



# CHECKING FOR UNDERSTANDING

FOCUSED FEEDBACK TOOL

Teacher: \_\_\_\_\_ Language: \_\_\_\_\_ Grade/Course: \_\_\_\_\_ Time-In: \_\_\_\_\_  
 School: \_\_\_\_\_ Date: \_\_\_\_\_ Lesson Segment:  Beginning  Middle  End Time-Out: \_\_\_\_\_

One of the criteria identified in the *Teacher Effectiveness for Language Learning Framework* addresses the need to “frequently check for understanding in a variety of ways throughout the lesson” (LE4e). What strategies can you use to effectively check for understanding? Use this tool while observing a class to provide feedback to a colleague or yourself and identify the degree to which those strategies are being implemented.

Check strategies observed and/or note level of implementation.

FO = Fully Observed PO = Partially Observed NO = Not Observed NA = Not Applicable

<b>1</b>	The teacher uses a variety of <i>non-verbal</i> strategies to check for understanding.			
	<input type="checkbox"/> Physical Movement	<input type="checkbox"/> Do as I say ...	<input type="checkbox"/> Facial Expression/Body Language	
	<input type="checkbox"/> Thumbs up/Thumbs down	<input type="checkbox"/> Act out	<input type="checkbox"/> Hold-ups (e.g., whiteboards, electronic devices)	
	<input type="checkbox"/> Other observed	<input type="checkbox"/> Other observed:		
<b>2</b>	The teacher uses a variety of <i>verbal</i> strategies to check for understanding.			
	<input type="checkbox"/> Either/or	<input type="checkbox"/> Turn and talk	<input type="checkbox"/> Think-Pair-Share	
	<input type="checkbox"/> Fill in the blank	<input type="checkbox"/> Numbered heads together	<input type="checkbox"/> Line-ups	
	<input type="checkbox"/> Other observed	<input type="checkbox"/> Other observed	<input type="checkbox"/> Other observed	
<b>3</b>	The teacher checks for understanding of all students.			
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO <input type="checkbox"/> NA
<b>4</b>	The teacher checks for understanding in an on-going manner.			
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO <input type="checkbox"/> NA
<b>5</b>	The language that students use to demonstrate comprehension is aligned to the speaking proficiency target for the grade level.			
		<input type="checkbox"/> FO	<input type="checkbox"/> PO	<input type="checkbox"/> NO <input type="checkbox"/> NA

## LESSON CONTEXT/NOTES

Brief description of the observed activity/activities:

AREAS OF STRENGTH	AREAS FOR GROWTH	NEXT STEPS

