



CHELtenham
MUSCAT

Assessment, Reporting, Tracking and Monitoring Policy

Policy History

Date Adopted	January 2025
Date of Review of Policy	December 2024
Date of Next Review	January 2027
Reviewed by (owner)	Alex Hands, Deputy Head
Date of adoption of this policy	1 st September 2022
Date of last review of this policy	1 st September 2022
Date for next review of this policy	31 st August 2023
Policy owner (SLT)	Deputy Head Academic
Policy owner (Chair of the Board)	Board

Policy History	1
1. Introduction	3
1.1 Aim	3
1.3 Why do we assess?.....	3
1.4 Objectives.....	3
1.5 Types of Assessment	4
2. Standardised Data	5
2.1 CAT4 Assessments.....	5
2.2 Diagnostic Assessments	5
3. Assessment Procedure	6
3.1 Core Procedures.....	6
3.2 Use of Assessment.....	6
3.3 Tracking of Assessment.....	7
4. Reporting to Parents.....	7
4.1 Parent Consultations.....	7
4.1 Reporting Schedule	7
4.2 Pre-Prep	7
4.3 Assessment Grades.....	7
4.4 Lower Prep.....	8
4.5 Upper Prep and Seniors	9
4.6 Sixth Form.....	9
5. Admissions.....	10
5.1 Pre-Pre Admission Testing.....	10
5.1.1 KG 1.....	10
5.1.2 KG2	10
5.1.3 Grades 1 and 2	10
5.2 Lower Prep, Upper Prep, Seniors and Sixth Form Admissions Testing Admissions Testing.....	11
6. Roles & Responsibilities	11
6.1 The Principal.....	11
6.2 Senior Leaders.....	11
6.3 Teachers.....	11
6.4 Standards by which the success of this policy can be evaluated	11
Appendix 1 Assessment Calendar	12
Appendix 2 Examples of Formative Assessment.....	14

1. Introduction

At Cheltenham Muscat, we are committed to using assessment to inspire excellence, progression, and inclusion to fulfil potential in all our pupils. We acknowledge that assessment covers four key areas: attainment, progress, attitude and potential, and we use a range of methods to assess each of these at many different points in a pupil's time with us. Any assessment activity will help learning if it provides information to be used as feedback, by teachers, and by their pupils, in assessing themselves and each other, to modify the teaching and learning activities in which they are engaged.

1.1 Aim

Assessment is the process by which pupils, teachers and parents are able to make judgements that allow them to monitor progress, evaluate the learning experience, improve planning, diagnose difficulty, identify progression, assist personalisation and improve the quality of teaching and learning. Teaching, learning and assessment of that learning are fundamentally interdependent. Assessment takes place to better inform our pupils, parents and teachers of our pupils' progress and achievement.

1.3 Why do we assess?

- To support pupil achievement and give accurate information about their progress.
- To provide feedback to pupils to enable them to understand what they need to do to reach end of lesson, year and key stage expectations.
- to gather quantitative data regularly so that evaluations can be made about pupil and cohort attainment back into the learning process
- to track progress throughout the year and from year to year
- to provide insight into the quality and effectiveness of teaching and learning
- to provide insight into the quality and effectiveness of assessment practices
- to communicate pupil progress and attainment to the relevant stakeholders

1.4 Objectives

The objectives of assessment at Cheltenham Muscat are:

- to ensure that assessment and reporting systems provide valuable, meaningful, appropriate and timely information
- to ensure that each Assessment Point is appropriate to the calendar year
- to embed the use of standardised data in assessment and reporting
- to ensure that tracking systems are robust and effective
- to ensure that data is used effectively to regularly review and improve teaching and learning to secure the best outcomes for pupils
- to ensure staff are appropriately skilled to analyse and evaluate data, and also to identify intervention needs
- to ensure that formative and summative assessment practices are built into planning and gather accurate and meaningful data

- to ensure that pupils have a range of opportunities to demonstrate progress and attainment through learning check-ins
- to ensure parents can understand and interpret data pertaining to their child

1.5 Types of Assessment

A range of assessment approaches can be used for different reasons at various stages in the learning sequence.

Formative assessment is a range of formal and informal assessment procedures to seek and interpret evidence for use by pupils and their teachers to decide where the pupils are in their learning. This approach to determine competence, gaps and progress informs planning, future learning strategies and interventions.

Any assessment can be used formatively and it's important to distinguish between the process of formative assessment and the actual assessments used by teachers. Making this distinction is crucial because a common misinterpretation of formative assessment is that a series of summative assessments constitutes formative assessment. This is very much not the case; what makes an assessment formative is what the teacher does with the information it generates. Unless the result of the assessment is used to change something in the teaching or learning, there is nothing formative taking place. It should be noted that assessments can often be used for both formative and summative purposes.

Formative and summative are not labels for different types or forms of assessment but describe how assessments are used. For example, a task or activity is not formative unless the information it provides is used to progress learning.

Summative assessment comes at the end of a learning sequence and is used to acknowledge, record and report on students' overall achievement at a given point. Formative approaches to assessment focus on improving learning while summative assessment captures a record of learning at the end of a period of study. However, formative, and summative assessments are not in opposition; they are interrelated and complementary. The information from formative assessment, supplemented by class tests or tasks, helps to ensure dependable summative assessment.

The quality of assessment is based on the teacher's professional ability to use a range of assessment methods that produce accurate results.

For internal assessments (non-standardised), the decision as to what constitutes 'exceeding', 'securing', 'developing' or 'emerging' is determined within each grade level or subject and standardised by the leaders of each area against international age related expectations.

2. Standardised Data

Standardised Data is used to qualify setting, measure value added performance, develop curriculum and support pupils' individual learning needs. The school uses the GL Education suite of assessments to capture standardised cognitive ability and attainment scores through the following tools:

- CAT4 – Used to evaluate students cognitive ability and cognitive profile
- Progress Tests in Maths, English and Science – Used to measure a standardised age related attainment and monitor progress from year-to-year
- National Group Reading Test – Used to assess students reading and comprehension capability against age related expectations.

2.1 CAT4 Assessments

CAT4 assessments identify students' cognitive abilities in four core batteries; verbal, non-verbal, quantitative and spatial, indicating the cognitive balance for each student. These are combined to provide an average standardised age score, ranging from 69 to 141. SAS scores are banded into 9 stanines, as shown in the table below, which also shows the proportion of student who fit into each stanine and the SAS required to do so.

CAT4 Data Equivalency

Level	Stanine	Percentage of Cases Internationally	Percentile Rank	Corresponding SAS
Very high	9	4%	97 and above	127 and above
Above average	8	7%	90-96	119-126
	7	12%	78-89	112-118
Average	6	17%	59-77	104-111
	5	20%	41-58	97-103
	4	17%	23-40	89-96
Below average	3	12%	12-22	82-88
	2	7%	5-11	74-81
Very low	1	4%	4 and below	73 and below

2.2 Diagnostic Assessments

Diagnostic Assessments are used that to identify a pupil's strengths and weaknesses/profile and to inform next steps. These include the Pupil Attitudes Toward School and Self survey (PASS) and a dyslexia screening tool, both provided by GL Assessment. PASS is used across whole cohorts to gather pastoral data on student perceptions, whilst the dyslexia screener is used by the SEN department with specifically identified students.

3. Assessment Procedure

3.1 Core Procedures

At Cheltenham Muscat:

- we assess pupils against clear assessment criteria, which are short, discrete, qualitative, and concrete descriptions of what a pupil is expected to know and be able to do.
- share these criteria with students wherever appropriate in order for them to understand any assessment judgements made and how to improve.
- assessment criteria are derived from curriculum content, standards previously achieved by pupils of a similar ability, and from syllabus details and specifications produced by examination boards.
- assessment criteria for periodic assessment are arranged into a hierarchy, setting out what pupils are normally expected to have achieved by key points of their education journey.
- termly assessment data is collected and recorded on iSAMs, but more regular assessment are recorded by the individual teacher, according to an agreed timescale, for department/subject monitoring and evaluation, and to provide timely information for teachers, pupils and parents.
- we use this information to provide work of appropriate challenge for individual pupils of all starting points.
- in Seniors and Sixth Form formal assessment is carried out using grades as prescribed by the relevant examination board and syllabus, at regular agreed points
- across Seniors and Sixth Form, pupils sit assessments in examination conditions at certain times of the year to gain experience of timed, formal assessments.
- assessment judgements are moderated by colleagues both within their department and across the school to make sure the assessments are fair, reliable, and valid.
- assessment will be either formative, or summative, or both. Formative assessment is diagnostic and is used to modify teaching and learning activities to improve pupil attainment. Summative assessment provides a snapshot of attainment at a particular time and should reflect what has already been learnt synoptically in the course / unit so far.
- teachers will also use Assessment for Learning (AfL) in their teaching, including building opportunities into lessons to assess how well pupils are meeting learning objectives, how well they are progressing in their learning, and to develop pupils' ability to self-assess and peer-assess work against prescribed criteria thus encouraging them to take responsibility for their own learning.

3.2 Use of Assessment

At Cheltenham Muscat:

- information from assessment is communicated to parents and pupils at regular times in a year. Parents in Upper Prep, Seniors and Sixth Form receive quantitative profiles 4 times a year, a qualitative profile once a year of what has been achieved, and indications of what their child needs to do next. In Pre-Prep and Lower Prep, parents receive 3 reports which combine quantitative and qualitative elements.
- we celebrate all achievements across a broad and balanced curriculum, including sport, art and performance, attitude to learning, homework and attendance.
- we use CAT4 indicators to evaluate contextual student performance.

- although the rate of progress will vary from pupil, subject and year group, these estimates are essential in ensuring effective intervention can be provided where problems occur, and best practice can be identified and shared effectively.
- we use assessment of attainment over time to measure the progress that pupils are making in each year group, and to modify our support and teaching programmed as necessary.

3.3 Tracking of Assessment

All teaching staff, and appropriate support staff are expected to be proficient in assessment in their own subject(s). This is essential to ensure that assessment is accurate, consistent over a range of pupils and over time, and applied. It is the responsibility of Heads of Department and Phase Leaders to ensure that there is appropriate training in assessment for all teaching staff in their area, and to monitor the collation of attainment grades to ensure standardisation processes are followed.

Tracking will be centralised on iSAMs Gradebook. Here, it will be the responsibility of middle leaders to maintain tracking sheets and update them following relevant assessments. Senior Leaders will monitor these trackers through routinely investigating progress and quality assuring the data and outcomes of all pupils, groups of pupils and cohorts.

The Deputy Headteacher will collate assessment information after each core data drop and provide a holistic model from which middle leaders and teachers can draw data, identify patterns and trends.

4. Reporting to Parents

4.1 Parent Consultations

Pupils and parents are informed of the mark via parent teacher consultations and via the mid or end of term reports. Pupils who are performing at a significantly lower level than expected are identified and monitored closely by class / form tutors. If appropriate, tutors involve members of SLT or the SENCO for further action. There will be set times for parents to speak to teachers with regards to academic progress however, Cheltenham Muscat operates an 'open door' policy and therefore parents can set up meetings at any mutually convenient time.

4.1 Reporting Schedule

Throughout any period of remote learning parents will receive termly written reports on the academic and social progress of their child. The table in Appendix 1 outlines the yearly schedule.

4.2 Pre-Prep

4.3 Assessment Grades

At the end of each half / term all students will be graded on their online learning studies. All staff will be assessing the children over two areas:

Attainment (ATT) - Teacher based evaluation of students' performance across all forms of work, including classwork, homework, informal and formal assessments.

Attitude to Learning (ATL) - Teacher based level identifying the level of commitment shown by a student across all forms of learning. Descriptors of attitude to learning levels are included below.

Attitude to Learning (ATL) Level	Descriptor
Excellent	The student displays an outstanding Attitude to Learning. He/She displays a thirst for learning and shows evidence that his or her learning has frequently continued outside the classroom. He/She is an independent learner but is also able to take on feedback quickly and positively. The student is highly organised and is always fully prepared for lessons. Homework is always on time and nearly always demonstrates their maximum potential. In class, the student is a sensitive listener as well as a mature communicator. He/She builds positive relationships with all those that he or she works with.
Good	The student displays good Attitude to Learning. He/She is always willing to learn and shows an interest in everything he/she does. He/She displays a positive attitude to setbacks and takes on advice for how to improve. The student is organised and is consistently prepared for lessons. Homework is produced on time and regularly reflects their potential. In class, the student communicates well with everyone in the class and shows his/her engagement in a variety of ways.
Requires Improvement	The student often displays a good Attitude to Learning but this can be inconsistent. He/She is usually willing to learn and shows an interest in his/her work. He/She usually displays a positive attitude to setbacks and takes on advice for how to improve. The student is usually organised and is often prepared for lessons. Homework is most often produced on time, with occasional late submissions, and mostly reflects their potential. In class, the student usually communicates well with everyone in the class and is engaged in most activities.
Cause for Concern	The student shows a varied or negative Attitude to Learning. The student may struggle, at times, to take on feedback on how he or she can improve. Sometimes, the student is not organised and does not bring the right equipment to lessons. Homework might be late or not produced to an acceptable quality. The student might need to develop more mature communication skills, such as listening carefully to others.

4.4 Lower Prep

Students in the Lower Prep are assessed on a four-point scale ranging from exceeding age related expectations to below age related expectations. These are shown in the table below, along with the comparison to the 9-1 grading scale used from grade 6 upwards.

Attainment Level (Upper Prep and Seniors)	Attainment Level (Pre-Prep and Lower Prep)
9	Exceeding age related expectations
8	
7	Securing age related expectations
6	
5	Developing age related expectations
4	
3	Emerging toward age related expectations
2	
1	Below age related expectations

4.5 Upper Prep and Seniors

Students in the Upper Prep and Seniors are assessed on a 9-1 scale in line with IGCSE grading systems. For subjects where an A*-G grading system is still in place, these grades are converted internally to use the 9-1 system. The table below shows conversion between A*-G and 9-1 grades.

A*-G System	9-1 System
A*	8 and 9
A	7
B	5/6
C	4/5
D	3
E	2
F	1
G	1
U	-

4.6 Sixth Form

Students in the Sixth Form are assessed on an A*-E scale, in line with International A level grading systems.

Assessment grades should be recorded on the school's iSAMS Gradebook, set up by the department or year group. In turn, this data is to be pulled through to iSAMS Tracking Manager along with all standardised data so that Heads of Departments/Years can see the data for each pupil/cohort over

time and analyse this. The school will also be required to submit their standardised data to Edureach at given times for analysis.

The 1-9 grade scale is to be used for internal attainment tracking with a corresponding percentage scale for internal assessments, decided by the school that aligns with the respective local ministry banding. This will allow internal comparison to the standardized data on the 1-9 scale. However, the school can decide when it appropriate to report the 1-9 grade to parents; the majority of pupils will receive the corresponding reporting descriptor exceeding/securing/developing/emerging year expected level.

Attainment Level (Upper Prep, Seniors & Sixth Form)	Ministry of Education Conversion	Attainment Level (Pre-Prep and Lower Prep)
9		Exceeding age related expectations
8		
7		
6		Securing age related expectations
5		
4		Developing age related expectations
3		
2		
1		Emerging age related expectations
0		
		Below age related expectations
		Significantly below age related expectations

5. Admissions

5.1 Pre-Pre Admission Testing

5.1.1 KG 1

Students wishing to enter KG1 are given one-to-one or small group sessions with a member of the Pre-Prep team to assess school readiness.

5.1.2 KG2

Students wishing to enter Grades 1 and 2 complete a taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment alongside one-to-one with member of Pre-Prep team if class participation not possible.

5.1.3 Grades 1 and 2

Students wishing to enter Grades 1 and 2 complete a taster session in class of children the same age or assessment of reading/phonics/ Maths/writing as a written assessment alongside one-to-one with member of Pre-Prep team if class participation not possible.

5.2 Lower Prep, Upper Prep, Seniors and Sixth Form Admissions Testing Admissions Testing Students from Grade 3 and above complete CAT4 assessments which are used alongside reports from their previous school to determine suitability for entry.

. Roles & Responsibilities

6.1 The Principal

The Principal will ensure that all policies are kept up to date and adhered to across the school.

6.2 Senior Leaders

Senior leaders will ensure that all Heads of Department and Phase Leaders always adhere to the policy.

6.3 Teachers

Within the scope of this policy, teachers will:

- Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements.
- Make use of formative and summative assessment to secure pupils' progress.
- Use relevant data to monitor progress, set targets and plan subsequent lessons.
- Give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.
- be accountable for pupils' attainment, progress, and outcomes.
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these.
- guide pupils to reflect on the progress they have made and their emerging needs.
- demonstrate knowledge and understanding of how pupils learn and how this impact on their teaching.
- encourage pupils to take responsibility and conscientious attitude to their own work and study.

6.4 Standards by which the success of this policy can be evaluated

- DfE Teachers Standards introduced on 1 September 2011. The following guidelines on assessment are contained within the standards, which state that a teacher must;

Appendix 1 Assessment Calendar

Date of data collection	Assessment	Grades
September	CAT 4	3,5,7,9,11
October	NGRT	3,4,5+(EAL only)
6 -13th October (AP1)	ATL (internal)	KG - G5
	Attainment (internal)	KG - G5
	ATL (reports)	G6 -12
	Attainment (internal)	G6 - 12
	ISH (reports)	G9-12
November	G10 Mocks	
1st - 12th December (AP2)	Attainment	KG - G12
	Comment	KG - G12
January (end of)	NGRT	3,5,7,9,11
February	PASS	G3 - 12
2nd - 6th February (AP3)	ATL (internal)	KG - G5
	Attainment (internal)	KG - G5
	ATL (reports)	G6 -12
	Attainment (reports)	G6 - 12
23rd March -3rd April (AP4)	Attainment	KG - G12
	Comment	KG - G12
May	NGRT	3,4,5+(EAL only)
25th - 29th May	PTM	G3 - 8
	PTE	G3 - 8
	PTS	G5 -8
1st - 12th June (AP5)	Attainment	KG - G12
	Comment	KG - G12
	Ministry %	G1 - 12

Appendix 2 Examples of Formative Assessment

- Tools for Formative Assessment - - Techniques to Check for Understanding - - Processing Activities -	
1. Index Card Summaries/ Questions	Periodically, distribute index cards and ask students to write on both sides, with these instructions: (Side 1) Based on our study of (unit topic), list a big idea that you understand and word it as a summary statement. (Side 2) Identify something about (unit topic) that you do not yet fully understand and word it as a statement or question.
2. Hand Signals	Ask students to display a designated hand signal to indicate their understanding of a specific concept, principal, or process: - I understand _____ and can explain it (e.g., thumbs up). - I do not yet understand _____ (e.g., thumbs down). - I'm not completely sure about _____ (e.g., wave hand).
3. One Minute Essay	A one-minute essay question (or one-minute question) is a focused question with a specific goal that can, in fact, be answered within a minute or two.
4. Analogy Prompt	Present students with an analogy prompt: (A designated concept, principle, or process) is like _____ because _____.
5. Web or Concept Map	Any of several forms of graphical organizers which allow learners to perceive relationships between concepts through diagramming key words representing those concepts. http://www.graphic.org/concept.html
6. Misconception Check	Present students with common or predictable misconceptions about a designated concept, principle, or process. Ask them whether they agree or disagree and explain why. The misconception check can also be presented in the form of a multiple-choice or true-false quiz.
7. Student Conference	One on one conversation with students to check their level of understanding.
8. 3-Minute Pause	The Three-Minute Pause provides a chance for students to stop, reflect on the concepts and ideas that have just been introduced, make connections to prior knowledge or experience, and seek clarification. <ul style="list-style-type: none"> • I changed my attitude about... • I became more aware of... • I was surprised about... • I felt... • I related to... • I empathized with...
9. Observation	Walk around the classroom and observe students as they work to check for learning. Strategies include: <ul style="list-style-type: none"> •Anecdotal Records •Conferences •Checklists
10. Self-Assessment	A process in which students collect information about their own learning, analyze what it reveals about their progress toward the intended learning goals and plan the next steps in their learning.
11. Exit Card	Exit cards are written student responses to questions posed at the end of a class or learning activity or at the end of a day.
12. Portfolio Check	Check the progress of a student's portfolio. A portfolio is a purposeful collection of significant work, carefully selected, dated and presented to tell the story of a student's achievement or growth in well-defined areas of performance, such as reading, writing, math, etc. A portfolio usually includes personal reflections where the student explains why each piece was chosen and what it shows about his/her growing skills and abilities.
13. Quiz	Quizzes assess students for factual information, concepts and discrete skill. There is usually a single best answer. Some quiz examples are: <ul style="list-style-type: none"> • Multiple Choice

	<ul style="list-style-type: none"> • True/False • Short Answer • Paper and Pencil • Matching • Extended Response
14. Journal Entry	Students record in a journal their understanding of the topic, concept or lesson taught. The teacher reviews the entry to see if the student has gained an understanding of the topic, lesson or concept that was taught.
15. Choral Response	In response to a cue, all students respond verbally at the same time. The response can be either to answer a question or to repeat something the teacher has said.
16. A-B-C Summaries	Each student in the class is assigned a different letter of the alphabet and they must select a word starting with that letter that is related to the topic being studied.
17. Debriefing	A form of reflection immediately following an activity.
18. Idea Spinner	The teacher creates a spinner marked into 4 quadrants and labeled "Predict, Explain, Summarize, Evaluate." After new material is presented, the teacher spins the spinner and asks students to answer a question based on the location of the spinner. For example, if the spinner lands in the "Summarize" quadrant, the teacher might say, "List the key concepts just presented."
19. Inside-Outside Circle	Inside and outside circles of students face each other. Within each pair of facing students, students quiz each other with questions they have written. Outside circle moves to create new pairs. Repeat.
20. Reader's Theater	From an assigned text have students create a script and perform it.
21. One Sentence Summary	Students are asked to write a summary sentence that answers the "who, what where, when, why, how" questions about the topic.
22. Summary Frames	<p><u>Description:</u> A _____ is a kind of _____ that ...</p> <p><u>Compare/Contrast:</u> _____ and _____ are similar in that they both.... but _____, while _____.....</p> <p><u>Problem/Solution:</u> _____ wanted....., but, so</p> <p><u>Cause/Effect:</u> _____ happens because</p>
23. One Word Summary	Select (or invent) one word which best summarizes a topic.
24. Think-Pair- Share/ Turn to Your Partner	Teacher gives direction to students. Students formulate individual response, and then turn to a partner to share their answers. Teacher calls on several random pairs to share their answers with the class.
25. Think-Write-Pair-Share	Students think individually, write their thinking, pair and discuss with partner, then share with the class.
26. Talk a Mile a Minute	Partner up – giver and receiver... Kind of like "Password" or "Pyramid." Both know the category, but the receiver has his back to the board/screen. A set of terms will appear based on the category – giver gives clues, while receiver tries to guess the terms. First group done stands up
27. Oral Questioning	<ul style="list-style-type: none"> - How is _____ similar to/different from _____? - What are the characteristics/parts of _____? - In what other ways might we show show/illustrate _____? - What is the big idea, key concept, moral in _____? - How does _____ relate to _____? - What ideas/details can you add to _____? - Give an example of _____? - What is wrong with _____? - What might you infer from _____? - What conclusions might be drawn from _____? - What question are we trying to answer? What problem are we trying to solve?

	<ul style="list-style-type: none"> - What are you assuming about _____? - What might happen if _____? - What criteria would you use to judge/evaluate _____? - What evidence supports _____? - How might we prove/confirm _____? - How might this be viewed from the perspective of _____? - What alternatives should be considered _____? - What approach/strategy could you use to _____?
28. Tic-Tac-Toe/ Think-Tac-Toe	A collection of activities from which students can choose to do to demonstrate their understanding. It is presented in the form of a nine square grid similar to a tic-tac-toe board and students may be expected to complete from one to "three in a row". The activities vary in content, process, and product and can be tailored to address DOK levels.
29. Four Corners	<p>Students choose a corner based on their level of expertise of a given subject. Based on your knowledge of _____, which corner would you choose?</p> <p>Corner 1: The Dirt Road –(There’s so much dust, I can’t see where I’m going! Help!!)</p> <p>Corner 2: The Paved Road (It’s fairly smooth, but there are many potholes along the way.)</p> <p>Corner 3: The Highway (I feel fairly confident but have an occasional need to slowdown.)</p> <p>Corner 4: The Interstate (I ’m traveling along and could easily give directions to someone else.)</p> <p>Once students are in their chosen corners, allow students to discuss their progress with others. Questions may be prompted by teacher.</p> <p>Corner One will pair with Corner Three; Corner Two will pair with Corner Four for peer tutoring.</p>
30. Muddiest (or Clearest) Point	This is a variation on the one-minute paper, though you may wish to give students a slightly longer time period to answer the question. Here you ask (at the end of a class period, or at a natural break in the presentation), "What was the "muddiest point" in today's lecture?" or, perhaps, you might be more specific, asking, for example: "What (if anything) do you find unclear about the concept of 'personal identity' ('inertia', 'natural selection', etc.)?"
31. 3-2-1	<p>3 things you found out 2 interesting things 1 question you still have</p> <p>3 differences between ____ 2 effects of __ on ____ 1 question you still have about the topic</p> <p>3 important facts 2 interesting ideas 1 insight about yourself as a learner</p> <p>3 key words 2 new ideas 1 thought to think about</p> <p>Write 3 questions about the text (unfamiliar words, confusing passages or ideas) Write 2 predictions based on the text (what will happen next based on the reading) Make one connection based on the text (connect to something you know or have experienced)</p>
32. Cubing	<p>Display 6 questions from the lesson Have students in groups of 4.</p> <p>Each group has 1 die. Each student rolls the die and answers the question with the corresponding number. If a number is rolled more than once the student may elaborate on the previous response or roll again. Responses may also be written.</p>