REPRODUCIBLE

Figure 2.8

Checking for Understanding Versus Using the Formative Assessment Process Tool

Directions: Answer the following questions.	
How do you currently check for student understand the Checking for Understanding column. For each discourse (teaching at the front of the room) with a peers) with an S, or independent practice (students).	response, indicate whether you use whole-group W , small-group discourse (students working with their
2. What do you and your colleagues believe is the different and using formative assessment processes in the organization.	
3. How can you implement formative assessment processes in the classroom each day? Remember, for the process to be formative, students must actually take action on the feedback they receive. In the Using Formative Assessment Processes column, explain ways that you could improve each check for	
understanding you listed to become a moment of formations. Checking for Understanding	Using Formative Assessment Processes