

# CHECKING FOR UNDERSTANDING

## At-a-Glance Infographic

Checking for Understanding creates a picture of learning so that teachers can be sure of what students have learned and make any changes needed to increase their understanding.

### WHY SHOULD YOU CHECK FOR UNDERSTANDING?

Unless you check for understanding you may not know what students have learned.

Checking for understanding helps to identify misconceptions that can interfere with learning.

Checking for understanding provides students with a model of good learning skills.

*EVERY CHECK FOR UNDERSTANDING IS A FORMATIVE ASSESSMENT THAT CAN ALSO BE A PERFORMANCE ASSESSMENT*

### THE CHECKLIST

- ✓ How often are you checking?
- ✓ Do students have to produce language to demonstrate their understanding?
- ✓ Is students' demonstration of their understanding aligned to the targeted proficiency level?
- ✓ What are you doing with the information gleaned from your checking?

### SAMPLE NON-VERBAL STRATEGIES

#### Acting Out a Gesture



Students act out a vocabulary item or concept.

**TIP:** Ask students to close their eyes so that teacher can see when students don't comprehend.



#### Drawing/Writing

Students draw pictures or write words to signal comprehension.

**TIP:** Use whiteboards for quick every day checks.



#### Sequencing Pictures

Students put a series of pictures in the correct order as they listen to a story or sequence of events.

**TIP:** Have students match written descriptions to pictures as a follow up.



#### Finger Holdups

Students signal their level of comprehension by holding up a designated finger.

**TIP:** Use and reuse preprinted response cards instead of fingers.

### SAMPLE VERBAL STRATEGIES



#### Line-Ups

Two lines of students face each other, one line moves with same question or a new one.

**TIP:** Younger students may sit on the floor.



#### Summarizing

Students summarize what teacher said & a second student summarizes what the first student said.

**TIP:** Split up the class and have one half write what they hear.



#### Exit/Entrance Slip

Students can complete an exit or entrance slip orally or in writing on their way in or out the door.

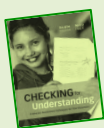
**TIP:** Use post-it notes so students can leave response on desks.



#### Questioning

Teachers (or students) ask questions to which students must respond. (yes/no, true/false, either/or, who, what, where, when, why)

**LEARN MORE:**



Checking for Understanding, Fisher & Frey (2007)



Total Participation Techniques, Himmele (2012)

When teachers regularly check for understanding, students become increasingly aware of how to monitor their own understanding.

Doug Fisher & Nancy Frey



[www.TELLproject.org/STARTALK](http://www.TELLproject.org/STARTALK)

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