

ASSESSMENT *FOR* LEARNING STRATEGIES¹

TRAFFIC LIGHT²



NO HANDS

- Is a strategy students can use to assess their progress toward achieving learning goals
- Is used by teachers to obtain immediate feedback on student understanding during instruction

When using a traffic light strategy to monitor student learning:

Students:	Teachers:
<ul style="list-style-type: none">• Assess their achievement of a learning goal by placing a coloured dot on their work—green to indicate confidence in achievement (“I’ve got it”), amber to indicate partial mastery or understanding (“I’m not quite sure; I have some questions”), or red to indicate little or no understanding (“I don’t understand this”)	<ul style="list-style-type: none">• Scan the students’ traffic lights• Respond to the feedback by making instructional adjustments (e.g., pair up greens and yellows to clear up areas of misunderstanding or misconceptions, work with the reds to help them in a small group setting)

Similar strategies include:

- Providing students with individual whiteboards and markers to provide brief responses to short-answer items
- Asking students to indicate their level of understanding using a “thumbs up, thumbs down” indicator
- Providing students with a set of lettered index cards (A, B, C, D, E, etc.), which they can use to indicate a response to a multiple choice question posed orally by the teacher

For further information, see:

Black, P., Harrison, C., Lee, C., Marshall, B., & William, D. (2003). *Assessment for Learning: Putting It Into Practice*. New York, NY: Open University Press.

Chapman, C. & King, R. (2005). *Differentiated Assessment Strategies: One Tool Doesn't Fit All*. Corwin Press.

Cooper, D. (2006). *Talk About Assessment: Strategies and Tools to Improve Learning*. Toronto, ON: Thomson Nelson.

Popham, W. (2008). *Transformative Assessment*. Alexandria, VA: ASCD.

Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2006). *Classroom Assessment for Student Learning: Doing it Right—Using it Well*. Princeton, New Jersey: ETS.

¹ Category of Assessment for Learning Practice—Peer and Self-Assessment

² Category of Instructional Strategy—Reinforcing Effort and Providing Recognition; Setting Objectives and Providing Feedback (Marzano, R., Pickering, D., & Pollock, J. [2001]. *Classroom Instruction That Works; Research-Based Strategies for Increasing Student Achievement*. Alexandria, Virginia: ASCD.)