Monitoring Student Understanding

Choral Reading

Students mark text to identify concept and chime in, reading the marked text aloud in unison with the teacher.

Think-Pair-Share

Students think about question or prompt, then pair with a partner to compare thoughts before sharing with the whole class.

Journal Reflections

Students write what they learned, what caused them difficulty, strategies they found helpful, or other lesson related topics.

Hand Signals

Students can show 5, 4, 3, 2 or 1 fingers; thumbs up, thumbs sideways, thumbs down.

Formative Paper-Pencil Assessment

Students respond individually to short, pencil paper formative assessments of skills and knowledge taught in the lesson.

One-Question Quiz

One specific focused question that can be answered within a minute or two.

Response Cards

Index cards, signs, whiteboards, magnetic boards, or other items are simultaneously held up by all students in class to indicate their response to a question or problem.

Socratic Seminar

Students ask questions of one another about a topic or text. The questions initiate a conversation.

3-2-1

Students consider what they have learned by responding to the following prompt at the end of the lesson: 3: Things that they learned today; 2: Things they want to know more about; and 1: Questions they have.

Ticket Out the Door

Students write in response to a specific prompt for a short period of time. Teachers collect their responses to check for students' understanding of a concept taught.

Four Corners

The teacher poses a question or makes a statement. Students then move to the appropriate corner of the classroom to indicate their response to the prompt.