**Sample Assessment Forms**

**IN ORDER TO USE THESE FORMS YOU MUST MAKE YOUR OWN COPY**

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| **Character Ed** |  |  |
| **Subject** | **Topic Description** | **Google Form LInk** |
| Getting to Know Your Students | Survey to find out introductory information about your students | <https://goo.gl/forms/0b35S9ycarBCxgYC2> |
| Learning Skills Reflection | Student survey to assessment Learning Skills/Work Habits | <https://goo.gl/forms/lvx8ubzjsrYU5AaY2><https://goo.gl/forms/glWYyR8VSAZvBZkz2> |
| **Language Arts** |
| **Subject** | **Topic Description** | **Google Form LInk** |
| Animal Farm - Novel Study | After reading up to chapter 6 students chose which pig would be the better leader - Snowball or Napoleon.Reflect on their choices | <https://goo.gl/forms/dIUMTF1d8eJb5Grm2>  |
| Irony Peer Assessment | Students became experts in one of the three types of irony assigned. They then created and delivered a lesson to a jigsaw group. While in these groups, students peer assessed the quality of the lesson, the delivery and the piece of media that was created to support the lesson. | <https://goo.gl/forms/xs4PlGt8qs6heQzx1>  |
| Monologue (Reading/Writing) | Online assessment of students research and written content of monologue | <https://goo.gl/forms/2xX4AtGvlNBKPact2> |
| **History**  |
| **Subject** | **Topic Description** | **Google Form LInk** |
| Missing Voices of Confederation  | This is a feedback form that can be used during oral presentations.  The assignment was to research a group whose voice was missing during confederation and share that information with the class  | <https://goo.gl/forms/4W7pvngqFNDkX0Ck1> |
| History Jigsaw | Students were expected to teach about one topic from the Expansion of the West unit. While they were teaching in their jigsaw groups, the teacher walked around and used this form to take observational assessment of their content/delivery/media aspect. | <https://goo.gl/forms/RisSsTfirKgKiD8F2>  |
| History Inquiry Conference | Students conferenced with the teacher to discuss their topic as well as the learning that they had achieved over the course of the unit. The teacher used this form as an assessment tool, while the students were discussing. | <https://goo.gl/forms/7TkxJk3zuHJG0uTK2>  |
| **Geography** |
| **Subject** | **Topic Description** | **Google Form LInk** |
| Global Inequalities  | After watching TedEd video “Why are some countries poor while others are rich” students fill out the google form to demonstrate their understanding of the topic  | <https://goo.gl/forms/su8xElRFZmj634od2> |
| **Drama** |
| **Subject** | **Topic Description** | **Google Form Link** |
| Drama Tableaux | Exit slip for students to complete to outline their thoughts and feelings about the concepts learned in the tableau activity. | <https://goo.gl/forms/Kojxf7XLl0zFOLnx1>  |
| **Math**  |
| **Subject** | **Topic Description** | **Google Form Link**  |
|  Numeration | Exit slip for scientific notation  | <https://goo.gl/forms/flfdrIavIV8wKqjt1> |
| Numeration (Integers) | Reflection to be completed at the end of math centres/stations | <https://goo.gl/forms/UdyvIayYAieqQPyb2> |
| Measurement | Check-in assessment of measurement conversions | <https://goo.gl/forms/SHPXsoExDadfHH8f1> |
| Geometry | Check-in assessment of angle relationships | <https://goo.gl/forms/sTcOhPSLGT3IsBvX2> |
| **Science** |
| **Subject** | **Topic Description** | **Google Form Link**  |
| Fluids | Check-in assessment of fluid concepts | <https://goo.gl/forms/Nw7VwPIE08GFyQlh1> |
| Water Systems | Presentation assessment of Water System Prototype | <https://goo.gl/forms/w1mSBn5ohewZOHOh1> |