



## Blueprint for Pre-assessment

### STEPS IN THE FORMATIVE ASSESSMENT PROCESS SUPPORTED BY THIS TOOL:

<input checked="" type="checkbox"/> Understand target	<input type="checkbox"/> Evaluate strengths and weaknesses
<input type="checkbox"/> Produce work	<input type="checkbox"/> Prescribe action for improvement
<input type="checkbox"/> Compare work with target	<input type="checkbox"/> Take action for improvement

### HOW TO USE:

- Identify the learning target or targets.
- Before you teach these learning targets (or this unit), plan to ask questions to understand students' prior knowledge, experience, and attitudes about the subject. Use the tool to plan questions in each domain to ask and discuss with the whole class or individuals or to prompt written answers (not for a grade).
- Ask these questions. Make notes about the group and individuals.

### WHAT TO LOOK FOR:

- For the vocabulary and concept knowledge questions, look for level of understanding. Also look for misconceptions that may get in the way of understanding concepts you will be teaching; if you find any, focus instruction to deal with them directly.
- For prior school experiences, attitudes, and personal connections, there are no right or wrong answers. Look for information that will help you understand how your students will approach their work and shape their understandings. You will find both positive and negative experiences, attitudes, and connections, which can provide useful springboards to instruction. It will be important to your students that you seek to understand them and build on that understanding.

### NEXT STEPS:

- Use information to adjust instruction. Address misconceptions. When students already know some concepts, build on them instead of merely repeating information.

- Use differences in prior experience and attitudes to form heterogeneous groups for group work.

**TIPS/VARIATIONS:**

- Use the tool to plan a paper-and-pencil “pre-quiz.” Do not grade the quiz, but collect it and review it to help you understand your students.

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**EXAMPLE**

Learning target (objective) Goal: Students will understand plate tectonics.

Domains for Pre-assessment	Planned Questions	Notes on Responses
Prior school experiences	Have you ever studied plate tectonics before? When? What about volcanoes or earthquakes?	Whole class studied volcanoes in 3rd grade. Armand and Justin have read books about earthquakes.
Vocabulary	Can anyone tell me what these terms mean: sea floor spreading, convection currents, rifts, valleys, trenches, mid-ocean ridges?	Good obvious guesses, but no one has studied scientific definitions for these terms.
Concept knowledge	How do you think continents got their shapes and their locations on the earth?	Trina and Becky both saw the Africa-South America “fit.” Once they said it, others did too.
Attitudes	Would you be interested in learning how continents were formed?	Most of the class seems enthusiastic. John and Alissa don’t seem interested. Look for ways to engage them.
Personal connections	Has anyone ever been in an earthquake?	Armand used to live in California. He can tell stories about what mild quakes feel like.

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Learning target (objective) \_\_\_\_\_

Domains for Pre-assessment	Planned Questions	Notes on Responses
Prior school experiences		
Vocabulary		
Concept knowledge		
Attitudes		
Personal connections		