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| Dots | |
| Objective(s)  * To assess degree of understanding, agreement or preference.   . | Grade/Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Time** Allow 10+ minutes  **Grouping** Whole Class/large group Materials Key concept vocabulary or question/statement prompt, and glue backed dots (can be a variety of colors). Red, yellow and green can be ideal. |
| Instructions 1. Frame the statement/question that the whole class or large group will assess for understanding, agreement or preference. This takes thought before presenting it because how it is phrased will affect how the group approaches the task. Fuzzy prompts equal fuzzy responses.  2. Pose the question in clear, simple language (so that it can be responded to with directness and ease).  Example 1: If you want to gauge degree of understanding of key concept vocabulary in cell biology, post terms (mitosis, DNA, genes, chromosome, parent cell, daughter cells, etc.), then ask each student to rate his/her level of understanding using a red dot for “I don’t know it,” a yellow dot for “I know it somewhat but feel that I am missing key information,” and a green dot for “I know it well.”  Example 2: If you want to gauge degree of agreement/disagreement or level of preference, you would use the dots (red, yellow, and green), to represent from I really don’t prefer the option or I disagree with the statement to I totally prefer the option or agree with the statement. The use of red, yellow and green dots mirrors traffic lights with the thinking: I can’t go with it; I can go with it, but with cautions; and I can go with it without reservations.  3. No matter what the prompt, it is always best to let the students hear and understand the way the different colored dots will be used to measure their group response, and also time to hear/read the posted prompt and give them time to quietly reflect/process write before they commit with their dots on the chart paper.  4. This can be a quick and easy assessment with everyone posting at the same time or given class management needs in groups.  Extensions of this activity can include: asking the students -- in "round robin" style -- to share why they chose their dot color. Also in the case where it is being used to measure agreement/disagreement or degrees of preference, the outcome opens up the room for constructive conversations which can set the stage for more inquiry.  A variation, which does involve paperwork and time for tallying the outcomes, is to use the KAU (Known, Acquainted and Unknown) activity. See KAU. | |