

# Opening and Closing Activities as Assessments

Openings as Preassessments					Closings as Postassessments				
Very Poor ←————→ Very Good					Very Poor ←————→ Very Good				
1	2	3	4	5	1	2	3	4	5
Serve as an invitation to the coming learning experience, not a setback					Serve as opportunities to reinforce what students have just learned				
Pique students' interest in what they are about to learn					Reiterate the goals and objectives of the lesson or unit				
Include just a few key questions (not long or complicated)					Communicate clearly the criteria for reaching the goals and objectives successfully				
Align with key lesson or unit goals—facts, skills, and understandings that are essential for students to know					Elicit information about learning, provide troubleshooting, and use the evidence to inform planning of coming instruction				
Are accessible to all students rather than selected advanced learners					Gain insight into the degree and depth of student understanding				
Tap into students' minds to draw out what they know and misunderstand					Encourage students to reflect and demonstrate metacognitive thinking about their learning				
Uncover the prerequisite knowledge and skills students must possess to meet the requirements of the coming lesson or unit without great struggle					Help students understand it is important to provide evidence of their own learning through their work and keep records of their work to mark progress				

Source: Adapted from Hockett, J. A., & Doubet, K. J. (2014). *Turning on the lights: What pre-assessments can do*. *Educational Leadership*, 71(4), 50–54.