**EFFECTIVE INSTRUCTION TEACHING MODEL - Check For Understanding**

**FOCUS Question - How well do I “check for understanding” (CFU) in my students?**

**What it looks like -** This occurs throughout a lesson and may be planned, but often occurs as a teacher senses important moments within a lesson and seeks feedback on student progress. Checking for understanding is a complex skill, and strategies will vary depending on the class and the individual students. Checking for understanding is an informal type of formative assessment and CFU should be an important part of determining lesson progress.

**The check for understanding model**

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| **Teacher Strategies (and Evidence)**  **CFU occurs**   * Teacher stops after instruction of content or process, and surveys students regarding progress with learning.   **Type of CFU occurring**   * Class questioning using generalised questions … any Q’s? All good? * Class questioning requiring specific ○ knowledge ○ understanding   ○ volunteers ○ targeted students ○ scaffolding by teacher.   * Dipsticking… ○ traffic lights ○ hand signals ○ other \_\_\_\_\_\_\_\_\_\_\_. * Quiz or game… ○ kahoot ○ Handout ○ other \_\_\_\_\_\_\_\_\_\_\_\_. | | **Student Evidence**   * Students notice transition. * Students stop and transition. * Students appear to be actively listening and reflecting. * Students are attentive. * Students appear engaged. * Students are spontaneously checking notebook. * Individual students are responding * Collaboration is used and groups are responding. * Students appear to respond to time pressure. * Students receive feedback and correction. * Students appear familiar with CFU routines. * Students are asking questions. |
| * The odd one out. * The one minute paper. * Exit ticket. * Question box. * Human graph (students move). * What went wrong? | * Example/Non-example. * Lesson in a tweet/headline. * Mind map / Graphic organiser. * Misconception check. * My favourite No. * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_. |
| **CFU Routines**   * Teacher uses CFU strategies several times in the lesson. * Teacher uses a variety of CFU techniques at different times. * Teacher actively listens to feedback and appears to consider implications for progress of lesson. | |

**Proficiency Scale**

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|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
| **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** | | | | |
| **Checking for Understanding is systematic and targets authentic information regarding student progress.** | Strategies are not particularly evident. The lesson progresses with no obvious CFU techniques used. | Uses strategies to CFU at least once.  Questioning or phrasing of CFU may be generalised and not specific.  Students may not appear engaged or attentive to CFU technique. | Uses effective CFU strategies at least once.  Students attentive.  Questions or CFU appears to generate authentic info regarding progress.  Teacher evaluates feedback to students. | Uses effective CFU strategy when appropriate.  Students engaged and feel pressure to answer.  Questions or CFU targets particular content or process. Teacher evaluates feedback to adjust lesson progress. | In addition to previous criteria – responds to classroom in order for the desired effect to be evident in all students. Teacher appears to track a range of individual students progress. |

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| **CFU Strategy** | **Description** |
| Dipsticking | Students respond simultaneously with a simple gesture or resonse which indicates their level of understanding of the question asked by the teacher.  Dipsticking is most useful when the question by the teacher is quite specific about part of a concept or process. Dipsticking is less useful when the question posed by the teacher is very general. This criticism is common to many CFU techniques. This means to be a useful feedback for the teacher dipsticking should be relatively frequent. Useful at any stage of the lesson. |
| Dipsticking – Traffic lights | Students communicate their level of understanding using a red, orange, green system of cards or objects |
| Dipsticking – Hand Signals | Students communicate their level of understanding using thumbs up, thumbs level, thumbs down; or using the numbers of fingers held up; or other hand signals. Useful at any stage of the lesson |
| The odd one out | Students are asked to select the one “odd” option from three or four options. Useful in a variety of situations and applies to knowledge and conceptual applications. Use at any stage of lesson or homework. |
| Example/Non‐Example | Given a concept, students sort or write various examples/non examples. Use at any stage of lesson or homework. |
| The one minute paper | Student have one minute to write a summary of what they have learnt that lesson. Should be on a slip of paper and handed to teacher to be useful feedback for teacher. Can be used throughout lesson, but is fairly intense so more suited at the end. Hand to teacher. Similar to exit slip |
| Lesson in a tweet / headline | Students have to summarise their learning in 140 characters or in a headline (tweet is probably more relevant to a younger audience). Best to handout a slip with 140 character spaces to enforce the rule. Can be done at any time in the lesson. Hand to teacher or read out. |
| Exit Slip | Students write a response to a teacher question or summary of the lesson. Index cards or structured paper slip is best approach. Used at end of lesson and students have to hand it to teacher to exit the room. |
| Mind map / Graphic organiser | Students construct a schematic representation of their learning. Fairly complex task and useful in only some situations. Best at end of the lesson or for homework. |
| Question Box | Students write questions on a structured paper slip or index card and place their question in a question box in the room. Suits students who are unwilling to ask q’s out loud. Useful throughout lesson |
| Misconception check | Students use their recently acquired learning to analyse and debunk a common misconception. Great critical analysis but limited opportunities to use. Useful any time in a lesson or homework. |
| Human Graph | A kinaesthetic activity where students in the class physically move to create a histogram, where each student represents a data point rating their view. Useful in limited situations,at any time in the lesson. |
| My favourite No | Students answer a question on an index card or slip of paper which is collected by the teacher. The teacher audible tallies correct versus incorrect responses. Teacher then picks their favourite incorrect response and transfers it to the board. Teacher leads a class discussion firstly about what is right in the response, then about what is wrong. Useful at any stage of the lesson. Does take some time. |
| What went wrong | Teacher puts an exemplar response on the board which contains an error. Students are asked to identify the error and grade the response according to the “significance” of the error. Useful at any stage of the lesson. |