

Questioning for Understanding: Classroom Assessment Techniques

Angelo, T.A. & Cross, P.K. (1993). Classroom Assessment Techniques (2nd ed.). San Francisco: Jossey-Bass.

Daily assessment of student understanding will give the teacher valuable feedback while providing an opportunity to promote skills needed to succeed in FCAT testing

At the end of each class, or at the beginning of the next class, discuss the following with the students:

1. ***What was the Main Idea of today's (yesterday's) lesson?***
Students may have different answers. Ask them to provide two or three details to support their statements. Then, ask the class which answer was the BEST answer.
2. ***What is the best Title for the lesson?*** Title and main idea will be similar.
3. ***What was the Author's Purpose? Was the author Persuading, Informing or Entertaining?***
If the lesson included a text, the student's should focus on that. If the lesson was a lecture, the teacher is the author.
4. ***What are some Facts and Opinions from the lesson?***
5. ***Compare and Contrast two issues discussed in the lesson?***
6. ***Define any new words you learned in the lesson?***
7. ***What Reference Materials could you use to research the topic discussed in the lesson?***
Use this as an opportunity to clarify for students, which reference materials, would be most suitable.