

SpringBoard Strategies to Check for Understanding

Strategy	Definition	Purpose
Retellings	Students consider information and then summarize what they understand about the text with a partner.	Students have to think about the sequence of ideas or events and their importance and then re-create the text in their own words.
Think-Pair-Share	Students discuss their responses with a peer before sharing with the whole class.	Students take a few minutes to think about the question or prompt. They pair up with a designated partner to compare thoughts.
Choral Reading	Students mark the text to identify a particular concept and chime in, reading the marked text aloud in unison with the original reader.	This strategy helps students develop fluency, differentiate between the reading of statements and questions, practice phrasing, pacing, and reading dialogue. It helps students learn how a character's emotions are captured through vocal stress and intonation.
Socratic Seminar	Students ask questions of one another about an essential question, topic, or selected text. The questions initiate a conversation that continues with a series of responses and additional questions.	Students learn to formulate questions that address issues (in lieu of simply stating their opinions) to facilitate their own discussion and arrive at a new understanding. Students also have the responsibility of supporting their opinions and responses using specific textual evidence.
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 presented by the teacher.	Using response devices, the teacher can easily note the responses of individual students while teaching the whole group. Additionally, response cards allow for participation by the whole class and not just a few students who raise their hands.
Hand Signals	Hand signals are used to rate or indicate students' understanding of content. Students can show anywhere from five fingers to signal maximum understanding to one finger to signal minimal understanding. Thumbs up indicates, "I understand and can explain;" thumbs sideways means, "I am not completely sure;" and thumbs down signals, "I do not yet understand."	This strategy requires engagement by all students and allows the teacher to check for understanding within a large group.
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; 1: Questions they have.	The prompts stimulate students' reflection on the day's lesson and helps them process that learning.
Quickwrite: Ticket Out the Door	Students write in response to a specific prompt for a short period of time. Teachers collect their responses as a "ticket out the door" to check for students' understanding of a concept taught.	This exercise quickly generates multiple ideas that could be turned into longer pieces of writing at a later time.
RAFT	RAFT prompts provide a scaffold for students as they explore their writing based on various roles: Role, Audience, Format, and Topic. RAFT writing prompts were designed to help students take different perspectives in their writing and thinking.	Writing-to-learn prompts provide students with an opportunity to consider the main elements of their work and clarify their thinking. It also allows the teacher to peek inside their heads and check for understanding.
Journal Reflections	Students write their reflections on the day's lesson, such as: what they learned, what caused them difficulty, strategies they found helpful, or other lesson-related topics defined by the teacher.	Students can reflect on and process the day's lesson. By reading student journals, teachers can identify the whole class's and individual student's misconceptions and successes.
Formative Pencil-Paper Assessment	Students respond individually to a short, pencil- paper formative assessment of skills and knowledge taught in the collaborative lesson. Teachers may elect to have students self-correct. The teacher collects assessment results to monitor individual student progress and to inform future instruction.	Both student and teacher can quickly assess in a risk-free environment whether the student acquired the intended knowledge and skills. This is a formative assessment, so a grade is not the intended purpose.