

**Figure 11.1: Team Discussion Tool—Sample Lesson-Closure Activities**

Activity	Description	How Activity Is Formative
Student-reflection exit slip	Use a specific question that ties to the content from the class. The question is of higher cognitive demand to assess true understanding at a conceptual level rather than just a procedural level.	For the exit slip to be formative, there must be teacher and student action on the information. For example, the teacher must review answers, sort the results into groups (got it, almost got it, not yet), and then give each group a specific problem to begin the lesson the next day.
Student team summary	Have groups write or draw what they learned for the day and share with the class.	For this activity, students who are listening to the summary should ask the group questions and provide feedback—like a Socratic discussion. The feedback to students is immediate, and the teacher can document group understanding to use in her planning for the next day.
Questioning—small group or whole group	Ask students questions such as: <ul style="list-style-type: none"> <li>• “Why?”</li> <li>• “Could you explain it another way?”</li> <li>• “How does this connect with _____?”</li> </ul>	The questions must be crafted to facilitate a conversation that provides feedback on student understanding. Through the questioning process, the feedback is immediate to students, which helps them shape their understanding in the moment. As a teacher, you are responding formatively by listening and choosing your next question based on the answers from the students.
Gallery walk	Capture the complex task students worked on in class on poster paper and hang the paper around the room. Students walk around the room giving feedback such as: <ul style="list-style-type: none"> <li>• “I wonder . . .”</li> <li>• “I like . . .”</li> </ul>	After the gallery walk, the class provides feedback and students make adjustments to their work based on the feedback (that day in class or the next day).
Student presentations	Have student groups present their work from a task from class or present their summary of the lesson.	During the presentation, students record specific content each group mentions and offer a note about one thing they like and one question they have. The groups get this feedback to review and adjust their thinking.
Voting with feet	Pose agree or disagree questions and ask students to move to one side of the room or the other depending on whether they agree or disagree.	What would normally be a check for understanding can turn into a fun classroom debate between differing sides by having students explain why they chose their answer. Students then revote after the debate.
Nonverbal check	Using a scale of 1–5, ask students to hold up the appropriate number of fingers to their chest to indicate their comfort level and confidence with the learning target for the lesson. (Alternatively, you can use thumbs up or thumbs down.)	Prepare multiple questions and have them ready to go as a check-in with students. After the nonverbal check, regroup students for a re-engagement activity based on self-reported responses. In those new groups, provide students differentiated instructional tasks with specific feedback as needed.

continued →

## REPRODUCIBLE

Voting tools (like Google Forms, Schoology, Edmodo, Haiku Learning, Go Formative, and so on)	Give online quizzes where students get their results immediately and you can see all student results.	This is a great way to capture actual data for each and every student in an efficient way, but it can be difficult to make feedback formative. Some tools allow the teacher to type a response directly back to the student. The data can also be used to regroup students for a differentiated warm-up activity the next day.
Online discussion forums (like Schoology, Google Classroom, Edmodo, Socrative, TodaysMeet, The Backchannel, and so on)	Have students participate in online classroom discussions where they share their thinking, read classmate explanations, and learn from each other.	This strategy is a great way to use technology to provide students with a forum to communicate about their mathematics learning outside of the classroom. Provide specific questions tied to essential learning standards at the end of a class, or use the forum as a way for students to ask each other questions about homework, and so on. This requires clear expectations for student behavior and some monitoring by the teacher, but it can provide positive support.