

Multiple Opportunities to Assess. Engage students in tasks—individually or in groups—with responses that are verbal, written, or use images

Verbal	Written	Images
<ul style="list-style-type: none"> • Think-Pair-Share • Small group discussion • Large group sharing • Flipgrid recording • Individual conference 	<ul style="list-style-type: none"> • List • Short answer • Paragraph 	<ul style="list-style-type: none"> • Drawing • Find photo or example

Three Levels of Grading and/or Feedback. Instead of giving students credit for simply responding to or completing a prompt, use one of these three levels of feedback (in verbal, written, or image tasks)

Satisfactory or Not Yet

- Teacher: Takes least amount of time to score or document; Wide range of what is acceptable
- Students: Returns minimal information about achievement



Satisfactory

Reasonable response is given to the prompt(s)



Not Yet Satisfactory

Checklist – Reflection or Feedback

- Teacher: Focuses on components of response; Share checklist with students during instruction
- Students: Easy to know what is expected or to use for self-reflection

- ___ State your opinion
- ___ Give evidence from the music to back up your opinion
- ___ Add a third sentence with more details

3 checks = +	Or	Continue to revise until 3 checks are met
2 checks = ✓		
1 check = -		

[Holistic] Rubric– Reflection or Feedback

- Teacher: Look for best-match of response to achievement description; Takes longest time to score; Share rubric with students during instruction and provide an exemplar for each level
- Students: Can see continuum of achievement

	Meets Standard	Partly Meets Standard	Does Not Yet Meet Standard
Response	Opinion is clearly stated with evidence and details to back it up; Language/writing conventions are followed (punctuation, capitalization, grammar)	Opinion is stated with some evidence to back it up; Language/writing conventions are mostly followed	Only an opinion is stated OR the response does not answer the question; Language/writing conventions are often missing