

CHECKING FOR UNDERSTANDING

Feedback Form

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?

- | | | |
|--|---|--|
| <input type="checkbox"/> Thumbs up/Thumbs down | <input type="checkbox"/> Do as I say ... | <input type="checkbox"/> Facial Expression/Body Language |
| <input type="checkbox"/> Physical Movement | <input type="checkbox"/> Act out | <input type="checkbox"/> Hold-ups |
| <input type="checkbox"/> Picture Sequencing | <input type="checkbox"/> Electronic Response System | <input type="checkbox"/> Other: |

2. What verbal strategies do you use 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"/> Line Ups | <input type="checkbox"/> Summarizing | <input type="checkbox"/> Other: |

3. How often do you check for understanding in a class period?

- | | | |
|---|---|--|
| <input type="checkbox"/> After introducing new material | <input type="checkbox"/> In an ongoing manner | <input type="checkbox"/> At the end of class |
|---|---|--|

4. How do you use the feedback gathered from the check for understanding?

- | | | |
|---|--|--|
| <input type="checkbox"/> To modify the ongoing lesson | <input type="checkbox"/> To modify a future lesson | <input type="checkbox"/> As a formative assessment |
|---|--|--|

5. Was the language that students used to demonstrate comprehension aligned to the proficiency target for the class/course/program?

- | | | |
|---|--|--|
| <input type="checkbox"/> Yes, close to reaching target. | <input type="checkbox"/> No, above target. | <input type="checkbox"/> No, below target. |
|---|--|--|

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

