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.

### 1. What non-verbal checks for understanding do you use to gauge student learning?
- Thumbs up/Thumbs down
- Physical Movement
- Picture Sequencing
- Do as I say …
- Act out
- Electronic Response System
- Facial Expression/Body Language
- Hold-ups
- Other:

### 2. What verbal strategies do you use to check for understanding?
- Either/or
- Fill in the blank
- Line Ups
- Turn and Talk
- Numbered heads together
- Summarizing
- Think-Pair-Share
- Line-ups
- Other:

### 3. How often do you check for understanding in a class period?
- After introducing new material
- In an ongoing manner
- At the end of class

### 4. How do you use the feedback gathered from the check for understanding?
- To modify the ongoing lesson
- To modify a future lesson
- As a formative assessment

### 5. Was the language that students used to demonstrate comprehension aligned to the proficiency target for the class/course/program?
- Yes, close to reaching target.
- No, above target.
- No, below target.

### 6. Reflection Question: What did you learn from the check for understanding? Were there any surprises?

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