

Checking for Understanding Implementation Rubric



This rubric is designed with teachers in mind for self-reflection in their practice and planning. Administrators can use the rubric to provide a point of discussion and feedback associated with classroom visitations. The indicators under each heading serve to create a common language and shared understanding about how checking for understanding is used to determine student progress toward content mastery by articulating understandings of new knowledge through comprehensible input (listening and reading), scaffolded output (writing and speaking), and structured interactions. It is recommended that users of the rubric highlight or circle indicators that best describe what is being observed in the classroom. The indicators are set out on a continuum, recognizing that implementation will deepen over time as teachers learn more about the purposes of embedding explicit checks for understanding into content teaching and its potential to enhance student learning.

Questions:		Emerging Implementation At the emerging level, the teacher is aware of some students' current level of mastery.	Approaching Implementation At the approaching level, systems are in place to monitor students mastery in a variety of ways	Developed Implementation At the developed level, established instructional routines are in place to allow for continuous, multi-modal checking of students current level of mastery.
<p><i>Practice Overview: When designing questions that will check your students' understanding, it is paramount that you start with a well-crafted DLT. Questions should always be addressed to ALL students providing appropriate and adequate processing time for students to think and develop their own ideas. Students should also have multiple opportunities to share their ideas with one or more partners prior to responding to the whole class. As the lesson progresses questions should increase in rigor and complexity according to the level of mastery students demonstrate in responses. Systems and routines (equity sticks, proximity, learning passports) must be in place to ensure equity through both random and purposeful sampling of students understanding.</i></p>	Sampling	Directs questions to all students and can identify a random variety of students responses	Directs questions to all students and can identify a representative subset of student responses	Directs questions to all students and can identify individual student responses
	Frequency	Asks questions once or twice during the lesson	Asks questions at each transition during the lesson (minimally every 15-20 minutes)	Asks questions continuously throughout the lesson (every 5-10 minutes)
	Purposeful	Questions are somewhat aligned to the DLT Questions probe content mastery	Questions are generally aligned to the DLT Questions probe content mastery and skill development	Questions are closely aligned to the DLT Questions probe content mastery, skill development, and metacognition
	Anticipating student misconceptions	Crafts questions that would reliably discern whether students understand	Crafts questions that would reliably discern the extent of student understanding (e.g. scaffolded question)	Crafts questions that would reliably discern the extent and root of a student's misunderstanding
	Rigor	Questions require simple responses and are designed to elicit low-level critical thinking skills (knowledge/comprehension)	Questions are open-ended and are designed to elicit mid-level critical thinking skills (application/analysis)	Questions are generative and are designed to elicit high-level critical thinking skills (evaluation/synthesis/creation)
	Who's asking/ GRR	Questions are primarily teacher-generated	Questions are both teacher and student generated	Questions are primarily student generated
	<p>Initial questions derive from what a teacher anticipates students will be confused about. As the lesson progresses, questions should stem from the quality and content of student responses so that the checks for understanding are driving the pace of the lesson.</p>			

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Responses: <i>Practice Overview: Students should have ample opportunities to respond throughout the course of a lesson and unit. As such, the level of understanding demonstrated in student responses determines the pace of the lesson. For every response students must have access to a variety of response structures which are modeled by the teacher and/or other students. In order to generate meaningful responses adequate wait time is critical, both when students are preparing individual responses or sharing and comparing partner/group responses. While every check for understanding will not necessarily involve writing, in most cases students should be provided with the opportunity to write before responding orally.</i>		Emerging Implementation At the emerging level, the teacher is aware of some students current level of understanding.	Approaching Implementation At the approaching level, systems are in place to further	Developed Implementation At the developed level, established instructional routines are in place to allow for continuous, multi-modal checking of students current level of mastery.
	Variety (how are they answering?)	Response structures are primarily oral	Response structures have some variety (physical, written, oral)	Response structures are varied and balanced (physical, written, oral)
	Academic Language Development (what words are they using?)	Students are required to respond in complete sentences	Students are required to respond in complete sentences that incorporate content vocabulary (bricks) and functional language (mortar)	Students are required to respond in complete sentences that utilize sophisticated language patterns effectively (bricks, mortar, audience, function, register)
	Structured Student Interactions (who is answering?)	All students are accountable for responses by orally sharing with one or more partners prior to providing responses to a larger group	All students are accountable for responses by negotiating understanding in pairs and small groups prior to providing responses to a larger group	All students are accountable for responses by negotiating understanding in pairs and small groups prior to synthesizing the responses as a larger group
	Differentiation (how much support is the teacher providing to get an answer?)	Teacher provides a variety of ways for students to respond based on the general needs of the students in the class (ex, language frames or sentence starters)	Based on student response, teacher rephrases, cues and/or prompts to elicit a more in depth answer (ex, differentiated language frames, restates the question, relates the question to earlier learning, cues recall strategies)	Students take initiative to rephrase, cue and/or prompt each other to elicit a more in depth answer (ex, differentiated language frames, restates the question, relates the question to earlier learning, cues recall strategies)