

## Assessment FUN\* and Games

\*FUN = Focused, Useful, eNgaging

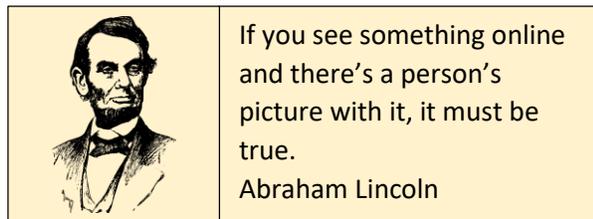
Is the FUN missing in your assessments? Tests may not provoke joy in your students, but these strategies can make assessment more user-friendly than traditional measures. These active assessments are informative, engaging, responsive, support student ownership, and of course, aligned with learning intentions.

### SPOT THE FAKE

Choose the real news item from the list and defend your selection: This can be used as a pre-assessment, review of learning, or a concluding assessment. Alternatively, students can correct fake news items. Even better, have students write fake news for others to evaluate and make revisions

In Ms. Lo-Kuman's health class, students generated these headlines for analysis

- A. Vitamin Cigarettes will add years to your life
- B. Dihydrogen Monoxide can control your weight
- C. Robassia is now selling specially grown dandelions to boost your immune system



### CROSS THE LINE

After learning (nutrition, insects, planets, weather, historic events, literature, etc.), students stand on a straight line. They move to one side or the other in response to questions such as



*Are you more like calcium or iron, A bee or ladybug, Mercury or Neptune, A Hurricane or Landslide, Martin Luther King or Ruby Bridges, Sherlock or Watson?*  
Using their learning, students explain their position. Alternatively, they can collaborate with others on the same side and collectively describe their thinking .

### RECIPES

Create recipes for literary characters or historical figures- Each student writes one, other students guess, then explain and evaluate.

- 1 teaspoon principles and a big scoop of self-determination (Rosa Parks)
- 100% artistic genius, heaps of depression, trace of common sense (Vincent Van Gogh)
- 8 parts U.S. leader and 4 parts humility (Abraham Lincoln)
- Equal amounts of friendship and feistiness (You decide)