

Formative Assessment 1 (Exit Card)

Either directly following Lesson 1 or at another convenient time prior to Lesson 2, use the activity described below to assess students' emerging understanding of concrete vs. abstract nouns. A formative assessment (in this case, an "exit card") is a simple strategy that helps you keep track of students' understanding throughout a unit of study, rather than making assumptions about what students have understood. Formative Assessment 1 will help you determine which version of a task in Lesson 2 to assign to each student based on their demonstrated readiness.

EXIT CARD

Provide each student with a sheet of paper.

Ask students to fold the paper in half and copy the word "CONCRETE" on one side, and the word "ABSTRACT" on the other.

Now ask students to write AT LEAST TWO examples of nouns that fit the category on each side of paper. Encourage them to think of examples beyond the ones discussed in class.

You should allow only a few minutes for this task (the goal is to check understanding of the terms, not to see how many examples each student can generate). Afterwards, check students' responses and place them into three groups according to these criteria (use the [Grouping Plan chart](#), provided below).

GROUP A: Students were able to demonstrate their understanding of concrete and abstract nouns by writing down multiple accurate examples of each category, including those not provided as examples during the lesson.

GROUP B: Students correctly identified one or two examples from the class discussion, but could not identify their own examples and possibly included a couple non-examples.

GROUP C: Students had trouble completing the task. They asked for significant help from the teacher, did not know the definitions of each term, or perhaps did not remember the definition of a noun.

Note: Keep in mind that the three readiness groups are suggested or potential groups, but for a given class of students, not all might be applicable. For example, all of your students might fall into Groups B & C, or all might fall into Groups A & B, etc. In that case, in Lesson 2, you may not need to use all three versions of the task.

