

Engage in Retrieval – Implementation Checklist

Purpose

Use this checklist after implementing retrieval practice in your course. The goal is to evaluate whether retrieval opportunities were frequent, purposeful, and used to strengthen long-term learning rather than simply preparing students for an exam.

Before Class

- ☐ Identified concepts appropriate for retrieval practice.
 - ☐ Selected a retrieval activity aligned with the lesson objectives.
 - ☐ Planned retrieval without requiring students to use notes initially.
 - ☐ Prepared answer keys or feedback for students.
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During Class

- ☐ Incorporated retrieval practice early, during, or at the end of class.
 - ☐ Allowed students time to recall information independently.
 - ☐ Encouraged participation without emphasizing grades.
 - ☐ Provided timely feedback after retrieval.
 - ☐ Used retrieval to identify misconceptions and guide discussion.
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After Class

- ☐ Reviewed student performance to identify learning gaps.
- ☐ Used retrieval results to adjust future instruction.

- ☐ Encouraged students to continue retrieval practice independently.
 - ☐ Planned opportunities for spaced retrieval during future classes.
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Reflection

One retrieval activity that was particularly effective:

One improvement I will make before my next class:

Faculty Tip

Retrieval practice is most effective when it occurs frequently and with low stakes. Small, consistent retrieval opportunities throughout a course are more beneficial than occasional high-stakes review sessions.

One Suggestion

Instead of asking, "**Does everyone understand?**", ask students to retrieve one key concept from memory before moving on. Their responses provide immediate feedback about what they know and what may need additional instruction.

ASCEND Framework

Evidence-informed instructional resources designed to support meaningful learning and practical implementation.