



# Do I Really Get It?

## Checking for Understanding

Frequently check for understanding and teach students to monitor their comprehension.

**ELPS** 1B. 1C. 1D. 2D. 2I. 3F. 5B

**IP Rubric** I-2, I-3, I-4

### Why it works:

Checking for understanding is critical through the lesson as we plan for **preparing the learner, interacting with text, and extending the learning.** Providing enough think time and allowing students to use response signals improves the quality of their responses. In addition, students' answers can be extended by allowing them to use their native language and Total Physical Response.

### Suggested strategies:

**Checkpoints**

**Structured Peer Conversations**

**Exit Ticket**

**Teach Back**

**Response Signals**

**Tech Check**

**Circulate**

**Running Roster**

**Randomize Responses**

**HOT Question**

**Right is Right - Stretch It**

### Tech tools:

**[Polleverywhere.com](http://Polleverywhere.com)**

**[Nearpod.com](http://Nearpod.com)**

**[Padlet.com](http://Padlet.com)**

**[Kahoot.com](http://Kahoot.com)**

- How can I tell if students really understand?
- How do I get reluctant students to answer questions?
- How do I know if everyone gets it, not just those I call on?



In the **Do I Really Get It?** routine, we regularly:

- Predict student confusion and plan questions.
- Check understanding of instructions.
- Use response signals.
- Monitor students closely and address confusion.
- Provide think time and talk time before cold calling.
- Extend superficial responses and accept student's native language.

## Lead4Ward

### Classroom implementation:

#### ☑ Predict student confusion and plan questions.

As you plan your lesson, anticipate for misconceptions by incorporating **checkpoints**. Plan **tiered questions** and **structured peer conversations** with **sentence stems** according to student's different language **proficiency levels**. Include questions at the higher levels of Bloom's taxonomy. Prepare materials, e.g., **exit tickets** and **response cards**.

#### ☑ Check understanding of instructions.

Scaffold for all learners by pairing students with a **language partner**. For multi-step instructions, provide oral scaffolding then call on students at random to **teach back**. Look for evidence of engagement, for instance, ask students to point or hold up their papers. Use **Turn the Light On** to improve comprehension of instructions.

#### ☑ Use response signals.

**Response signals** allow you to check for student comprehension and engagement. Signals range from a simple **Fist-to-Five** to **response cards**, **white boards**, or **tech checks**. When assessing individual understanding, give a **countdown** then have students display their answers all at once. To assess the whole group, ask **pairs** or **small groups** to **Huddle** first, and then signal in unison.



#### ☑ Monitor students closely and address confusion.

While students interact with you and with peers, look for signals that indicate that students are confused or disagree. **Circulate** as students discuss and write, and address misconceptions by using **visuals** and **Total Physical Response**. **Pause, Prompt, and Praise** to move students to the next step. Make notes (e.g., in a **running roster**) to remind yourself who needs **Huddle** or more scaffolding. Clarify how students can give and get help when you are helping another student. Seidlitz (2011) advises that we teach ELLs key phrases when they are confused, including, “**May I please have some more information?**” and “**May I ask a friend for help?**”

#### ☑ Provide think time and talk time before cold calling.

When orally assessing student understanding, allow time for students to process the information using **Let's Talk** and **Pen/cil to Paper**. Ask and post the question and provide **sentence stems** and **think time**. After allowing students to discuss with a **partner**, **randomize responses**.

#### ☑ Extend superficial responses and accept student's native language.

For whole-class discussion use **HOT questions**, allow students to collaborate in small groups. Implement **Right is Right** and **Stretch It** to extend limited answers allow the use of **native language** and **Total Physical Response**, and correct inaccurate concepts or language.