

Reading Strategy—VISUALIZE Some Suggestions

Goal: To provide students with a non-linguistic way of representing their understanding of reading.



Visualizing ...

1. Allows readers to use a variety of intelligences to enhance comprehension.
2. Works as well in an AP Physics classroom as in a 5th grade reading class.
3. Adds an engagement dimension to the classroom through individualization.
4. May be an **Informal Assessment** tool (formative assessment) to provide a general sense of each student's understanding at any point during instruction and/or
5. May be a **Formal Assessment** tool (summative assessment).
6. It is IMPORTANT...
 - To model the skill, e.g. through a Think-Aloud activity;
 - To provide frequent opportunities for students to use visualization during reading;
 - To use pre-reading activities to stimulate student thinking prior to reading;
 - To ask student to write imaginative responses to readings.

During **Informal Assessment**—the teacher may ask students to reflect and then describe a scene or draw a scene, representing their initial understanding of a content principle (i.e. conservation of resources, inertia, and equality) and then share their thinking with the class.

Such informal assessment might...

- Reveal the breadth of student misconceptions;
- Provide a focus for class discussion to unwrap the many facets of a principle;
- Guide the direction of instruction.

Informal assessment is usually not 'graded', but serves to inform the teacher of where students are in their thinking about the chosen principle.

During **Formal Assessment**—students will be assessed (and graded) on their content understanding.

- The variety of student products may be quite broad...
 - Poster, painting, drawing
 - Dramatization
 - Video or Power Point presentation
 - Song or poem
 - Journal of reflections (with evidence or responses to reading)
 - Depicting relationships between events or ideas graphically (i.e. flow chart, Venn diagram, other)
- A scoring rubric will be important to focus students in their work. (**Hint:** It might be helpful for the teacher to draft this rubric prior to instruction.)
- A generic rubric may suffice when the choice of topic has been left to the students, including the following...
 - "Clarity" of the principle being addressed;
 - "Effectiveness" of the medium chosen;
 - "Indications" that the student understands the principle or concept.