**﻿Focused Listing**

**﻿Description:**

*Focused Listing* asks students to recall ideas and experiences related to a topic they encountered in a prior instructional unit or grade. Students list as many concepts, facts, and ideas as they can recall from prior instruction (Angelo & Cross, 1993).

**﻿How this FACT Promotes Student Learning:**

This is a knowledge-comprehension level activity designed to activate thinking and improve ability to recall information and experiences from previous instruction. It helps students differentiate between what they think they learned in school and prior conceptions they may have developed outside formal learning experiences. It also helps students avoid the common complaint of "we already did that in (such in such) grade" by recognizing that teaching and learning require revisiting previous concepts and experiences in order to build upon them for deeper understanding.

**﻿How this FACT Informs Instruction:**

*Focused Listing* helps the teacher gauge students' readiness and familiarity with facts, ideas, knowledge, or skills from a previous unit of instruction. The lists students generate provide information to the teacher about the web of recalled information and classroom experiences students associate with a curricular topic. The information is used to make decisions on how to best build from students' prior experiences and knowledge. The example below shows a sixth-grade example of a *Focused List* that recalls students' knowledge and experiences related to relection of light. Students previously learned about the reflection of light in third grade.

**﻿Example of Sixth Grade Focused List on Light Reflection:**

**﻿Reflection of Light:**

light bounces off things  
light goes in different directions  
light goes in straight lines  
mirrors  
full moon reflects light  
water reflects light  
bike reflectors  
light waves  
sunburn from reflection off water  
shiny things

**﻿Design and Administration:**

Select a topic that is an important part of your curricular unit. Make sure it is not too broad or too narrow. Have students write the word or phrase at the top of a sheet of paper and list as many terms, facts, ideas, concepts, definitions, or experiences as they can that they remember from previous lessons in other grades or units of study. Students can also work in small groups to develop collective *Focused Lists.* Examine the lists or have small groups post their charts. Look for similarities, noting which things students readily recall and whether the ones that are critical to learning are missing.

**﻿General Implementation Attributes:**

Ease of Use: High Time Demand: Low Cognitive Demand: Medium

**﻿Modifications:**

This FACT can also be conducted as a whole-class brainstormed list.

**﻿Caveats:**

Generating items on the list does not always equate with understanding. Be aware that students can recall information and experiences without conceptual understanding or the ability to make connections between the words and statements on their list.

**﻿Disciplines that this FACT can be used in:**

This FACT can be used in science, math, social studies, language arts, health, foreign languages, and performing arts.  
  
  
Keeley, Paige. (2008) *Science Formative Assessment: 75 Practical Strategies for Linking Assessment, Instruction, and Learning.* Thousand Oaks, CA: Corwin Press

|  |
| --- |
|  |