

FORMATIVE ASSESSMENT 3:

At the end of Lesson 4, have students respond to the following questions in their journals:

<p>Exit Card</p> <p>Choose either question #1 or #2 to answer on your card. Everyone must answer question 3. Please put your name on your card.</p> <p>#1: Before you begin looking for the answers to your research question, what should you do first?</p> <p>#2: What is a SOURCE? -----</p> <p>#3: How does what you already know about a topic (your prior knowledge) help you in getting more information about it?</p>

Using the Assessment Data:

Journal entries and exit cards are informal assessment tools that can assist you to determine instructional groups throughout the unit. Students' responses will also help tailor the kinds of questions you pose to particular students in order to further their thinking, and may also help determine the type and level of resources you make available to students.

This exit card will help you assess your students' current knowledge about the research process and current capacity to think through the concepts that guide the unit. Make notes about each student's developing levels of understanding at this point in the unit. Are there students who seem to have a sophisticated grasp of the concepts so far and could be ready for an additional challenge (advanced materials, more advanced questions about the research process to think about as they work, etc.) as they tackle their independent projects? Are there students who might need to be taken aside to have concepts reinforced or to be provided additional background knowledge before they are ready to move on with independent research? This is a good time to address any misconceptions and to identify students who may require additional challenge or support. Students' work in the Research Handbooks during this lesson may also provide useful information about their progress so far.