Eliciting Strategies

Formative Assessment Classroom Techniques (FACTs)

**FACT #7. Commit and Toss**

*Commit and Toss* is an anonymous elicitation technique used to make students’ thinking visible to the class. It provides a safe, fun, and engaging way for all students to make their ideas known without individual students being identified by their answers.

**FACT #14. Fact-First Questioning**

*Fact-First Questioning* is a higher order questioning technique used to draw out student knowledge beyond recall level. It takes a factual “what is” question and turns it into a deeper “how” or “why” question by stating the fact first and asking students to elaborate.

**FACT #47. Response Cards**

*Response Cards* are a quick way to check for students’ conceptual and procedural knowledge. This FACT involves students holding up cards that indicate their answers. The cards can be from a set prepared by the teacher or blank cards the students write on and then hold up.

**FACT #50. Sticky Bars**

*Sticky Bars* are the low-tech version of personal response systems (clickers). Students are presented with a selected response question. The answer is anonymously recorded on a Post-It note and passed in to the teacher. The teacher or a student arranges the sticky notes on the wall or whiteboard as a bar graph representing the different student responses.

**Evidence/Student Self Reflection**

**FACT #20. Give Me Five**

*Give Me Five* is a technique used to promote and publicly share personal reflections that collectively provide feedback from the group. Students are given a prompt and take a minute or two for a quiet think. Five students then volunteer to publicly share their reflection.

**FACT #22. Human Scatter Graph**

The *Human Scatter Graph* is a quick, visual way for teachers and students to get an immediate classroom snapshot of students’ thinking and the level of confidence students have in their ideas. The technique gets the class up and moving as students position themselves on a floor graph. As students position themselves around the room according to their response to the question and their confidence level, a visual graph of class results is created.

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1From *Mathematics Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction and Learning* (2011) by Keeley and Tobey

FACT #24. I Used To Think . . . But Now I Know . . .

*I Used To Think . . . But Now I Know . . .* asks students to compare, orally or in writing, their ideas at the beginning of a lesson or instructional sequence to the ideas they have after completing the lesson(s). It differs from *K-W-L* because both parts of the reflection occur after instruction.

FACT #33. Muddiest Point

*Muddiest Point* is a commonly used, quick monitoring technique in which students are asked to take a few minutes to jot down what the most difficult or confusing part of a lesson was for them (Angelo & Cross, 1993).

FACT #43. POMS: Point of Most Significance

*POMS* is the opposite of the *Muddiest Point*. In this quick technique, students are asked to identify the most significant learning or idea they gained from a lesson.

FACT #57. Thinking Logs

*Thinking Logs* are a type of writing journal used during problem solving or other conceptual activities in which students react to a series of sentence stems as thinking starters. The purpose is to prompt metacognition during students’ mathematical inquiry and concept development learning experiences (Flick & Tomlinson, 2006).