Check Early and Check Often

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Agenda

1. What is Formative Assessment?
2. Asking Questions
3. Observing Student Work
4. Fostering a Culture of Error
5. Planning for Flexibility
What is formative assessment?
Measuring the gap between I taught it and they learned it.
“It is less likely that there are thousands of teachers who fail to say to themselves, ‘Gee, I really ought to be assessing what they’re learning as I teach’ than it is that there are thousands of teachers with three hundred other things to do at any given moment during a lesson.”
Checking Comprehension = Data Collection
Qualities of good data?
What are some routine questions you use to check for understanding?
Which of these questions check for a deep level of understanding?

Which ones make sure students aren’t guessing?
Asking Thoughtful Questions
What kinds question formats are there?
Planned Questions
Example of Lesson with Planned Questions
Objectives: SWBAT

1. Categorize food items as *count* or *non-count*
2. Use *a* with singular count nouns
3. Use *too much* with non-count nouns and *too many* with plural count nouns
Examples of Planned Questions

• What are some more foods that are count nouns? What are some more foods that are non-count nouns?
• Is this sentence correct? “The little girl ate a cake.” Why?
• Circle all the non-count nouns in this dialog.
• Fill in the blank with three different foods: This family likes to eat a ________ for lunch. I ate too much ________.
Your Turn

Choose **one** of these objectives or write your own.

- SWBAT describe the key events in *The Wizard of Oz* using relevant details
- SWBAT compare two potential cell phone plans
- SWBAT discriminate between upper and lowercase letters C/c, K/k and O/o

What questions might you ask a student to see if she can do one of these things?
How to Get Answers from Everyone
Hand Signals
Mini-White Boards
Take a Stand
 Others?
Thoughtful Observation
What types of things do you notice when observing students doing independent work?
Standardize the Format for Answers
Tracking
(Not Watching)
Tally the problems and successes
What would you track?

Scenario A: Beginning ESL
Students individually sequence sentence strips describing the steps to call in sick to school or work.

Scenario B: Pre-GED
Students work in pairs and circle key words in an article that they will later use to write summaries.
Creating a Culture Where Errors are Important

Why?
It is difficult to find out where students are at if they are burying their mistakes.
How do you respond when you make a mistake in front of students? What message do you want to send?
Do we really want to know where students are at?
Low Prep Practice Activities

Confused

Mastered the Content

Multi-level
Planning for Flexibility
Use Lots of Routines to Foster Independence
Call on Students with Tailored Questions
Assign Pairs of Students

One a bit more skilled in the topic.

One a bit less skilled in the topic.
A Cheat Sheet or a Head Start for Lower Level Students
Answer at Least…

Answer at least four questions and keep going if you have time.
Keep Going

• Tell me more about that.
• What is another way to do that?
• Can you ask Sonya another question about shopping?
• Write two more.
Higher Level Students Provide Models and Examples for Other Students
Show What You Know with or without the Extra Support

___________ is going to _________ this weekend.
Fill in the Blank with a Different Word.

You can write to your family by ________.

- email
- mail
- text message
You Discover that the Class is Multi-level. What Might You Do In Response?

Choose one of these objectives or write your own.

- SWBAT describe the key events in *The Wizard of Oz* using relevant details
- SWBAT compare two potential cell phone plans
- SWBAT discriminate between upper and lowercase letters C/c, K/k and O/o
Deeper Levels of Understanding through Critical Thinking Questions
Depth of Knowledge (DOK) Levels

- **Level One** (Recall)
  - Define
  - Identify
  - List
  - Label
  - Illustrate
  - Measure
  - Infer
  - Categorize
  - Collect and Display
  - Identify Patterns

- **Level Two** (Skill/Concept)
  - Graph
  - Classify
  - Separate
  - Cause/Effect
  - Estimate
  - Compare
  - Distinguish
  - Use Context Cues
  - Make Observations
  - Summarize
  - Show

- **Level Three** (Strategic Thinking)
  - Revise
  - Develop a Logical Argument
  - Assess
  - Apprise
  - Construct
  - Formulate
  - Draw Conclusions
  - Hypothesize
  - Cite Evidence

- **Level Four** (Extended Thinking)
  - Arrange
  - State
  - Tell
  - Tabulate
  - Use
  - Quote
  - Match
  - Compare
  - Use Concepts to Solve Non-Routine Problems
  - Compare
  - Explain Phenomena in Terms of Concepts
  - Investigate
  - Differentiate
  - Show

**Describe, Explain, Interpret**
How is what you learned today relevant to your work?