

## A Weekly Routine to Improve Content Retention

Following the routine described below, students create one question per week (on Monday), have two quizzes per week (Tuesday and Thursday), and one review per week (Wednesday). None of these activities should take more than five to ten minutes and all can serve as do-nows or exit slips. These activities are supported by extensive research in these areas: the power of frequent quizzes to help students retain content; formative assessment as a critical teaching practice, and a writing strategy to improve student engagement.

### Make a Question Monday Making Mondays Matter - Question Generation:

During the last 10 minutes of class on Monday, students create one question that can be used at the beginning of class on Tuesday. For example, this is a Type Four assignment with three FCAs:

1. Use and circle at least one general academic vocabulary word in your question.  
(one + GAV) points \_\_\_\_
2. Include a number in the prompt to make the question clear and easy to score.  
(# in ?) points \_\_\_\_
3. Make sure the question requires higher order thinking skills, not just recall.  
(HOTS) points \_\_\_\_

Have pairs of students peer review their questions and select the best of the two. Then call on a few students to read their questions to the class. Select the best one for Tuesday's quiz. (Consider giving the author of the question a 100 on Tuesday's quiz for having created such a great question.)

### Type Two Tuesday:

At the beginning of class, quiz students using the best question generated on Monday, and write this question on an index card. Grade quizzes on Tuesday night.

### Quiz-Quiz-Trade Wednesday:

Return graded quizzes at the beginning of class and ask the student with the most complete, well-written answer to copy the answer on the back of the card with the question on it.

Put one card or more per week in a box or fish bowl. During the last ten minutes of Wednesday's class distribute one card to each student and have the students stand and, in pairs, Quiz-Quiz-Trade: One student asks the other the question on the card and, if necessary, helps the student recall the answer from the back of the card. The process is reversed and then students trade cards and find new partners. Repeat for as many rounds as time permits. (In ten minutes you should be able to get through three rounds.)

### Throwback Thursday:

Select a card at random from the box, fish bowl, etc. and quiz the class. Collect and grade.