

Check for Understanding

Strategies	Checklist
Exit Tickets	☐ Standards-aligned to teacher's learning target and success criteria ☐ Assess very specific learning targets and focuses progress monitoring ☐ Accessible for all students to show what they know (L1, oral vs. written, evidence of IEP/ALP/504 accommodations, etc.) ☐ Used frequently, efficient, and easy to implement ☐ Clearly tells teachers how well all students are performing on the learning target ☐ Inform teacher's next steps after reviewing exit ticket ☐ Supports implementation of interventions, extensions, scaffolds, and re-teaches
Supportive Co-Planning Questions	☐ How/what part of your exit ticket/CFU aligns to the standard? ☐ How does your exit ticket provide opportunities for students to show their understanding/possible misconceptions? ☐ Is your CFU intentional and aligned to the learning from the day? ☐ How will students with diverse learning needs show their understanding? (Responding in L1, picture support, etc.) ☐ What supports are in place for MLL learners? ☐ How will you plan for students to extend their learning during the lesson when they show proficiency at the onset of the lesson?
Reflective Questions After an Observation	☐ Were you able to capture data for all students? ☐ Did the exit ticket give you the information you were hoping for? ☐ What scaffolds/supports/choices were available for students to show their understanding?
Intentional Monitoring during Student Conversation	☐ Teacher designs conversation protocols to engage all students and provide teachers with valuable information as they observe and listen ☐ Teacher plans scaffolds for multilingual students to support their engagement in conversation (sentence frames, visuals, etc.)

	☐ Teacher identifies standards aligned to learning target and what part of the standard you are looking to gather data about through the conversation ☐ Teacher identifies specific, standards-aligned “look-fors” and anticipates misconceptions ☐ Teacher determines which students to monitor and identifies how to collect and organize evidence (list of student names, space for notes, date/spreadsheet/roster/seating chart) ☐ Teacher analyzes data to determine the teacher’s next steps in terms of implementation of interventions, extensions, scaffolds, strategic groupings, and re-teaches
Supportive Co-Planning Questions	☐ What prompts might you use to encourage students to elaborate? ☐ What opportunities will students have to engage in dialogue that clarifies and extends their learning? ☐ What would your success criteria look like for this lesson? What understanding/misconceptions/learning are you monitoring for? ☐
Pulse Check and Adjusting Lesson in the Moment	☐ Teacher uses a variety of quick checks for understanding (e.g. thumb-o-meter, stoplight cards, white boards) ☐ Based on formative assessment, teacher adjusts current or future lesson to address student misconceptions using pre-planned scaffolds and/or by drawing on content and pedagogical knowledge ☐ Teacher plans follow-up lesson (whole group re-teach, small-group lesson, or 1:1 conference) to meet students’ needs through building background knowledge, teaching foundational standards necessary to access learning, and offering extended opportunities for learning and reassessment
Supportive Co-Planning Questions	• How will you monitor for student understanding throughout the lesson, keeping in mind the populations in your classroom? • What misconceptions can you anticipate? How will you address those when/if they arise? • How are you going to use your data to plan forward for ALL students? • What scaffolds could you have “at the ready” to support student misconceptions? • Which students do you know you need to “check in with” throughout the lesson in order to ensure that you meet the needs of your diverse learners?

Reflective Questions After an Observation	• What did your CFU tell you about your students/what your students learned? • What do you still need to know? • How will you find that out in this next lesson/unit etc.?
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Other Considerations:

- Questioning using varied levels (e.g., Bloom's Taxonomy, Marzano's, Costa's) to assess all students' understanding.
- Asking students to define or restate terms/concepts.
- Having students elaborate using prompts, such as: "Tell me more about ____" or "How do you know that?"
- Students explaining their thinking (metacognition).
- Explicitly asking students to identify their misunderstandings.
- Eliciting physical responses (e.g., thumbs up) to monitor understanding.
- Regularly circulating throughout the room during the lesson to assess all students' understanding of objective(s); teacher may take notes on student progress.
- Conferencing.
- Students communicate completion of the primary task using the identified language objective domain.
- Performance tasks (e.g., constructed responses, application tasks).
- Using native language to clarify concepts (through other adults or student peers).
- Using checklists/rubrics; students applying criteria to their work and/or to that of their peers.
- Using exit tickets.
- Using online polling, "clickers" or student response systems to monitor student progress.
- Students monitor their own progress with a wall chart, in a notebook, online, etc.