**Verbal Formative Assessment**

**Verbal Questioning (Bloom’s Taxonomy)**

Remembering – Identifying and recalling information

* Who, what, when, where, how, describe, list

Understanding – Organizing and selecting facts and ideas

* Retell (in your own words)
* What is the main idea of \_\_\_\_\_\_\_\_

Applying – Using facts, rules, principles

* How is \_\_\_\_\_\_\_ an example of \_\_\_\_\_\_\_\_
* How is \_\_\_\_\_\_\_ related to \_\_\_\_\_\_\_\_

Analyzing – Separating a whole into component parts

* What are the parts of features of \_\_\_\_\_\_\_\_\_
* Classify \_\_\_\_\_\_\_\_\_ according to \_\_\_\_\_\_\_\_\_
* Outline/diagram/web
* How does \_\_\_\_\_\_\_\_ compare/contrast with \_\_\_\_\_\_\_\_
* What evidence can you present for \_\_\_\_\_\_\_\_\_\_

Evaluating – Developing opinions, judgments or decisions

* Do you agree or disagree and why
* What do you think about \_\_\_\_\_\_\_\_\_\_\_
* What is the most important \_\_\_\_\_\_\_\_ and why
* Prioritize \_\_\_\_\_\_\_\_ according to \_\_\_\_\_\_\_\_
* How would you decide about \_\_\_\_\_\_\_\_\_
* What criteria would you use to assess\_\_\_\_\_\_\_\_

Creating – Combining ideas to form a new whole

* What would you predict/infer from \_\_\_\_\_\_\_
* How would you create/design a new \_\_\_\_\_\_\_
* What might happen if you combined \_\_\_\_\_\_\_ with \_\_\_\_\_\_\_
* What solution would you suggest for \_\_\_\_\_\_\_
* What if \_\_\_\_\_\_\_\_
* What could I substitute for \_\_\_\_\_\_\_\_
* How could I adapt?
* How could I modify?
* How could I put to other uses?
* What if I eliminated a part?
* What if I reversed or rearranged?

**Numbering Heads Together**

* Each student is assigned a number. Members of a group work together to agree on an answer. The teacher randomly selects one number. Student with that number answers for the group.

**Fist of 5**

* Show the number of fingers on a scale, with 1 being lowest and 5 the highest.
1. I know it so well I could explain it to anyone.
2. I can do it alone.
3. I need some help.
4. I could use more practice.
5. I am only beginning

**Open Response Questions**

* An oral or written alternative to assess knowledge
* They require complex or higher-order thinking to respond because they usually analyze something, propose a solution, or solve a problem

**Thumbs-up/Thumbs-down**

* Students will convey understanding by showing the teacher a thumbs-up/thumbs-down