**Checking For Understanding Strategy Grid**

1. **Oral Language**

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| **Strategy** | **Description** | **How I Can use It** |
| Accountable talk | Student teacher agreement to:   * Stay on topic * Use information that is accurate and appropriate for the topic * Think deeply about what the partner has to say | * Guided reading group * Book club meeting * Socratic seminar * Whole class discussion |
| Noticing nonverbal cues | * As simple as the look on the student’s face * As complex as a student throwing their hands in the air | With practice, teachers will notice and respond to these while teaching |
| Value lineups | Help students develop in-depth knowledge by enabling them to explore core concepts and concepts and understand problems by having first analyze their beliefs and then listen to positions held by others. | Students are asked to evaluate a statement and instructed to line according to their degree of agreement or disagreement with the statement. The line is folded in half face to with the person they most disagree with for discussion. |
| Retelling | Oral to Oral  Oral to Written  Oral to Video  Reading to Oral  Reading to Written  Reading to Video  Viewing to Oral  Viewing to Written  Viewing to Video | Listen to a selection and retell it orally  Listen to a selection and retell it in writing (summary)  Listen to a selection and create a video or movie of it  Reads a selection and retells it orally  Reads a selection and retells it in writing (summary)  Reads a selection and creates a video or movie of it  Views a film and retells it orally  Views a film and retells it in writing (summary)  Views a film and creates a video or movie of it |
| Think-Pair-Share | A cooperative discussion strategy that allows students to discuss their responses with a peer before sharing with the whole class. | **Think-**Teacher engages student’s thinking with a question, prompt, reading, visual, or observation. Students should take a few minutes (*not seconds*) to *think* about the question.  **Pair-** using designated partners, students *pair* up to discuss their respective responses. They compare their thoughts and identify the responses they think are the best, most intriguing, most convincing, or most unique.  **Share-** After students talk in pairs for a few moments, the asks *pairs* to share their thinking with the rest of the class. |
| Misconception Analysis | …include preconceived notions, nonscientific beliefs, naïve theories, mixed conceptions, or conceptual misunderstandings. | Misunderstanding or misconception is first identified by the teacher. Small group/whole group discussion follows. |
| Whip Around | Used to check understanding in a group setting and helps teacher determine if reteaching is needed. | First, the teacher poses a question or task; typically, students are asked to make a list of 3 items. Answers are written on a scrape piece of paper. Students stand when this is completed. Teacher randomly calls on student to share one idea from their list. Students check off ideas from their list when they are shared and sit when they have checked all of their ideas off their list. The teacher calls on students until all are seated. The teacher assess ideas/information to determine student understanding and if gaps remain. |

1. **Questioning**

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| **Strategy** | **Description** | **How I Can Use It** |
| Constructing effective questions | A complex progression as the teacher formulates and then listens to responses | Questioning and Understanding to improve Learning and Thinking(QUILT)  **Stage 1: Prepare the Question**   * Identify instructional purpose * Determine content focus * Select cognitive level * Consider wording and syntax   **Stage 2: Present the Question**   * Indicate response format * Ask the question * Select respondent   **Stage 3: Prompt Student Responses**   * Pause after asking question * Assist nonrespondent * Pause following student response   **Stage 4: Process Student Responses**   * Provide appropriate feedback * Expand and use correct responses * Elicit students reactions and questions   **Stage 5: reflect on Questioning Practice**   * Analyze questions * Map respondent selection * Evaluate student response pattern * Examine teacher and student reactions |
| oviding Nonverbal Support | …convey a tone of respect for the respondent and encourage the target student and others to continue to participate. | Seven listening components teachers should employ:   * Eye contact * Facial expressions * Body posture * Physical distance * Silence * Verbal acknowledgement * Subsummaries |
| Developing Authentic Questions | Plan questions in advance using an organizational structure, such as Bloom’s | **See prompts** |
| Response Cards | * Index cards * Signs * Dry-erase boards * Magnetic boards | Teacher notes response by individual students while teaching the whole class. Types are preprinted and write-on cards. |
| Hand Signals | Often used as a classroom management tool where behavioral expectations are taught for each number 5, 4, 3, 2, 1. Allows teacher to check understanding of whole group. | Students can also use hand signals for their understanding of content information. |
| Audience Response System | Hand held devices that allow the students to respond to questions individually | Responses are aggregated and displayed immediately |
| ReQuest (Reciprocal questioning) | Designed to teach students to ask and answer questions as they read. | * Teacher leads the whole class in silently reading a segment of text. * Students ask teacher questions about what was read. * Teacher and student change roles. * They all read the next section silently. * When they finish, the teacher questions the students. * They take turns alternating between questioning and responding. The students eventually learn the teacher’s questioning behavior. |
| Socratic Seminar | A way of engaging a group of learners in a conversation and series of questions. Considerations:   * The text * The question * The leader * The participants | Guidelines:   * Refer to text when needed during the discussion. A seminar is not a test of memory. * Its okay to pass when asked to contribute * Do not participate if you are not prepared. * Do not stay confused. Ask for clarification. * Stick to the point currently under discussion * Don’t raise hands; take turns speaking. * Listen carefully. * Speak up so all can hear you. * Talk to each other, not just the leader or teacher. * Discuss ideas rather than each other’s opinion. * You are responsible for the seminar, even if don’t know it or admit it. |

1. **Writing**

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| **Strategy** | **Description** | **How I Can Use It** |
| Interactive Writing | …allows the students to share the pen with the teacher. This strategy can be used with individual students, small groups, or the whole class. | After agreeing on a message orally, students take turns writing on the dry-erase board or on chart paper. The idea is that interactive writing flows “from ideas, to spoken words, to printed messages. |
| Read-Write-Pair-Share | …focuses on print-based literacy skills while still encouraging partners to discuss and make meaning of content. | Students read or view the material, write in response to this information, engage in a partner conversation about what they’ve read and written, and then share their ideas with the whole class. The teacher can read responses and/or listen in on partner conversations to check understanding. |
| Summary Writing | …is a valuable tool for checking for understanding because it provides the teacher with insight into how learners condense information. It is analogous to retelling and serves as a way for students to demonstrate their ability to recapitulate what they have read, viewed, or done. | The most common form is précis, a short piece that contains the major ideas or concepts of a topic. The emphasis is on an economy of words and an accurate rendering of the read or observed phenomenon. Because it is brief, word choice is critical. |
| RAFT | Writing-to-learn prompts provide students with an opportunity to clarify their thinking and allow the teacher to peek inside their heads and check for understanding.   * **R**ole: What is the role of the writer? * **A**udience: To whom is the writer writing? * **F**ormat: What is the format for the writing? * **T**opic: What is the focus of the writing? | …typically used to teach perspective in writing. Teachers can design RAFT prompts based on all kinds of content, from lecture to films, readings, or labs.  Sample prompts:   * Admit Slips * Crystal Ball * Found Poem * Awards * Yesterday’s News * Take a Stand * Letters * Exit Slips |

1. **Projects and Performances**

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| **Strategy** | **Description** | **How I Can Use It** |
| Reader’s Theatre | …classroom activity in which students read directly from scripts to tell a story or inform a audience. They do so without props, costumes, or sets. It is first and foremost a *reading* activity. However, students are encouraged to use intonation, facial expression, prosody, and gestures to their character or character’s words. | …has been used to improve reading fluency, vocabulary knowledge, and comprehension. Have a small group of students take a piece of text and turn it into a script. |
| Multimedia Presentations | …provides learners an opportunity to share what they know as they combine text, graphics, video, sound, and even animation. | The digital revolution has provided students with new ways of demonstrating their knowledge and teachers new ways of checking for understanding. |
| Electronic and Paper Portfolios | …a collection of items intended to reflect a body of work. They are not meant to serve as a scrapbook of random ephemera gathered during the school year. | Suggested items:   * Reading artifacts(diagrams, outlines, summaries) * Thinking artifacts(mind maps, steps to problem solving, responses to prompts) * Writing artifacts(self-evaluations, a publication piece, reflection on a learning experience) * Interacting artifact(assessments, brainstorming charts, a problem and solution) * Demonstrating artifact(show application and transfer of new knowledge) |
| Visual Display of Information | …require a student to represent knowledge in a nonlinguistic fashion, typically using images or movement to do so. | Four types are:   * Graphic organizers * Inspiration(software) * Foldables * Dioramas |
| Public Performances | Positive impact on:   * Art * Music * Comprehension |  |

1. **Tests**

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| **Strategy** | **Description** | **How I Can Use It** |
| Multiple Choice items | Provide the teacher with an opportunity to gauge students’ understanding in a fairly quick and efficient manner. They also are easy to analyze. | **Advantages:**   * Allows for assessment on a wide range of learning objectives * Analyzing patterns of incorrect responses may provide diagnostic information * Permits wide sampling and broad coverage of content domain due to students’ ability to respond to many items. * Allows the comparison and evaluation of related ideas, concepts, or theories. * Amenable to item analysis * Objective nature limits bias   **Disadvantages**   * Quality items are difficult and time consuming to develop. * Tendency for items to focus on low- level objectives. * Does not measure the ability to organize and express ideas. |
| Short Answer Item | Short-answer test items (also called completion, supplied response, or constructed-response) are those that can be answered by a word, phrase, number, or symbol. | Instructional objectives that require students to know certain information (e.g. those that suggest that the student recall, label, name, list state, define, or describe) can be measured with short answer or completion items. Ex. are:   * The blank line * Specificity * Hidden clue * Cloze procedure |
| Dichotomous Choices | Know commonly as true-false | The most common use is to determine if students understand the correctness of a statement of fact, if they agree with opinions, or simply reply yes or no.  **Advantages**   * Relatively easy to write and develop * Quick to score * Highly efficient as large amount of knowledge can be sampled in a short time   **Disadvantages**   * May overestimate learning due to the influence of guessing * Often leads to testing of trivial facts * Generally less discriminating than multiple-choice |
| Essay | Extended responses item | …requires that students consolidate their understanding of a topic, organize their thinking, and preset it.  **Advantages**   * Promote original, novel thinking * Emphasize the ability to effectively communicate knowledge in a coherent fashion * Relatively easy to construct   **Disadvantages**   * Subjective scoring is less reliable, more time consuming, and subject to bias * Grading may influenced by handwriting, length of response, and writing skills * More time- consuming to answer, so limited content can be assessed |

1. **Common Assessment Protocol**

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| Step 1- Pacing Guides | Gather teachers with common courses. The group of teachers will need access to their content standards to ensure that each standard is addressed in a meaningful way. |
| Step 2-Instructional Material and Arrangements | Teachers must then select instructional materials, strategies, approaches, and arrangements. |
| Step 3-Common Assessments | Using a common assessment allows groups of teachers to talk about the standards, how the standards might be assessed, and where students are performing currently, and what learning needs to take place for students to demonstrate proficiency. |
| Step 4-Consensus Scoring and Item Analysis | The results are disaggregated by significant subpopulations, such as students with disabilities, ELL students, etc. Teachers note the number or percentage of students who answered correctly and hypothesize about why students answer questions the way they do. They question one another about students’ understandings and misunderstandings and theorize about future instruction, pacing, instructional materials, assessments, and planning. |
| Step 5-Revising Pacing Guides, Reviewing Assessments, Reteaching, and Forming Intervention Groups | After the above review is complete, teachers should develop interventions that address the gaps. |