



This tool collects specific, detailed information about what students understand to be the most important information about a topic.

3.2.1

Teachers are always looking for ways to gather concise and precise information from students. **The 3.2.1 is a quick assessment tool strategy used to collect detailed information from students and to check their understanding about a topic, concept, or idea.** The teacher poses a question; students respond to prompts that elicit immediate feedback to the teacher. Through more discussion and guidance, the class narrows their responses to best represent the learning objective.

Provide each student with a format to gather specific information about what they have learned at any point in a lesson.

Name _____

3. Things I know about this topic:

- 1.
- 2.
- 3.

2. Things I found interesting about this topic:

- 1.
- 2.

1. Question I have about this topic:

- 1.

With 3.2.1, students record their own understandings and questions on a particular topic. Use this tool to identify students' understanding and areas that need reteaching and correct any misconceptions.

How to Use 3.2.1

Gather the Information

Students are asked to record information based on prompts.

- ♦ **Three (3)**
Ask each student to record three things learned from the lesson.
- ♦ **Two (2)**
Next, ask students to record two things they found interesting and that they would like to explore further.
- ♦ **One (1)**
Then, ask students to record one question they still have about the material.



3.2.1 (continued)

The final and most important step is to review the students' responses. Use this information to develop future lessons and determine if some of the material needs to be retaught.

The 3.2.1 technique can be useful when trying to understand a character's motives in a novel. After reading the first chapter or two, students can record three adjectives to describe the central character's motive in a particular situation. As a group, the teacher can lead a discussion to 1) check for student understanding and 2) narrow down students' responses to one or two adjectives that meet the objective. Modeling and practicing this strategy is helpful to students when they then have to read independently and make logical conclusions supported by the text.

When to Use 3.2.1

Use 3.2.1 to encourage students to think about the lesson:

- ♦ As a warmup activity to share their understanding of previous information
- ♦ As a check for understanding during any portion of the lesson
- ♦ During class discussions to record their thoughts
- ♦ As part of inquiry- or project-based learning tasks
- ♦ As a closing activity to review what was learned in the lesson
- ♦ As an Exit Ticket at the end of the class period

3.2.1 Variations

Compare and Contrast 3.2.1

As a way to compare and contrast, have students record three similarities between two items, two differences, and one question they still have.

Reading 3.2.1

When reading, have students record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they still have about each of the ideas.

Pyramid 3.2.1

Have the students create a triangle and divide it into three sections horizontally. In the bottom section, the students record three things they learned that day. In the middle section, students record two questions they have. And in the top section, the students describe how the information they learned is applicable to their everyday lives.

Academic Vocabulary 3.2.1

To increase comprehension and use of academic language, ask students to explore a concept through 3.2.1. First, partner the students and ask them to have 3-minute conversations using targeted academic language. Next, ask students to write 2 sentences using the language. Finally, students read 1 paragraph which contains the targeted vocabulary.

Value of Using 3.2.1

- ♦ Students practice critical thinking skills.
- ♦ It helps develop test-taking strategies for multiple choice assessments.
- ♦ The teacher can observe as students think through the process to identify gaps or areas of misconception before the end of the lesson.



3.2.1 (continued)

- ♦ It is useful in any content area at any grade level.
- ♦ A learning community is established between teacher and student.
- ♦ Students motivate themselves to be active participants in learning.
- ♦ It assists the teacher in planning future lessons.

Using the 3.2.1 strategy provides a tool for triangular interactions—student to teacher—teacher to student—and student to student. Everyone is part of the learning community.