

## Checking for Understanding

<b>Who does the checking?</b>	Teacher, students, or peers, depending on the current need
<b>What are you checking?</b>	<ul style="list-style-type: none"> <li>• Student work</li> <li>• The product, or show (main formative or small formative assessments)               <ul style="list-style-type: none"> <li>• How the students are using the criteria for success for their checking (even just one criterion from the checklist at a particular checkpoint)</li> <li>• Students' progress toward the learning target</li> </ul> </li> <li>• Student body language, which might show frustration or ease</li> <li>• Short-and-sweet formative assessments and long and deep checkpoints</li> </ul>
<b>Why are you checking?</b>	<ul style="list-style-type: none"> <li>• To determine where students are with the daily learning target at crucial moments before, during, and after learning chunks</li> <li>• To determine any misconceptions or errors in thinking that are occurring at that moment so that students aren't practicing something incorrectly</li> <li>• To help us determine what do next in that day's lesson or the following day</li> <li>• To determine the effectiveness of our instruction</li> <li>• To model how to study so that students can self-monitor their learning and ask clarifying statements or questions for understanding</li> </ul>
<b>How often are you checking?</b>	<ul style="list-style-type: none"> <li>• Before, during, and after the learning (including when you see confused faces, nobody getting started, hands going up for questions)</li> <li>• After each chunk and chew</li> </ul>
<b>How are you checking?</b>	<ul style="list-style-type: none"> <li>• Informally, by bouncing from one student to another to glance at work or to hear the gist of what is being said</li> <li>• Formally, by looking at every student's work or hearing every student's comment to determine where each student is with the learning target; you need many informal checkpoints during the lesson and at least one formal checkpoint during the lesson or after the lesson</li> </ul>