

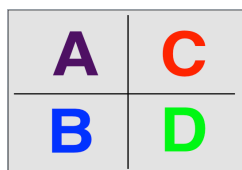
# RESPONSE CARDS

## DESCRIPTION

Response Cards are pre-printed, write-on or student-made cards that are held up simultaneously by all students. They display responses to questions or problems presented by the teacher. Response cards can contain pictures and/or words that are content specific (i.e., science terms, mathematical operations, grammar) or they can contain generic symbols (“yes”/“no”, “agree”/“disagree”). Response cards may also consist of a blank writing surface, whereby students write their responses.

## STEPS FOR IMPLEMENTING THIS STRATEGY

1. Determine the type of response cards based on the instructional delivery (i.e., yes/no, content-specific or student write-on).
2. Instruct students on the acceptable procedures for using response cards – where to hold the card, how to point to a response, etc.
3. Deliver instruction to students.
4. Elicit responses from students.
5. Note responses either formally (written documentation) or informally (observation).
6. Move to the next teaching interaction or re-teach, based on the responses provided by the students.
7. Make written or mental notes of students who are struggling with the content. These students could become a flexible group for small group instruction.



*“If response cards were used instead of hand-raising for just 30 minutes per day, each student would make more than 3,700 additional academic responses during the school year.”*

*~Heward et al, 1996.*

## HOT TIPS

- Enables every student to respond, reducing passive participation or day-dreaming.
- Assists teachers in on-going monitoring of students’ progress.
- Allows students to learn from one another.
- Are highly motivating, novel and add an element of fun.
- Provides for wait or think time before accepting answers.
- Increases on-task behavior.
- Increases overall learning.
- Provides for a differentiated product or assessment of learning.
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