



# Using Mini Whiteboards to Check for Understanding



"Mini whiteboards can be an excellent way to gather information about class understanding quickly and efficiently"

Phil Stock

## Mini Whiteboards (MWBs)

Mini Whiteboards are a powerful formative assessment tool to check for understanding (CFU) in your classroom. Tom Sherrington calls them "The number 1 bit of classroom kit"

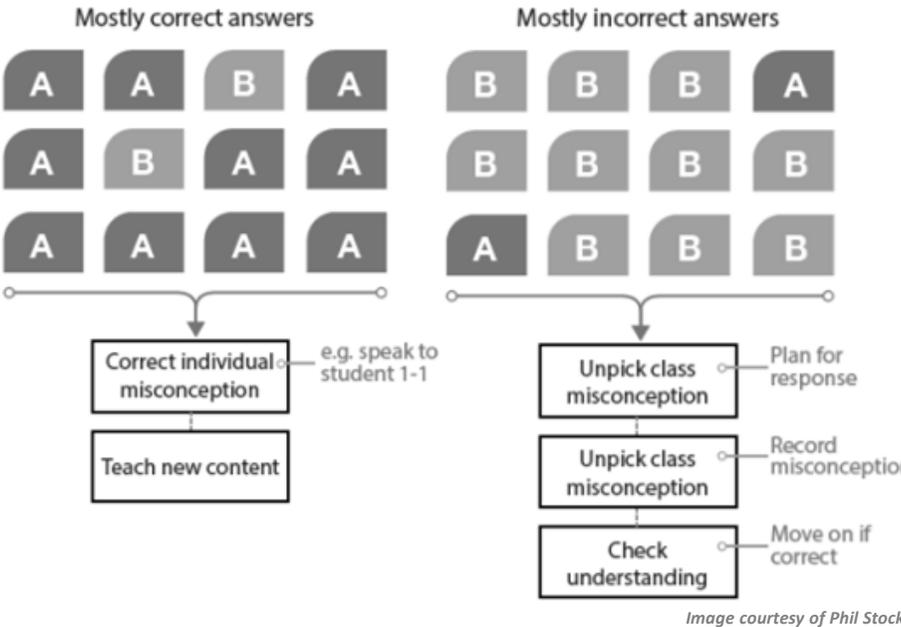


## Good Practice with MWBs

Routines are essential in effective use of MWBs in you classrooms

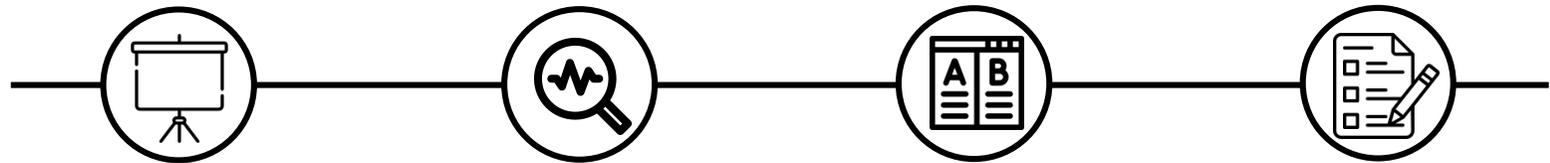
- 1. Think about distribution** – e.g. Get students to collect them during the Strong Start, or have them in packs
- 2. Standardise Response Format** – Be Clarify *how* you want students to answer e.g. black pen, large writing
- 3. Safety Blanket** – MWBs provide a safe space for students to get it wrong, encourage mistake making! Suggest using 'g' for a guess.
- 4. Planning** – Plan when you are going to use them, aim to keep responses short for when using Show Me
- 5. Use** – Be explicit *how* you want students to use them & how now

## Checking for Understanding with Mini Whiteboards



- Diagnostics** – The visual diagnostic allows the teachers to approximate class understanding and react accordingly. See image for guidance.
- Quality** – The public showcasing incentivises pupils to produce quality written work, to *think* about their answer and see success from others
- Questioning** – Combine your use with powerful questioning e.g. use of Cold Call to tease our misconceptions from answer
- Show Me** – Countdown using 3,2,1 as to when students should reveal their answer to you. It needs to be simultaneous to prevent copying.
- Reflection** – Encourage pupils to correct their mistakes and spot others during Show Call. Normalise providing critique & reflection

## Other Mini Whiteboard Strategies



- Show Call**
  - This TLAC strategy showcases excellent work or highlight a common error from walking the class or by using Show Me
  - Use visualiser to give feedback, elicit from students themselves
- Hinge Questions**
  - After new content/concept is taught, the teacher poses an MCQ to the class which is answered on mini whiteboard e.g. A, B or C.
  - Allow '?' to see who doesn't get it
- Example Problem Pairs**
  - Show a completed example problem on the board e.g. an equation or source analysis
  - Students complete a similar problem on MWB & Show Call
- Quizzing**
  - Before teaching a new topic/skill use to test their prior knowledge
  - Ask students to draw timelines, diagrams or write definitions
  - Use in 'wait time' to plan answers

## Additional Reading

• Sherrington & Cavilloli – Walkthrus 3 • Lemov – Teach Like a Champion 3.0 • Boxer – Teaching Secondary Science • Phil Stock – Show Me: Maximising MWBs

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