

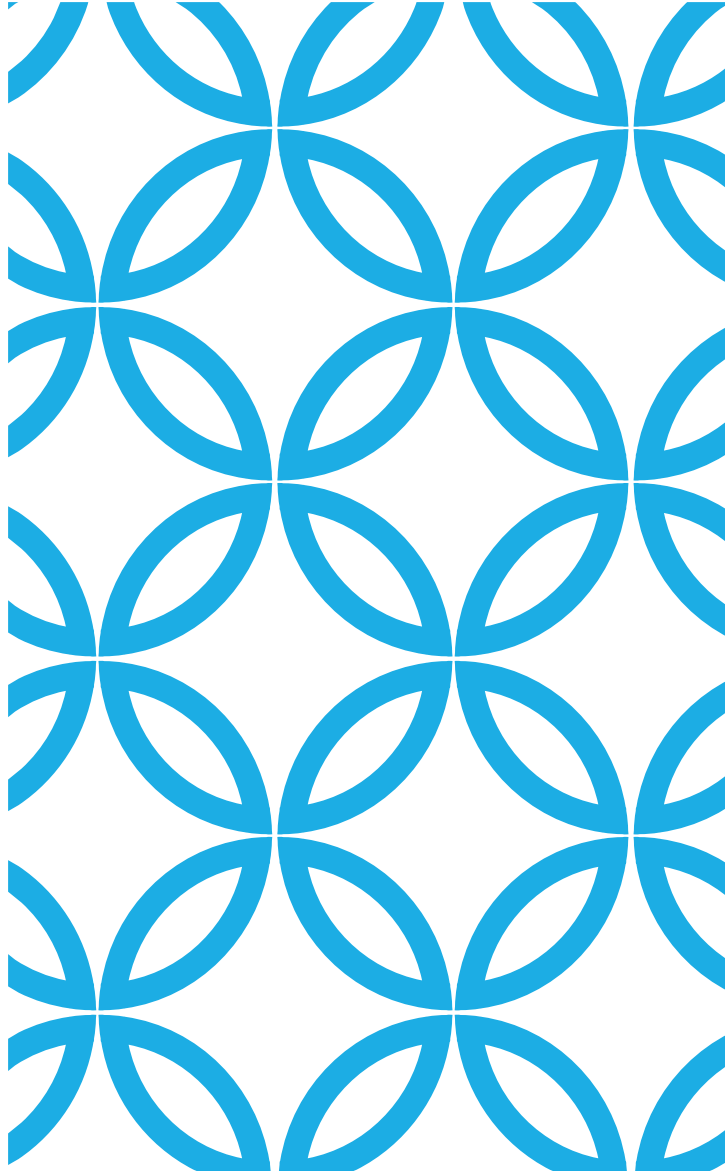
Gallery Walk

When you walk in please grab a marker and respond to the questions around the room by writing on the posters.

1. Why do we assess?
2. Why is it important to assess throughout the lesson and not just at the end of a lesson?
3. Why do we assess at the end of a lesson and not just at the end of a unit?

Variations:

- Talk with a partner at the poster about why you wrote what you wrote.



HOW DO WE KNOW THEY ARE LEARNING? CHECKS FOR UNDERSTANDING & ASSESSMENT IN AN ENGAGING LANGUAGE CLASSROOM

Kerrie Neu, Tristin West & Sharon Gracia
Granite School District

OBJECTIVES

1. I can explain the importance of checking for understanding continually during a lesson and tell one or two strategies to do this.
2. I can explain the reasons for using self-assessment & know some tools to help students self-assess.

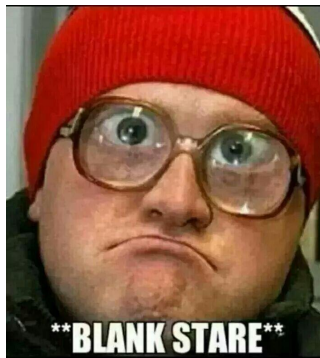


RECORDING SHEET

As you participate in the presentation, write a brief summary of each strategy, list advantages for using that strategy to assess, and note things to consider when planning to use that strategy.

Name of Strategy	Summary of Strategy	Advantage	Things to Consider
Gallery Walk	Write on posters around the room.	Activates knowledge. Allows for discussion. Teacher can check for understanding	Talk in pairs or groups Prepare ahead. Posters Markers Time

DO THESE IMAGES LOOK FAMILIAR?



HOW ABOUT THESE?



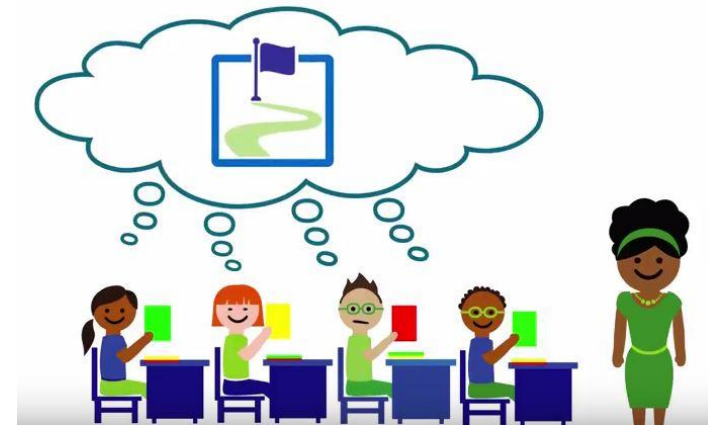
WHY DO WE ASSESS STUDENTS?

- To monitor students progress and understanding
 - Content, language, & instructions
- To inform instruction
 - Pacing
 - Adjusting lesson



WHEN DO WE ASSESS?

- Throughout the lesson- Checks for Understanding
- End of a lesson (or during a lesson)- Formative Assessments
- End of a unit- Summative Assessments





CHECKS FOR UNDERSTANDING

DEFINITION

“The frequent, interactive checking of student progress and understanding in order to identify learning needs and adjust teaching appropriately.”



Did they get this chunk of information (procedures, vocabulary, content)?



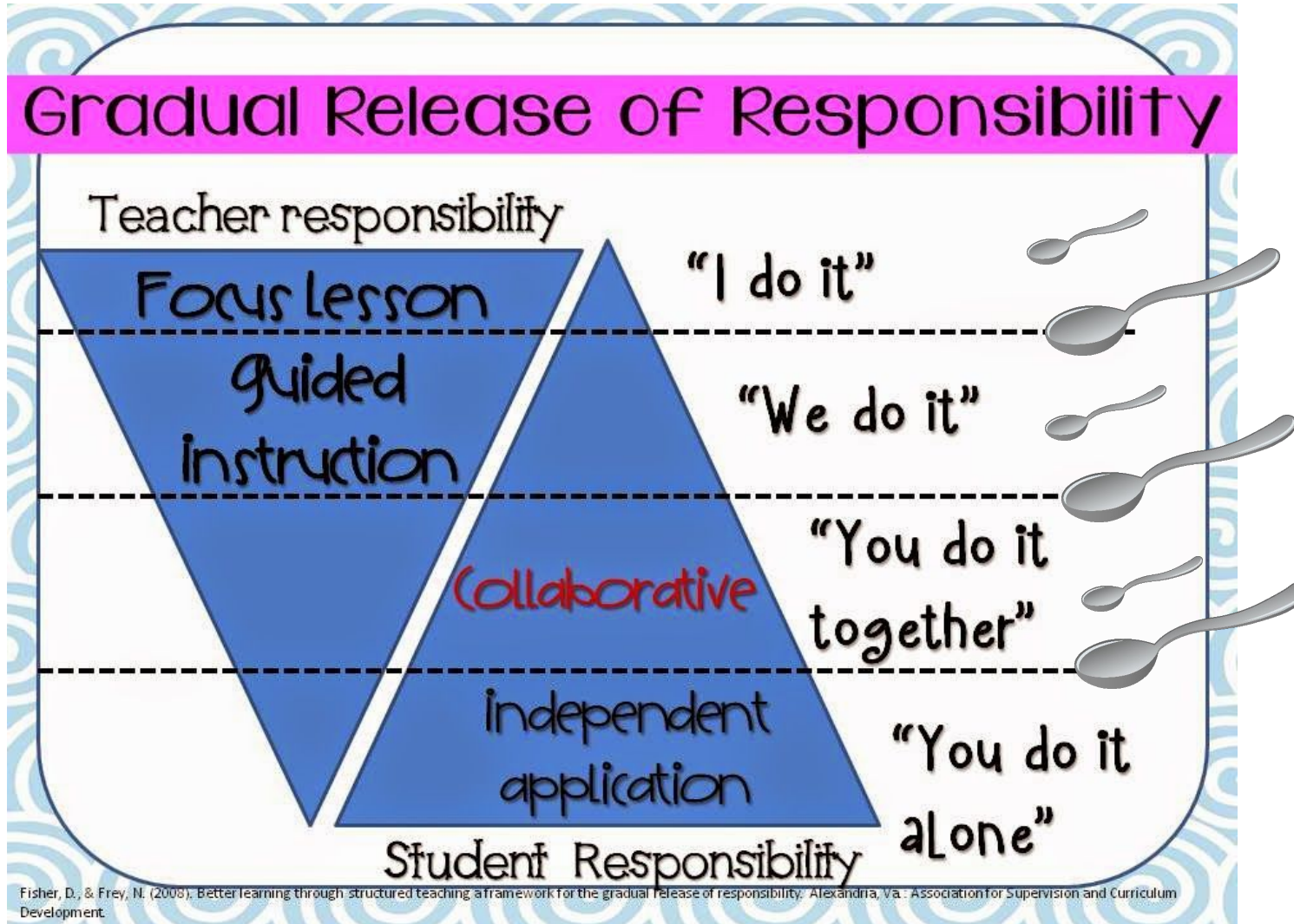
Are the students learning the objective?



How will I adjust my instruction based on the results of my checking for understanding?



Where would you check for understanding?

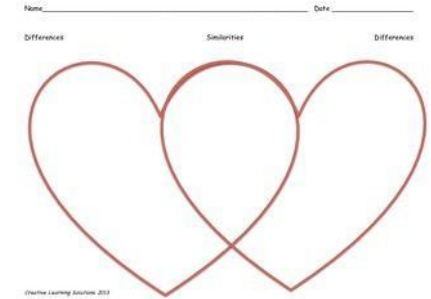


In a typical lesson plan with gradual release of responsibility, how often would you check for understanding?



Dry-Erase Graphic Organizers

- Use like whiteboards, but insert a graphic organizer inside
- Options:
 - Sheet protectors
 - Job ticket holders
- Use low-odor dry erase markers.
- Students can work in partners, or each write individually and then share in partners.



Name _____ Date _____

PLOT

Problem (Conflict)

Solution (Resolution)

Middle (CLIMAX)

Beginning (Introduction)

End (Conclusion)

Characters: _____

Setting: _____

Created by N. Swisher 2013

<https://www.teacherspayteachers.com/FreeDownload/Graphic-Organizer-Bundle-Plot-Main-Idea-Details-443409>

Dry-Erase Graphic Organizers

How a teacher could use them.

- Objective: NH Interpretive Communication “I can identify the topic and some isolated elements from simple sentences in informational text”
- Read the text
- Students write the main idea & some details from the text.
- Students hold up answers so teacher can check for understanding.
- Students share with a partner to explain & clarify
- Can also be used for a fiction text, a short video or audio selection, or after teachers present a concept.

Name _____
Date _____

Detail _____

Detail _____

Detail _____

Detail _____

Title _____

POPCORN

The main idea is _____

ACT ONE TAKE ONE

ACT ONE TAKE ONE

Created by N. Swisher 2013

Dry-Erase Graphic Organizers

Now it's your turn!

- Partners or individual?
- Using the sheet protectors with the graphic organizer:
 - Write the main idea about why we check for understanding
 - Write when we check for understanding in the details. (You might not use them all.) **1 min.**
 - Hold up your answers
 - Share with a partner- **1 min.**

Name _____
Date _____

Detail _____

Detail _____ Title _____

Detail _____

Detail _____

Detail _____

POPCORN

The main idea is _____

ACT ONE TAKE ONE

ACT ONE TAKE ONE

Created by N. Swisher 2013

QUIZIZZ

To play this game

1. Use any device to open

join.quizizz.com

2. Enter game code

797529

[or share via...](#)

START

Enter game code

ENTER GAME

Checks for Understanding

Played 0 times
7th grade

0 people like this
Other

22 minutes ago by twest1_24649

Like Add to collection

3 Questions [SHOW ANSWERS](#)

Question 1 30 seconds

Q. What is a phrase I could use to describe my mother?

answer choices

- My mother is a child.
- My mother is a woman.
- My mother is a man.
- My mother is a son.

Question 2 30 seconds

Q. What is a phrase I could use to describe where I live?

answer choices

- I live in a store.
- I live in a library.
- I live in a neighborhood.
- I live in a bakery.

Question 3 30 seconds

Q. What is a phrase I could use to describe what my teacher does at school?

answer choices

- My teacher sleeps in school.
- My teacher showers at school.
- My teacher shaves at school.
- My teacher reads at school.

Host a game

- Live Game
- Homework Game

Play solo


- Solo Game

Share Edit Duplicate Print Delete

[Report Abuse](#)

Quizizz or Kahoot

1 participant

 **Tristin West**

★ First!

What is a phrase I could use to describe where I live?

- I live in a bakery.
- I live in a library.
- I live in a store.
- I live in a neighborhood.

QUIZIZZ

Game Summary

Tristin West [Share](#)

Points 600/3000
Final Rank 1/1

33.33% Accuracy

Performance Stats

- 1 Correct
- 2 Incorrect
- 0 Unattempted

131.1 s Avg. Time / Question

1 Longest Streak

Review Questions [Study Flashcards](#) **NEW**

Click on the questions to see answers

2. What is a phrase I could use to describe my mother?

- My mother is a child.
- My mother is a woman.
- My mother is a man.
- My mother is a son.

Game highlights

[Play Again!](#) [Download Excel](#) [Review Questions](#)

- Class accuracy**
The class answered 33% questions correctly! [Share practice link](#)
- Toughest Question**
Q1. What is a phrase ... was answered incorrectly by 1 out of 1 players.
- Longest Question**
Q2. "What is a phrase ..." took 383 seconds to answer on average.
- Interesting facts**
2 questions had an accuracy of less than 40%. Time to investigate!

Overview Questions Standards

[Email all parents](#) Show Time Taken

Scroll right >

Player Names	Score	Q1	Q2	Q3
1 Tristin West Email	600 (33%)	0%	100%	0%

- Most effective when:
 - Teach a chunk of information followed by a quick question or two
 - Students discuss question and answers with partner or small group before/after answering questions for oral practice
 - Teacher revisits misunderstandings immediately
 - Not used as a lengthy quiz or test
 - Not used to replace instruction

Application



Think-Ink-Pair-Share



- Look back at your list of strategies and **think** about which one you can use.
- Put a star next to the strategy you can use.
- **Write** down notes of when in your lessons and plans you will use this strategy.
- Then **pair** up with a partner and **share** what you wrote.

Name of Strategy	Summary of strategy	Advantage	Things to Consider





FORMATIVE ASSESSMENTS

DEFINITION

Formal and informal assessment procedures conducted by teaching *during* the learning process to find out if each student can meet the objectives of the lesson. The purpose of a formative assessment is to modify subsequent teaching and learning.



Are the students learning the objective?

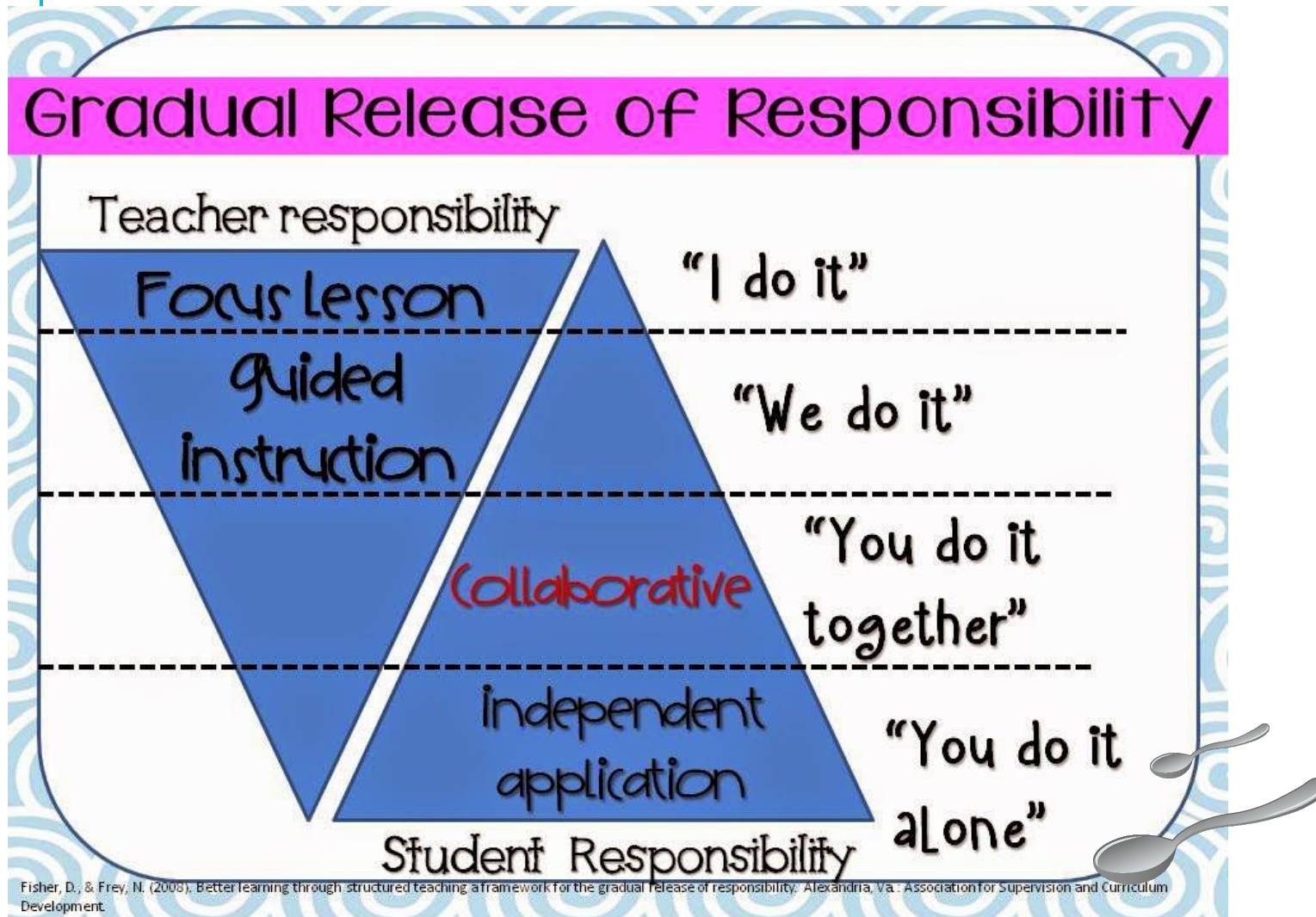


How will I adjust my instruction based on the results of my assessment?



Note: assessments can be used for both formative and summative purposes.

Where would you assess the lesson objective?



Do I need to reteach something or teach it in another way?

Do I need to adjust my pacing?

Do I need interventions and extensions?

Whole Group Conversations with Teacher Assessing



VS



- Debate

- Give a thought provoking question to discuss - Ex. Would you rather be able to change the past or see into the future? Students step to the side of the room with which they agree. Discuss with those in agreement. Then convince the other side.

- Speech

- In groups of 4, students count off. Each student has a different question based on their number. Have 3 minutes to jot down ideas and then 90 seconds to give a "speech" to their group presenting their thoughts. Each person from the group gets one minute to make a comment or ask a question to further the discussion. After all group members have commented, the next person gives their speech and the process repeats. Providing sentence starters promotes academic language use.

- Rapid Research Presentation

- With a partner, take 3 minutes to think of and draw 3 symbols to represent a country. To another pair, present symbols, explain what they represent and why you chose them. After, the listening pair asks two questions to further understand the topic.

Edpuzzle

Web-based interactive video & formative assessment tool



- upload your own videos or search Edpuzzle library (YouTube, Khan Academy, National Geographic, TED Talks) and customize them with your own voice, audio comments, assessment questions and language/content objectives
- assign due dates, view students' scores and progress as well as the length of time students took to complete an assignment, and prohibit students from fast-forwarding through videos
- gradebook option to organize and export data
- teachers and students can create and share online videos in ways that encourage more active learning
- for any grade level (K-12), easy to integrate with Google Classroom and great for AP audios, videos (multiple choice questions, open-ended questions and short answers) and AAPPL practice
- Examples

Video: <https://edpuzzle.com/media/5c40d6c9b53f0a41044173c3>

Audio: <https://edpuzzle.com/media/5be3e2623b84c840d05c56e4>

Culture: <https://edpuzzle.com/media/5bb4ec80d11ad4404892ff37>







Edpuzzle

Flipgrid with Rubric



1st Grade Students

Rubric Categories	1 	2 	3 	4 
Cycle of frog or butterfly	I did not work or I didn't try.	I need help with the order of the cycle.	I can tell the cycle of a frog or butterfly in order.	I can tell the life cycle of a frog or butterfly in order and with 1 or 2 details.

[Student Video](#)

(score 2)

[Student Video](#)

(score 3)

[Student Video](#)

(score 3)

Language	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
	<ul style="list-style-type: none"> -Uses isolated words (i.e., single words) to respond to questions. -Responses pertain to very specific topic areas in predictable contexts. - May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>. 	<ul style="list-style-type: none"> -Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics. -Frequent searching for words is common. -May use native language or gestures when attempting to create with language beyond what is known. -Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material. 	<ul style="list-style-type: none"> <i>Partial</i> ability to <ul style="list-style-type: none"> • create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences • ask and answer questions • handle a simple survival situation (daily needs) in the language -Uses vocabulary from everyday topics and subject area content to provide basic information. -Uses memorized expressions with ease and accuracy. -Can respond in intelligible sentences most of the time but does not sustain sentence-level speech -Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present. -May revert to the use of English 	<ul style="list-style-type: none"> <i>Sustained but minimal</i> ability to <ul style="list-style-type: none"> • create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences • ask and answer questions • handle a simple survival situation (daily needs) in the language -Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them. -Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner. -Handles a limited number of everyday social and subject content interactions. -Uses a variety of common verbs in

From Anahi Villegas

Flipgrid with Rubric



White Boards & Numbered Heads Together

Language	NOVICE LOW	NOVICE MID	NOVICE HIGH	INTERMEDIATE LOW
	<p>-Uses isolated words (i.e., single words) to respond to questions.</p> <p>-Responses pertain to very specific topic areas in predictable contexts.</p> <p>- May use greetings and polite expressions such as <i>Good Morning</i> and <i>Thank you</i>.</p>	<p>-Uses single words, multiple words, short phrases, greetings, polite expressions, and other memorized expressions on a limited number of topics.</p> <p>-Frequent searching for words is common.</p> <p>-May use native language or gestures when attempting to create with language beyond what is known.</p> <p>-Memorized expressions with verbs and other short phrases are usually accurate, but inaccuracies occur when trying to produce language beyond the scope of memorized material.</p>	<p><i>Partial</i> ability to</p> <ul style="list-style-type: none"> create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language <p>-Uses vocabulary from everyday topics and subject area content to provide basic information.</p> <p>-Uses memorized expressions with ease and accuracy.</p> <p>-Can respond in intelligible sentences most of the time but does not sustain sentence-level speech</p> <p>-Sentences may not always contain the proper verb formations, and other grammatical inaccuracies may be present.</p> <p>-May revert to the use of English</p>	<p><i>Sustained but minimal</i> ability to</p> <ul style="list-style-type: none"> create with language to convey personal meaning by adapting learned material in single sentences and strings of sentences ask and answer questions handle a simple survival situation (daily needs) in the language <p>-Has basic vocabulary for making statements and asking questions to satisfy basic social and academic needs, but not for explaining or elaborating on them.</p> <p>-Can maintain simple conversations at the sentence level by creating with the language, although in a restrictive and reactive manner.</p> <p>-Handles a limited number of everyday social and subject content interactions.</p> <p>-Uses a variety of common verbs in</p>

3rd Grade Student

Aubrey

From Marithza Aldazabal



Number yourselves in groups of 4 (1,2,3,4)

Circle which the student's language level.





Talk with your group and come to consensus.

Teacher calls a number and that student shares out the group response.

We Assess Our Own Learning.



Student Self-Check

- I understand, and I can teach someone else. 
- I understand, and I can do this by myself. 
- I am beginning to understand this - with help. 
- I don't understand - yet. 

SELF ASSESSMENT

DEFINITION



Self assessment is information about the learners, their abilities, their progress and what they can and cannot do provided by the learner themselves.

Students monitor their own learning and take appropriate action. Students can do this only if the criteria for learning are clear and if they have been taught the skills of checking their work against those criteria.

WHY USE SELF ASSESSMENT?



- Increases student motivation
- Makes learning more transparent to the student
- Encourages students' responsibility for own learning

APPLICATION- WHAT DOES SELF ASSESSMENT LOOK LIKE?

List of Can-Do Statements

- Students mark when they demonstrate mastery or proficiency.

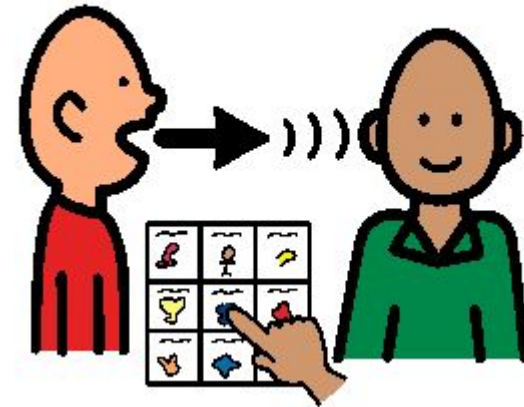
Rubric for presentation, poster, writing or activity

- Students reflect on learning and participation, then score themselves according to the rubric.

Portfolio of writing and presentations

- Students reflect on their progress by looking at writing pieces or listening to audio files collected in a portfolio.

Independent or Peer Review



APPLICATION- WHAT DOES SELF ASSESSMENT LOOK LIKE?

Journaling

- Students revisit objectives and journal about how well they feel they met the objectives and evidence to demonstrate their level of mastery.

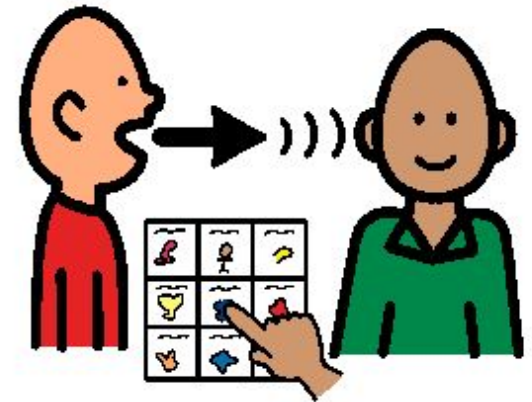
Fist to 5, 4 Corners, or Likert Scale

- Students use fingers or their location in a room to demonstrate their understanding and/or level of confidence in lesson objectives.

Exit Ticket and Self Evaluation

- Students respond to questions at the end of a lesson, assessment or unit then place their Exit Ticket in a colored folder when they leave indicating their level of confidence in the content
green- independent and confident, **yellow- may have some questions, need some more practice/support**, **red- not confident, need a lot of support and reteaching**

Independent or Peer Review



APPLICATION- CAN-DO STATEMENTS

GRANITE SCHOOL DISTRICT
BEGINNING LANGUAGE – Level 1
UNIT 1: It's nice to meet you.

Name: _____ Class Period: _____

I can greet someone using proper gestures and say goodbye.	I can introduce myself.	I can ask "What is your name?"	I can ask "How are you?"	I can tell how I am feeling.
I can tell where I am from.	I can ask "Where are you from?"	I can ask someone about their age.	I can tell someone my age.	I can ask someone about their telephone number.
I can tell someone my telephone number.	I can ask "What is today's date?"	I can tell the date.	I can ask "When is your birthday?"	I can tell when my birthday is.
I can count from 0-10.	I can count from 10-20.	I can count from 20-30.	I can count from 30-40.	I can count from 40-50.
I can say "Please," "Thank you," and "You're welcome."	I can tell how people greet each other they know in target culture.	I can tell how people greet each other they don't know in target culture.	I can use different greetings at different times of the day.	I can tell how personal space is different in target cultures.
I can explain the difference in telling dates and phone numbers in target cultures.	I can explain how the calendar is organized differently in target cultures.	I can explain how punctuation differs between target languages.	I can use numbers to perform mathematical operations.	I can ...

Yo Hablo Español

Communication

- Y** I can speak about my family and the school and I can ask and answer questions about these topics.
- O** I can express my emotions and opinions.
- H** I can read a story and explain what is happening.
- A** I can listen to a story and instructions and repeat what is happening or what I should do.
- B** I can present information in front of the class.
- L** I can write a story and include pictures, and I can read it to the class.

Culture

- O** I can explain and present customs of different countries.
- E** I can explain the different foods people eat in different countries and what food they produce.

Connections

- S** I can learn mathematics, science, social studies and health in Spanish.
- P** I can explain and present different opinions of people from different countries.

Comparisons

- A** I can make a dictionary in Spanish and identify some cognates.
- Ñ** I can compare and contrast different cultures with my own.

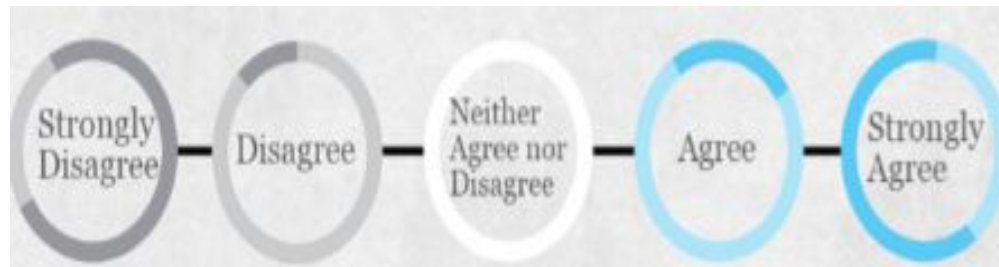
Communities


- O** I can use Spanish outside of school with the Hispanic people.
- L** I can use Spanish to enjoy myself and have fun.

APPLICATION- FIST TO FIVE, 4 CORNERS, LIKERT SCALE



I can explain this concept to a partner.



number	self reflection
 4	I know this VERY well. I feel like I could teach it to someone else.
 3	I feel like I know this pretty well. I get almost every question right the first time.
 2	I feel like I am still learning this. I still have some questions and am unsure sometimes.
 1	I have LOTS of questions. I am not sure what to do most of the time.

OBJECTIVES

1. I can explain the importance of checking for understanding continually during a lesson and tell one or two strategies to do this.
2. I can explain the reasons for using self-assessment & know some tools to help students self-assess.

EXIT TICKET

EXIT TICKET

3 things you found out

1. _____
2. _____
3. _____

2 things you want to know more about

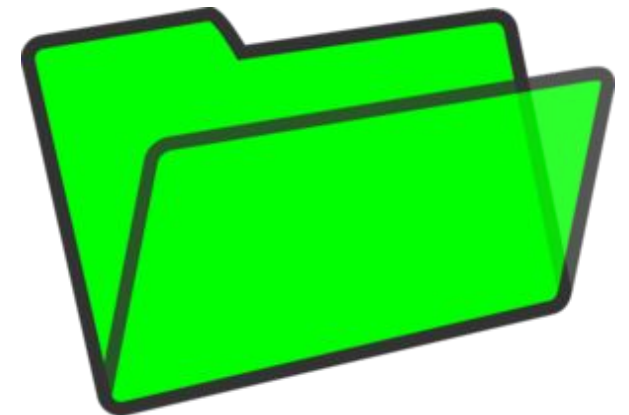
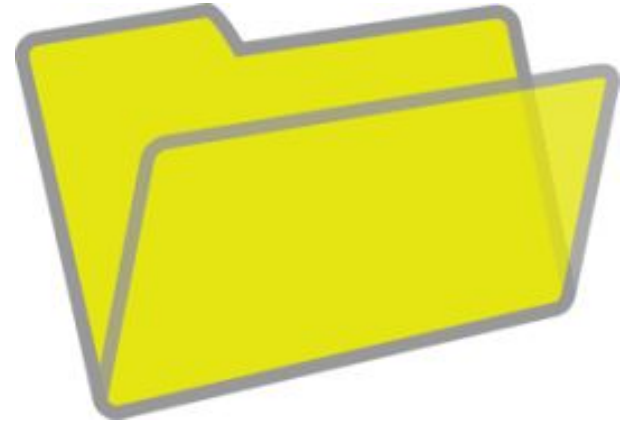
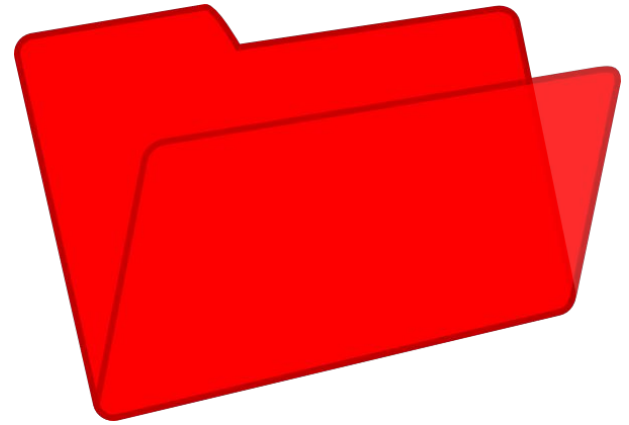
1. _____
2. _____

1 question you still have

1. _____

146017

What is the importance of using checks for understanding and assessment in the classroom?



Where can I find the materials?

<https://kerrieneu.weebly.com/resources.html>



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