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| **TEACHERS’ WORKSHEET FOR DEVELOPING**  **CHECKS FOR UNDERSTANDING BEFORE, DURING, AND AFTER INSTRUCTION** | |
| Checks for Understanding are formative assessments that are used to ascertain students’ understanding of concepts and/or skills and to access prior or current knowledge.  Such measurable and focused checks should be conducted before, during, and after instruction and should not be limited to just three checks per lesson. Multiple checks are needed as instruction unfolds.  Checks for Understanding provide teachers with diagnostic information on student learning and understanding and allows teachers to respond (via error correction, re-teaching, re-phrasing, re-modeling, etc.) to students’ misconceptions in real time before the lesson ends. | |
| **BEFORE INSTRUCTION CHECK FOR UNDERSTANDING** | |
| Identify your lesson’s content (that should be aligned with PA standards). |  |
| What prerequisite knowledge or skill should students be able to demonstrate **before** instruction?  From a recent lesson \_\_\_\_  From a previous grade \_\_\_\_ |  |
| What type of CFU assessments will help you uncover students’ prerequisite skills? | Verbal \_\_\_ Closed \_\_\_\_ Open \_\_\_\_\_  Written \_\_\_\_ Closed\_\_\_\_\_ Open \_\_\_\_\_  Demonstration\_\_\_\_\_ Closed \_\_\_\_\_ Open \_\_\_\_\_ |
| Create a check for understanding for students to complete **prior** to instruction based on the knowledge or skill you’ve just identified. |  |
| Identify the possible actions you will take after you’ve received students’ responses to this assessment. |  |
| **EXAMPLE** | |
| Identify your lesson’s content (that should be aligned with PA standards). | The students are expected to solve Add to-Start unknown word story problems. |
| What prerequisite knowledge or skill should students be able to demonstrate **before** instruction?  From a recent lesson \_\_X\_\_  From a previous grade \_\_\_\_ | Students should be able to write equations with a symbol for the unknown number to represent the problem. |
| What type of CFU assessments will help you uncover students’ prerequisite skills? | Verbal \_\_\_ Closed \_\_\_\_ Open \_\_\_\_\_  Written \_X\_\_\_ Closed\_\_\_\_\_ Open \_\_\_\_\_  Demonstration\_\_\_\_\_ Closed \_\_\_\_\_ Open \_\_\_\_\_ |
| Create a check for understanding for students to complete **prior** to instruction based on the knowledge or skill you’ve just identified. | Students will read and respond to the following Do Now activity.  "There were some birds on a tree. 7 more birds flew and sat on the tree. Now, there are 12 birds on the tree. How many birds were on the tree to start with?"  Ask students to write an equation to represent this problem. The correct equation would be: "x + 7 = 12", where 'x' represents the unknown starting number of birds |
| Identify the possible actions you will take after you’ve received students’ responses to this assessment. | This activity can be followed by a second check for understanding in the form of a think-pair-share during which students explain their thinking.  Teachers will monitor discussions and have a large group share where any misconceptions are addressed. |

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| **CHECKS FOR UNDERSTANDING DURING INSTRUCTION**  **PLAN FOR AT LEAST 3 – 5 CHECKS** | |
| Identify your lesson’s content (that should be aligned with PA standards). |  |
| What prerequisite knowledge or skill should students be able to demonstrate **during** instruction?  From a recent lesson \_\_\_\_  From a previous grade \_\_\_\_ |  |
| What type of CFU assessments will help you uncover students’ prerequisite skills? | Verbal \_\_\_ Closed \_\_\_\_ Open \_\_\_\_\_  Written \_\_\_\_ Closed\_\_\_\_\_ Open \_\_\_\_\_  Demonstration\_\_\_\_\_ Closed \_\_\_\_\_ Open \_\_\_\_\_ |
| Create a check for understanding for students to complete **during** instruction based on the knowledge or skill you’ve just identified. |  |
| Identify the possible actions you will take after you’ve received students’ responses to this assessment. |  |

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| **CHECKS FOR UNDERSTANDING AFTER INSTRUCTION** | |
| Identify your lesson’s content (that should be aligned with PA standards). |  |
| What newly taught knowledge or skill should students be able to demonstrate **after** instruction? |  |
| What type of CFU assessments will help you uncover students’ prerequisite skills? | Verbal \_\_\_ Closed \_\_\_\_ Open \_\_\_\_\_  Written \_\_\_\_ Closed\_\_\_\_\_ Open \_\_\_\_\_  Demonstration\_\_\_\_\_ Closed \_\_\_\_\_ Open \_\_\_\_\_ |
| Create a check for understanding for students to complete **after** instruction as a closing exercise.  Make sure that the activity is reviewed by the students and not just submitted to the teacher and potentially forgotten by the student. |  |
| Identify the possible actions you will take after you’ve received students’ responses to this assessment. |  |