viewpoints around a topic or issue.

References:

Concord High School. “Take a Stand.” *A+ Teaching Strategies*. http://highschool.concord.k12.in.us/aplus_strategies.html (27 June 2008).

McLaren, Angelene. Rev. of *Taking Sides, Clashing Views in World History, The Ancient World to the Pre-Modern Era*, Volume 1. 3rd ed., by J. R. Mitchell and H. B. Mitchell. *World History Connected*. 5.3 June 2008. http://worldhistoryconnected.press.uiuc.edu/5.3/br_mclaren.html (27 June 2008).

University of Delaware. “Strategies for Teaching Social Studies: Take a Stand.” Delaware Social Studies Education Project. 25 Mar. 2008. www.udel.edu/dssep/teaching_strategies/takestand.htm (27 June 2008).

