

# **Embedded Formative Assessment: Checking for Understanding**

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# Elicit Responses Promotes Learning

- **focuses** students' attention on critical content
- provides **rehearsal** of information and concepts
- provides **practice** of skills and strategies
- allows **for retrieval** of critical content

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# Elicit Responses Embedded Formative Assessment: Check for Understanding

Allows the teacher to:

- **monitor** student understanding
- **monitor** quality of instruction
- provide **feedback** to class and individual students
- **adjust** the lesson based on accuracy of responses

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# Active Participation Procedures

## Verbal Response Procedures

Choral

Partners

Teams/Huddle Groups

Individual

Discussion

## Written Response Procedures

Written tasks

Whiteboards

Response Cards/Response Sheets

Writing Frames

## Action Response Procedures

Acting out/Simulations

Gestures

Facial Expressions

Hand Signals

## Reading Procedures

Whisper Reading (Silent)

Echo Reading

Choral Reading

Cloze Reading

Partner Reading

## Technology Responses

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# **INTENTIONAL** Embedded Assessment

**Directly Related to the Learning Intention and  
Success Criteria**

**Did they learn the knowledge,  
skill, strategy, concept, or rule?**

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# Vocabulary

## **Learning Intention:**

Students will understand the meaning of vocabulary words and use the words accurately.

## **Success Criteria:**

Students will:

- Select correct vocabulary word when given meaning.
- Generate sentences that accurately include vocabulary terms.

## **frigid** adjective

**Define:** **Frigid** weather is very cold.

**Example:** The Old Farmer's Almanac predicts a **frigid** winter for the Northeast.

**Ask:** Tell about a time when you experienced the **frigid** temperatures of water or air.

**Begin by saying:** One time that I experienced **frigid** temperatures was ...

## **treacherous** adjective

**Define:** Something that is **treacherous** is full of danger.

**Example:** The melting ice on the lake is **treacherous**.

**Ask:** What is a synonym for treacherous?

**Begin by saying:** A synonym for treacherous is...

## **uninhabited** adjective

**Define:** If a place is **uninhabited**, no one lives there.

**Example:** The house has been **uninhabited** since we moved away.

**Ask:** How is uninhabited similar or different from the word empty?

**Begin by saying:** Uninhabited is similar to empty ...  
Uninhabited is different from empty...

# uninhabited

**inhabit**

**inhabited**

**uninhabited**

Many people **inhabit** the State of California. Almost every corner of the State is **inhabited**. On the other hand, few people live in the Arctic. Except for a few animals it is **uninhabited**.



## Hand Signals

- T. Displays numbered items on screen or word wall
- T. Asks a question
- S. Form number of fingers that correspond to correct answer on their desks or laps
- T. Circulates and monitors
- T. Asks students to hold up hand and display fingers corresponding to correct answer
- S. Hold up fingers
- T. Provides feedback

## Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

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## Check for Understanding

1. frigid
2. treacherous
3. triumph
4. uninhabited
5. expedition
6. labor
7. dismantled

Write a sentence that includes the words uninhabited and treacherous.

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# Written Responses

- T. Gives a clear directive
- S. Write response to directive
- T. Circulates and monitors
- S. Put down pencil to indicate completion
- T. Provides feedback to individuals
- T. Provides feedback to group

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## Sentence Checklist

\_\_\_\_\_ My sentence begins with a capital letter.

\_\_\_\_\_ My sentence ends in a period.

\_\_\_\_\_ My spelling is correct.

\_\_\_\_\_ My handwriting is neat.

\_\_\_\_\_ My sentence is a complete sentence.

\_\_\_\_\_ My sentence makes sense.

# Content: a, ay, ai, a-e

## Learning Intention

Students can blend sounds into words.

## Success Criterion

Students say words correctly and quickly.

may	way	pay	day	today	Drakes
say	stay	sang	tail	brains	waited
aid	paid	pain	main	rail	trail
sink	sank	fell	fail	sail	nail
three	home	split	cute	string	spring

Today the mail came late.

I waited all day to play the drums.

1 may	2 way	3 pay	4 day	5 today	
1 say	2 stay	3 sang	4 tail	5 brains	
1 aid	2 paid	3 pain	4 main	5 rail	

## Grammar

### **Learning Intention:**

Students will be able to use the correct form of a word.

### **Success Criteria:**

Students will be able select the correct word to complete a sentence.

Content: Form of verbs be, do, have

# Forms of have

## Present Tense

Today I **have** a book.

Today the boys **have** books.

Today the boy **has** a book.

Today I **have** a bike.

Today the kids **have** bikes.

Today the kid **has** a bike.

## Past Tense

Yesterday I **had** a book.

Yesterday the boys **had** books.

Yesterday the boy **had** a book.

Yesterday I **had** a bike..

Yesterday the kids **had** bikes.

Yesterday the kid **had** a bike.

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## Response Cards or Response Sheets

- T. Distributes cards with answers
- T. Asks a question
- S. Select correct answer
- T. Circulates and monitors
- T. Provides feedback to individuals
- T. Asks students to hold up correct card
- S. Hold up correct card
- T. Monitors responses
- T. Provides feedback to group

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# Forms of Have

have

had

has

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## have has had

1. The field \_\_\_\_\_ plenty of green plants.
2. We \_\_\_\_\_ buckets for picking strawberries.
3. The farmers \_\_\_\_\_ a scale to weigh the berries.
4. by noon, Stacy already \_\_\_\_\_ a quart of strawberries.
5. She \_\_\_\_\_ a good recipe for strawberry pie.
6. One of the berries \_\_\_\_\_ some small leaves at the top.
7. We \_\_\_\_\_ to cut the strawberries in half.

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# Written Responses

- T. Gives a clear directive
- S. Write response to directive
- T. Circulates and monitors
- S. Put down pencil to indicate completion
- T. Provides feedback to individuals
- T. Provides feedback to group

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# Dialogue

## **Learning Intention:**

Students can write dialogue between two characters.

## **Success Criteria Checklist:**

- Make clear who was speaking.
- Write exactly what each person said.
- Use quotation marks around the exact words of the speaker.
- Use a variety of words (not just said).

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# Learning Intention

After reading a passage, students will be able to generate quality questions and corresponding answers.

# Success Criteria

- 1. Each question focuses on critical content.**
- 2. Each question:**
  - begins with a capital letter
  - ends with a question mark
  - has correct spelling
  - makes sense

# Success Criteria

- 1. Each answer is accurate and complete.**
- 2. Each answer:**
  - incorporates words from the question
  - uses complete sentences
  - makes sense
  - begins with a capital letter
  - ends with a period
  - has correct spelling

## Example

Why was the expedition across the North Pole treacherous?

The expedition across the Arctic to the North Pole was treacherous for a number of reasons. First, the North Pole is uninhabited due to the frigid temperatures. Next, the North Pole is composed of ice not land. Finally, the ice often has dangerous open spaces of water called “leads.”



## Example

What problems did Peary, Henson and members of the expedition face?

Peary, Henson, and other members of the expedition faced numerous problems on their journey. They had to surmount very cold temperatures, the ever changing surface ice, and open “leads” filled with water. In addition, they had to survive the cold night temperatures by building igloos for shelter.

## Response Slates (White Boards)

- T. Gives a clear directive
- S. Write response on slate
- T. Circulates and monitors
- T. Provides feedback to individuals
- T. When majority of students are done, asks students to hold up slates
- S. Hold up slates
- T. Monitors responses
- T. Provides feedback to group

# Whisper Reading

- **Whisper Reading (Silent Reading)**
- T. Indicates amount to be read silently
- T. Gives pre-reading question
- S. Silently read material
- T. Asks students to whisper read
- S. Whisper reads to teacher
- T. Asks question

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# Partner Reading

- T. Indicates how much students will read before alternating (e.g., sentence, page, specified time)
- S. Read quietly to partner
- S. Partner corrects any errors
- T. Circulates and monitors
- T. Provides feedback to partnerships on cooperative behaviors

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## Monitor Student Responses

<b>Choral Responses</b>	Listen to all Hone in on responses of lower performing students
<b>Partner Responses</b>	Circulate Look at responses Listen to responses
<b>Individual Responses</b>	Listen carefully
<b>Response Slates Response Cards Hand Signals</b>	Look carefully at slates, cards, or hand signals when held up
<b>Written Responses</b>	Circulate Look at responses
<b>Action Responses Gestures</b>	Look at responses

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## Circulate and Monitor

- **Walk around**
- **Look around**
- **Talk around**

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## Monitor Student Responses

As you **carefully listen** to and **look** at student responses, ask yourself these questions:

1. Are the responses correct or incorrect?
2. If the response(s) is incorrect, what type of corrective feedback should be used?
3. If the response(s) is correct, what response would be appropriate?

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## Monitor Student Responses

4. What adaptations, if any, should be made in the **current lesson**?
  - a. Can the lesson **go forward**?
  - b. Should confusing facts, concepts, skills, or strategies be **retaught** immediately?
  - c. Should additional **practice** be provided within the lesson?

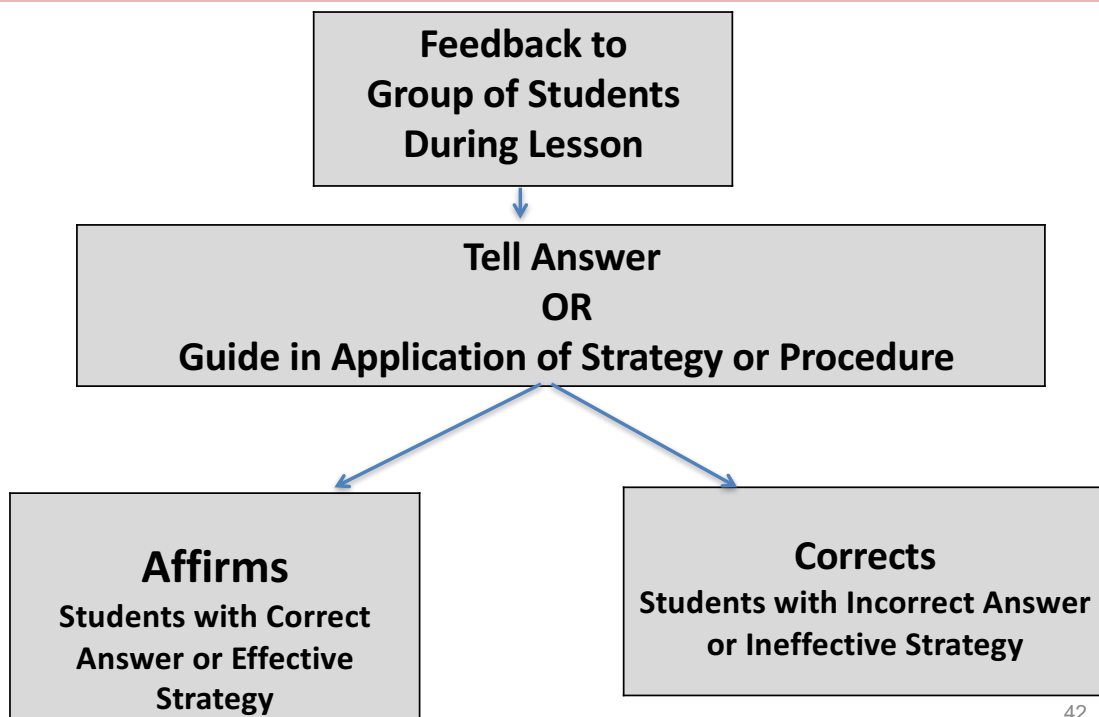
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# Monitor Student Responses

5. What adaptations, if any, should be made in **future lessons**?
- Should facts, concepts, skills, or strategies be **retaught**?
  - Should additional **practice** be provided?

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# Examples of Feedback – To Group



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# Examples of Feedback

Feedback to  
Individual Students  
During Lesson



**P = Praise - Affirm**

**E = Encourage**

**C = Correct**

**Tell the answer**

**Guide Student in Application of  
Strategy or Procedure**

## Thank You

May you thrive as an educator.

May your children thrive and learn.

*"Be a Rainbow in Someone Else's  
Cloud."* Maya Angelou

## Upcoming Events

In Portland, OR:

- Explicit Instruction Academy  
June 26–30, 2017
- Explicit Instruction TOT at the Safe & Civil Schools National Conference, July 16–20, 2017

For more information and to register, go to:

[safeandcivilschools.com](http://safeandcivilschools.com)

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## Upcoming Webinars

- **The Magic Is in the Instruction**  
Explicit Instruction for teaching facts, strategies, and concepts  
Monday, March 6, 2017, at 1 p.m. PT  
Register at: [pacificnwpublish.com/magic](http://pacificnwpublish.com/magic)
- Next Explicit Instruction Follow-Up Webinar  
Wednesday, April 12, 2017, at 1 p.m. PT

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