Quick Check Examples

Ready, Set, Show – When Ms. Tanaka calls out "ready, set, show," students immediately know to hold up a single finger if they feel terribly confused, two fingers if they believe they are starting to understand it, and three fingers if they think they have mastered the content. She has them hold their fingers close to their chest so that their responses are a little more private. She carefully watches Paul's reaction to determine if he is getting overly anxious about the class expectations.

Exit slips – Periodically, especially when the subject might be a little more sensitive or embarrassing for students, Ms. Tanaka will ask students to take out a piece of notebook paper and write a quick note about 1 point they don't understand, 1 question they still have and 2 things they want to remember based on the lesson they just had. The students aren't required to write in full sentences. This is always done at the end of class, and students have to hand Ms. Tanaka the exit slip in order to leave the classroom. Ms. Tanaka can review these quickly to proactively plan for the next day. Anyone who doesn't want to write an exit slip can talk to Ms. Tanaka personally. Kennedy often has difficulty expressing her thoughts orally and in writing so Ms. Tanaka makes a point to chat with her to determine how she is doing. At the end of a lesson or class period, Paul often gets frustrated and distracted even with a short exit slips. He often prefers to tell Ms. Tanaka what he knows and understands.

Plus / Question / Next – Sometimes Ms. Tanaka has the students quickly gather in pairs to do a quick pair discussion at the end of the lesson or the day. The pairs are asked to take one piece of paper and make three columns. The students put a plus on the top of one column for things they learned and liked, a question mark on the top of the second column for things that are still confusing or didn't work well in class, and an arrow over the third column to write suggestions for things they need or what they think should happen next. Each member of the pair shares one thing and writes it on the paper in the proper column. The other partner then shares and writes it on the paper. The pair has two minutes to get down as many thoughts as they can. Each member signs the paper and one member of the pair hands it to Ms. Tanaka. Although the members of the pair may have different thoughts, Ms. Tanaka finds that it still gives her a good idea of the class progress and needs. It also helps the students identify where they are with the learning. In addition, the students hear new ideas from their partner. If Paul is experiencing frustration, she will partner with him or

will discretely pair him with a student that works well with Paul. Sometimes she pairs with Kennedy because she knows it is important to understand what she is thinking. However, sometimes she pairs with other students on a random basis so her students with disabilities do not feel singled out. Since Carlos often has a lot to say in this setting, she makes a point of noticing his partnership to ensure there is equal participation. Callie is often hesitant when sharing with other classmates, so Ms. Tanaka checks that she is participating equally in the pair.

4 Corners – On a day when it is clear that students are not grasping the content or that movement is needed, Ms. Tanaka calls for 4 corners. Students move to the corner that best represents how they feel about their learning in the moment. In the corner they are to form a team of four and take turns generating questions with their peers about what they are learning. They have two minutes to generate questions, and each team member has an equal opportunity to generate a question about the content. The goal is to think of questions to try to stump the teacher. Although Kennedy's wheelchair is rarely a problem in the class, Mrs. Tanaka efficiently and privately ensures that Kennedy can move to the corner that she feels represents her progress.

Corners:

- On the Road–I understand some of it.
- Keep Moving 1-I'm getting it but not sure I am ready to work independently.
- Keep Moving 2-I think I am ready to work on my own to practice.
- Got it–I think I can teach it to my classmates.

A member of each team in each corner asks one or more questions to Ms. Tanaka and the class. Even though the questions are aimed at stumping the teacher, Ms. Tanaka offers the class the opportunity to answer the questions that are raised before she answers them herself. Ms. Tanaka finds that the questions they ask truly reflect the level of understanding she would anticipate from each of the corners. She has also observed that the questions they ask seem to inform the thinking of the other groups and generate good class discussion and a healthy sense of collaboration. Again, this quick check works because Ms. Tanaka has created a climate where each student feels valued, safe, and understands that it is okay to need something different from a classmate. She never tells a student which corner to select even if she has a sense that the individual is not assessing himself accurately.