

Quick-Check Tools

Quick-Check Tool	Description	Example
Fist-to-five strategy	This is a student self-assessment. Students give you a fist in the air, then you give a question or statement. They rate their opinion or level of understanding by showing you a fist, one, two, three, four, or five fingers.*	The teacher says: <ul style="list-style-type: none"> • “Show me with your fingers how well you understand what I just taught you.” • “If you keep your fist, that means <i>I don’t get any of it yet.</i>” • “One finger means <i>I need help, but I did get started.</i>” • “Two fingers means <i>I need more examples.</i>” • “Three fingers means <i>I need more practice, but I’m getting it.</i>” • “Four fingers means <i>I understand most of it.</i>” • “And five fingers means <i>I understand it all and could teach it to someone else.</i>”
Whiteboard	Students write or draw their response to the teacher’s question or statement.	The teacher says: “Show me how you would draw the number twenty-five using your base-ten blocks” or “Show me what type of punctuation mark goes at the end of the following sentence . . .”
Ball toss	Using a cheap, soft ball that fits in the palm of student-size hands, students hold the ball, taking turns verbally sharing their answer to the teacher’s prompt or question. Whoever has the ball in his or her hand is the only one allowed to talk at that time.	The teacher says: “The student with the brightest colored shirt on goes first. Answer the following prompt and then toss the ball to someone else in your group to answer.” Because this is an open-ended prompt, hopefully there will be a variety of answers. The teacher might prompt students with, “Share one new fact that you learned from the nonfiction book that you just read.”
Touch cards	Design cards based on what you need. Each student receives a blank 3 x 5 card and writes the choices on the cards. Ideas follow. <ul style="list-style-type: none"> • A, B C, D (four boxes) • Four vocabulary or sight words • Fact versus opinion • Agree or disagree • Mathematics symbols 	The teacher creates questions about a word’s meaning and then four multiple-choice options, then creates cards with four blank boxes and laminates them. Right before a lesson on context clues, the teacher says “Using a dry-erase marker, write the letters A, B, C, and D—one in each box.” Students determine what kind of clue was in the book based on the options on the class whiteboard. Students touch the letter on their card to indicate their answer.

* Many students struggle to determine their level of understanding. Make sure you have collected evidence during this checkpoint too.