

BEFORE WE START

**IN THE CHAT BOX,
ANSWER THE QUESTIONS:**

- 1. What is your name?**
- 2. In what city do you teach?**
- 3. What language/level do you teach?**
- 4. What's ones of the last unit themes that you taught?**





**¿ME COMPRENDEN?
CHECKING FOR UNDERSTANDING
IN THE WORLD LANGUAGE
CLASSROOM**

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WEBINAR HOUSEKEEPING

- **All participants will be muted, but feel free to send a question via the chat box.**
- **This is an interactive webinar – please respond to prompts in the chat box.**
- **We'll have time for questions at the end.**



TODAY'S RESOURCES



<http://tiny.cc/understanding>



TODAY'S AGENDA

- **Why Check?**
- **What to Check**
- **Strategies for Checking**
- **Mistakes and Errors**
- **Examples**



WHY CHECK?

**In the chat box,
answer the question:**

***“Why do you check for
understanding?”***



WHY CHECK?

**Over 250 empirical studies indicate
that formative assessment can
DOUBLE student learning gains.**



WHAT IS THIS?



Frettie. 2009. Kontrolní tyčinka oleje ve Škodě Fabie I, motor 1,2 HTP.

IN THE CHAT BOX, TELL US WHAT YOU THINK



REFLECTION

**HOW AND HOW OFTEN
AM I CHECKING FOR
LEARNING?**





Source: <http://www.meadowcreekhigh.org/curriculum/final-exams/>



~~SUMMATIVE ASSESSMENT~~



FORMATIVE ASSESSMENT

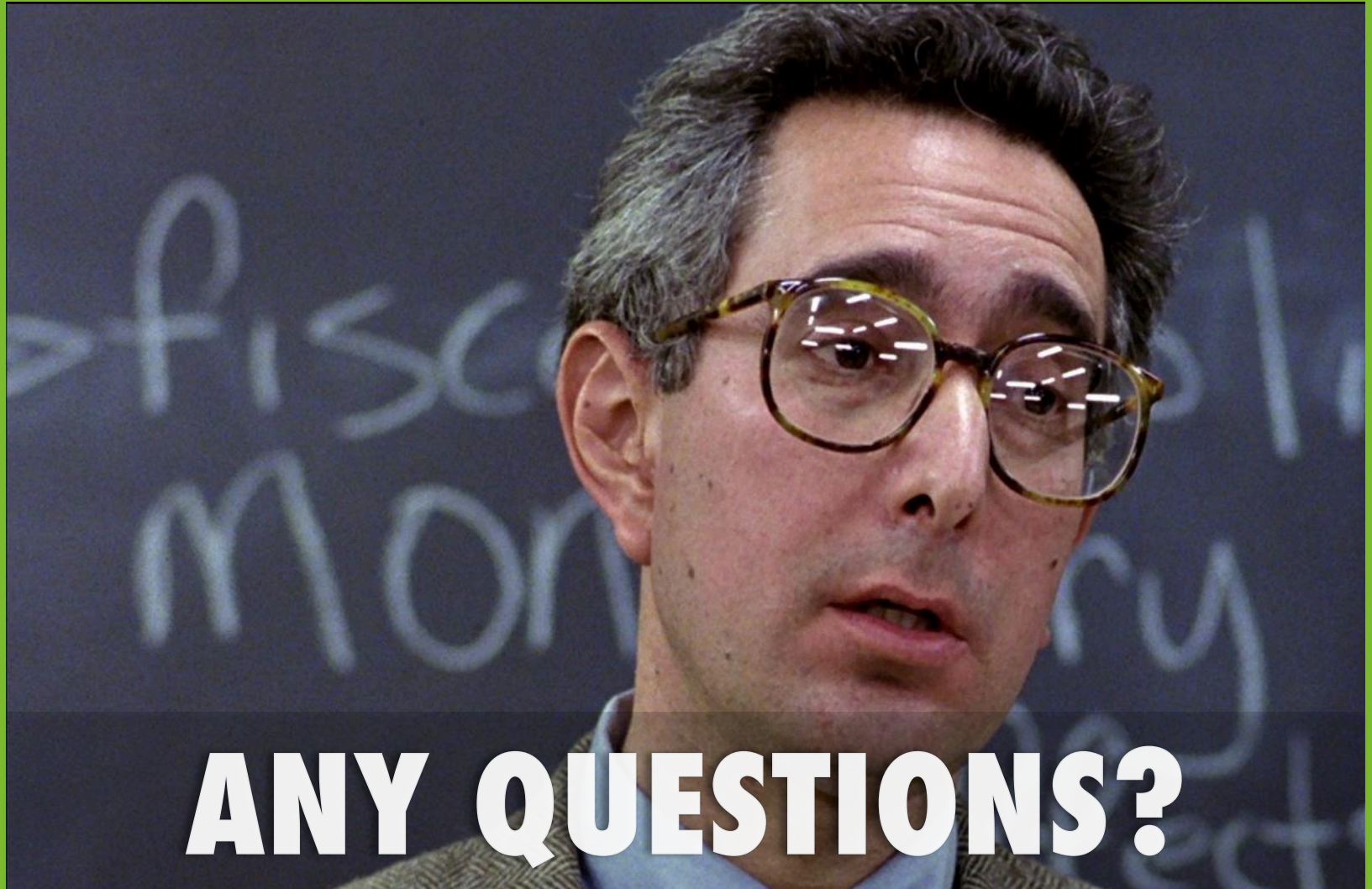


**“WHEN THE COOK TASTES THE SOUP,
THAT’S FORMATIVE.
WHEN THE GUESTS EAT THE SOUP,
THAT’S SUMMATIVE.”**

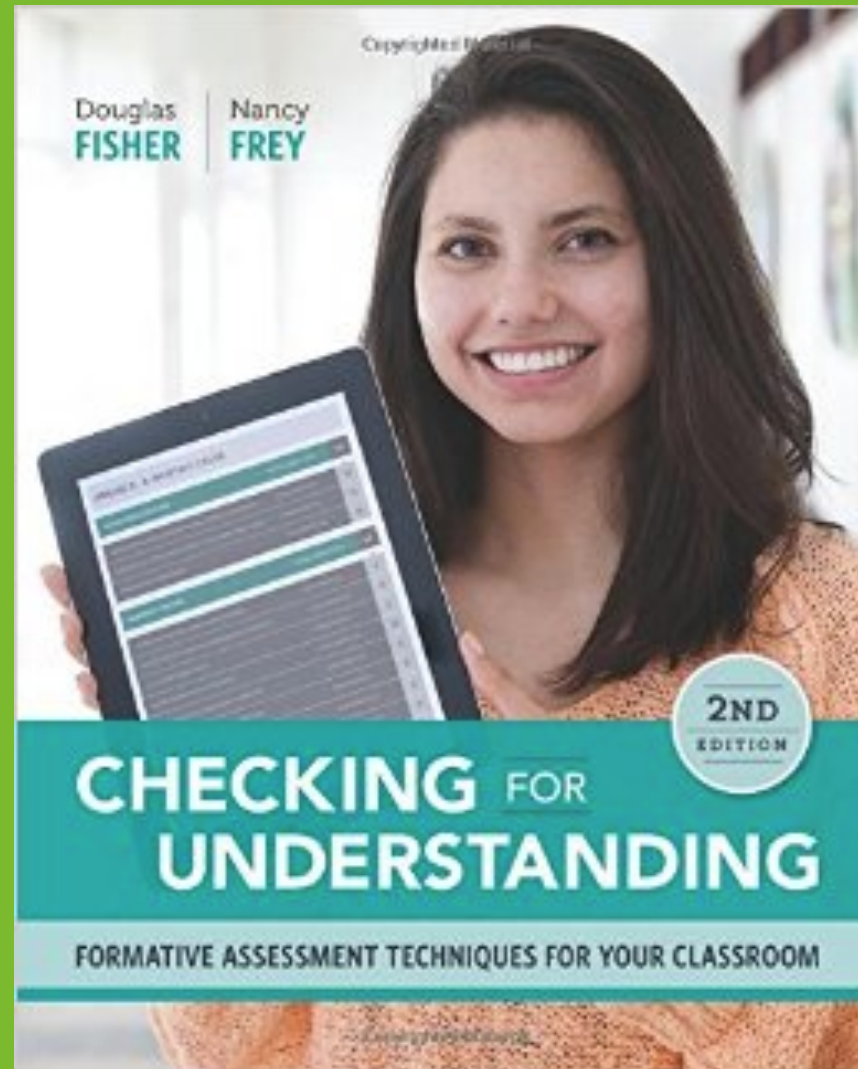
- Robert E. Stake



**WHAT'S WRONG WITH
THIS QUESTION?**



FISHER AND FREY



WHY CHECK?

- **Students are not self-regulated learners** (Fisher and Frey, 2014).



WHY CHECK?

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- **Helps teachers know exactly what students learned – and what they didn't learn.**



WHY CHECK?

- **Students are not self-regulated learners** (Fisher and Frey, 2014).
- **Helps teachers know exactly what students learned – and what they didn't learn.**
- **Helps plan future instruction.**



HATTIE AND TIMPERLEY

**Feed-Up
Feedback
Feed-Forward**



FEED-UP

- **Feed-Up: Clarifying the Purpose**
- **Before anything else, students need to know purpose/objective/learning target**



- I can. . .

- listen to a video and take notes about family members.

- ask a classmate about the names and ages of his/her family members.

- state relationships between family members.

FEEDBACK

- **Feedback: Responding to Student Work**
- **Provide students with information about progress AND what course of action to take to better meet the expected standard**



Novice-Mid Presentational Rubric

Writing

	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations
Do we understand you? (Comprehensibility)	<ul style="list-style-type: none"> The reader understands me without difficulty. 	<ul style="list-style-type: none"> The reader understands me with occasional difficulty. 	<ul style="list-style-type: none"> The reader does not clearly understand me.
How well do I use the language? (Language Control & Vocabulary Use)	<ul style="list-style-type: none"> I am mostly correct when producing simple sentences and make errors when creating with the language. My writing is rich in appropriate vocabulary. 	<ul style="list-style-type: none"> I am mostly correct with memorized language. My vocabulary reveals basic information. 	<ul style="list-style-type: none"> I am correct only at the word level. My vocabulary is limited and/or repetitive.
How well do I capture and maintain my audience's attention? (Impact)	<ul style="list-style-type: none"> My writing is engaging and shows effort to appeal to the audience's interest. 	<ul style="list-style-type: none"> I make some effort to maintain reader's attention. 	<ul style="list-style-type: none"> I make no effort to maintain reader's attention.
How well do I organize the presentation? (Communication Strategies)	<ul style="list-style-type: none"> My main ideas are supported with examples. 	<ul style="list-style-type: none"> My writing has a beginning, middle, and end. 	<ul style="list-style-type: none"> I present information randomly.
How well would I pass for a native speaker? (Cultural Awareness)	<ul style="list-style-type: none"> I demonstrate some awareness of cultural appropriateness. 		

FEED-FORWARD

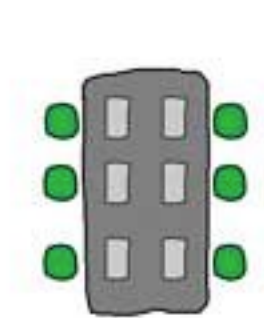
- **Feed-Forward: Modifying Instruction**
- **Not scripted lesson plans**
- **The formative phase of instruction**
- **Differentiation**



CENTERS/STATIONS

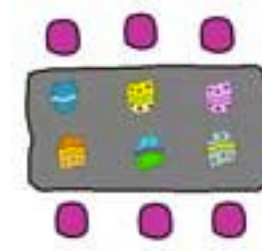
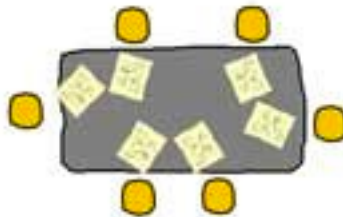
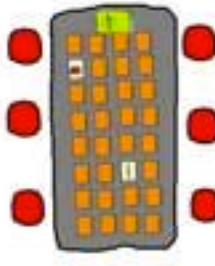
Guided Instruction With Teacher

Extra
Interpretive
Reading
Practice



Extra
Interpretive
Listening
Practice

Extra
Interpersonal
Speaking
Practice



Extra
Cultural
Reading
Practice

Extra
Presentational
Writing Practice

BLOOM'S TAXONOMY



<http://www.teachthought.com/critical-thinking/blooms-taxonomy/14-brilliant-blooms-taxonomy-posters-for-teachers/>



BLOOM'S VERBS FOR CHECKING UNDERSTANDING

**Catalog
Choose
Determine
Evaluate
Follow
Indicate
Label
Match
Multiple Choice
Recognize
Sort**

**Categorize
Classify
Distinguish
Find
Identify
List
Order
Respond T/F
Select
Sequence**



MISTAKES VS. ERRORS

**In the chat box,
answer the questions:**

***“What is a mistake?
What is an error?”***



MISTAKES

- **occur due to lack of attention**
- **when pointed out, easily corrected**
- **happen when we're tired, careless, inattentive**
- **uncharacteristic**



ERRORS

- **deviation in learner language which results from lack of knowledge of correct rules**
- ***global* – affect overall structure; dramatic effect on comprehension**
- ***local* – at the word-level**



SO WHY FOCUS ON MISTAKES VS. ERRORS?

**CORRECTING MISTAKES
WHILE FAILING TO ADDRESS ERRORS
IS A HUGE WASTE OF CLASS TIME**



WAYS TO CHECK



LISTENING



READING



WRITING



SPEAKING

RECEPTIVE

PRODUCTIVE



NON-VERBAL CHECKS

ACTING OUT

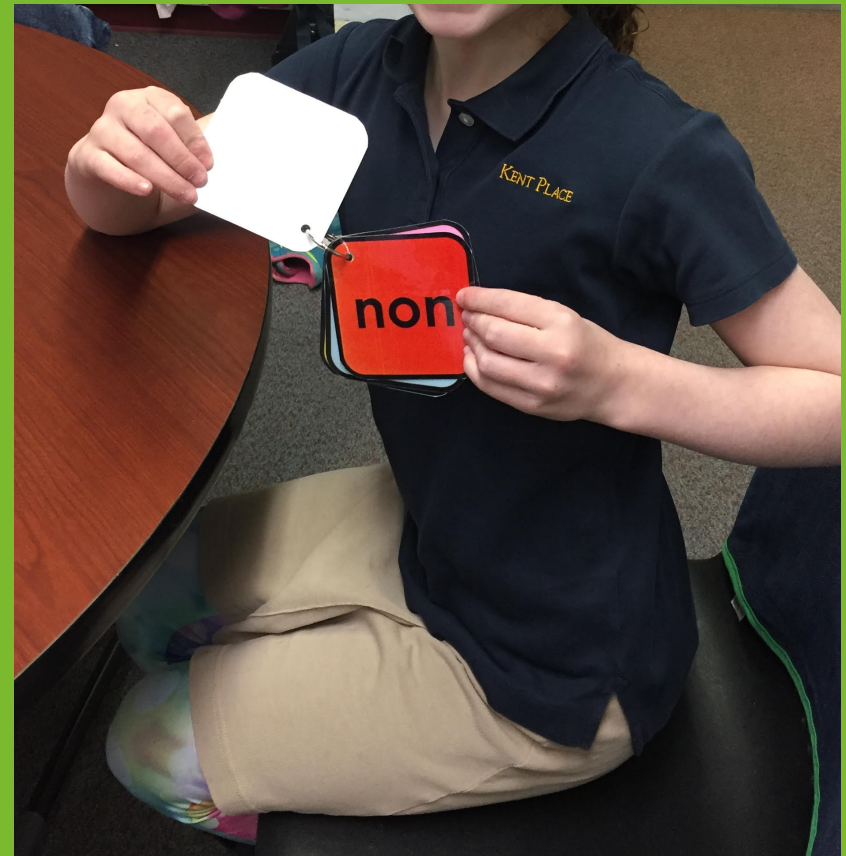


https://tfsamartians.files.wordpress.com/2011/11/img_1012.jpg



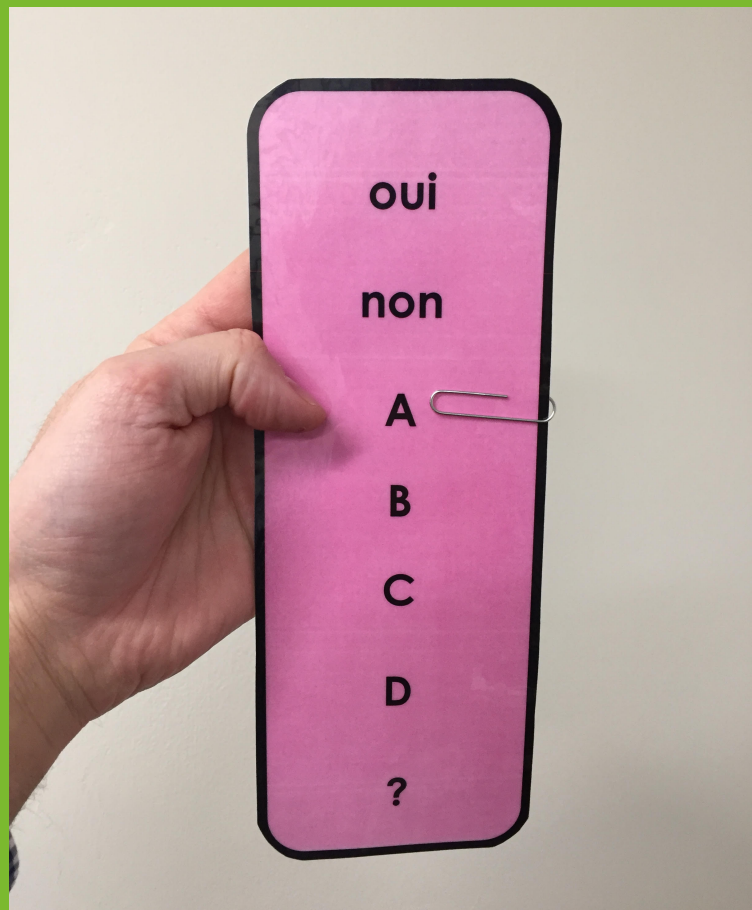
NON-VERBAL CHECKS

RESPONSE CARDS



NON-VERBAL CHECKS

RESPONSE CARDS



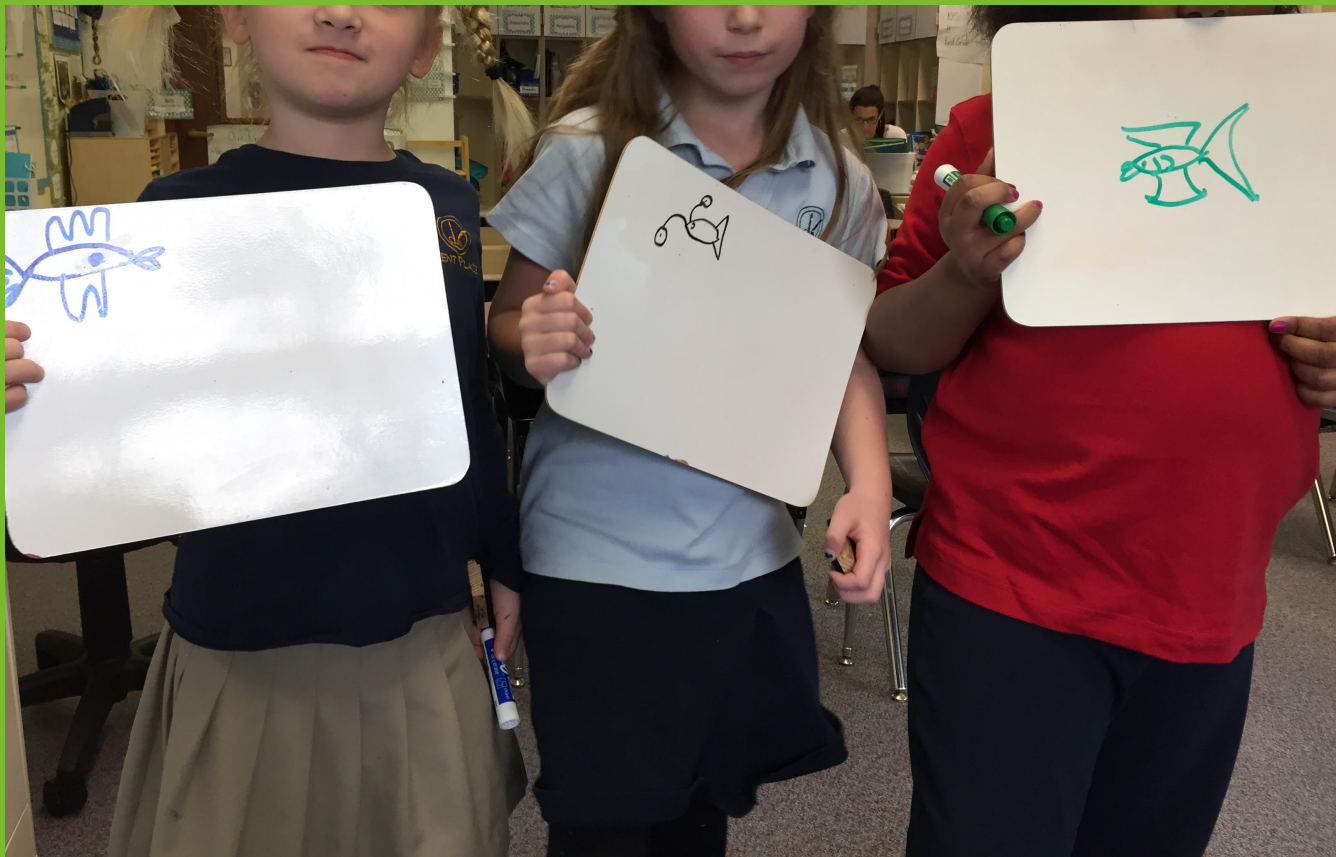
NON-VERBAL CHECKS

HAND/FINGER SIGNALS



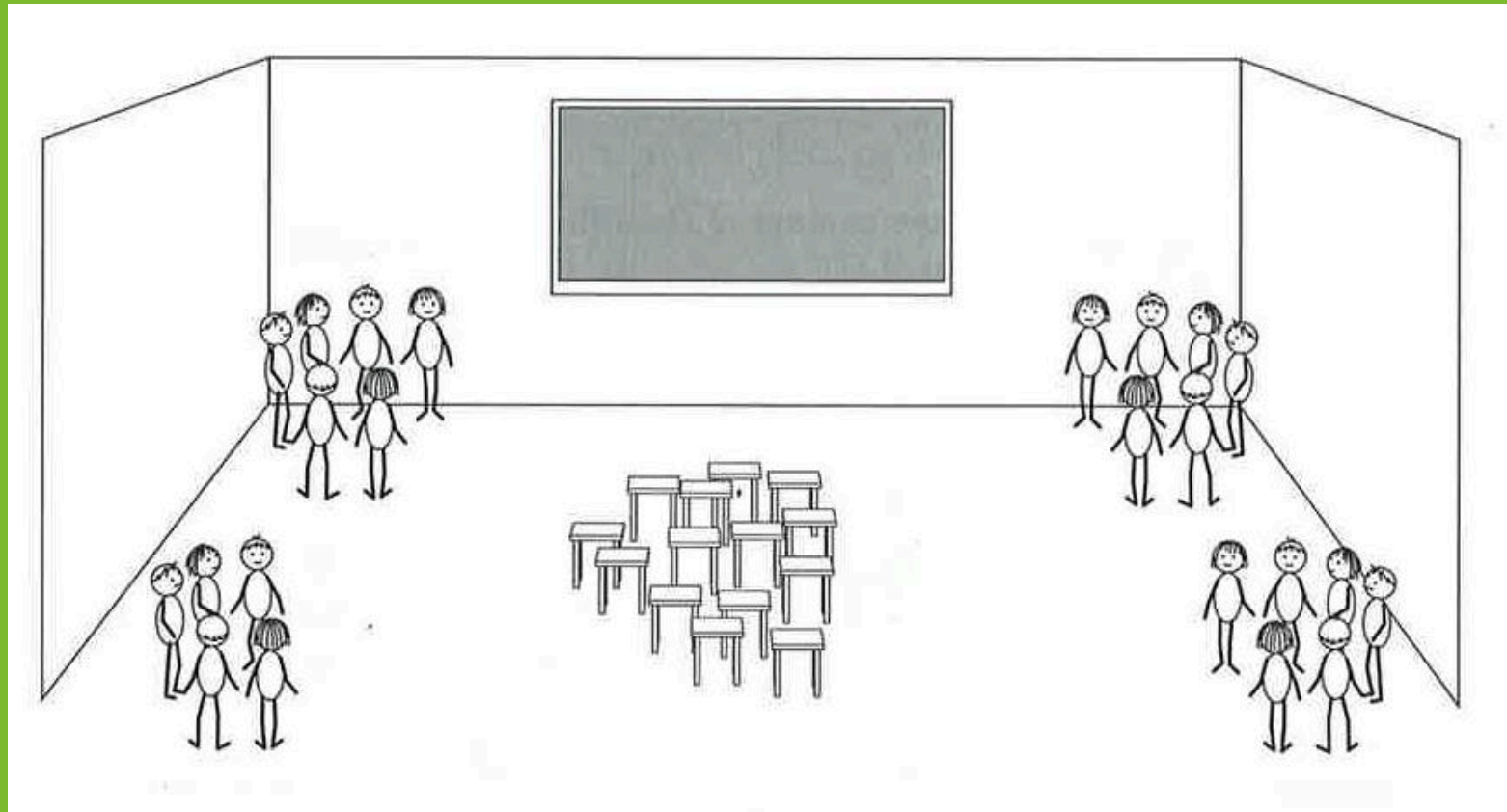
NON-VERBAL CHECKS

WHITE BOARDS



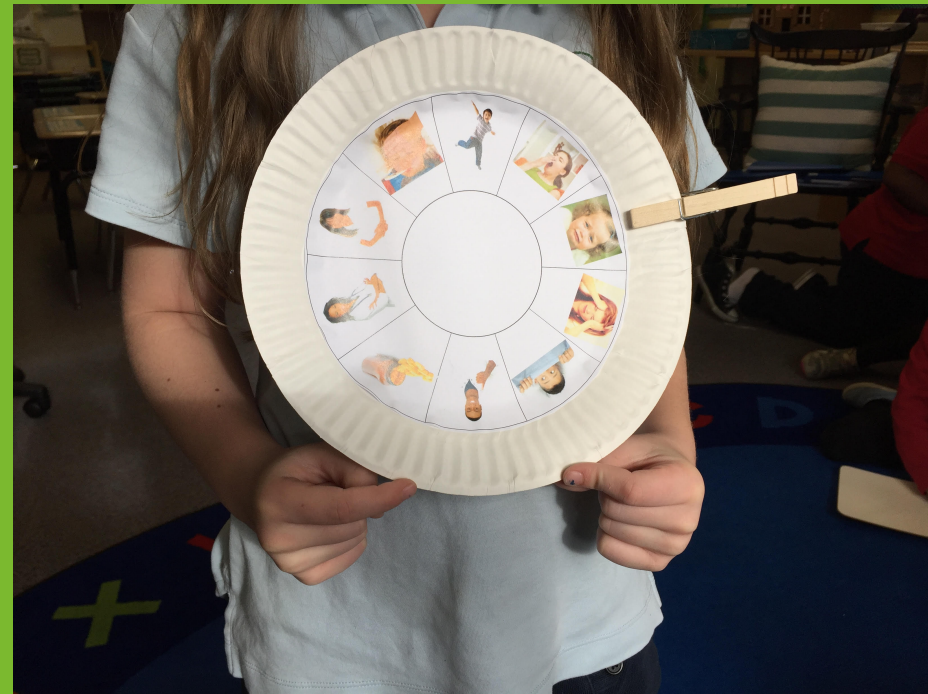
NON-VERBAL CHECKS

FOUR CORNERS



NON-VERBAL CHECKS

PAPER PLATES



READING CHECKS

GO FORMATIVE

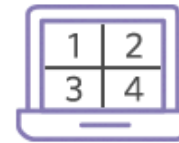
Create an Assignment



Assign to Students



Receive Live Results



Give Feedback





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Apps 📁 ELEM 📁 FLENJ 📁 FR 📁 GAMES 📁 GLOBAL 📁 KPS 📁 LISTS 📁 LT 📁 LILL 📁 ME 📁 NECTFL 📁 NNELL 📁 SUMMER 📁 SUNY 📁 TECH 📁 TFA 📁 WL 📁 WL for Ss

formative Quick Code GO 🟦

To begin your formative:

Signup

Login with Google Login

- or -

Continue without logging in
*feedback and returning scores are not available to guests

STEP #2:
Click here

STEP #1:
Enter code
FPZW444



<https://goformative.com/teacher/#/assignments/FPZW444/live-results/25340458>

VERBAL CHECKS

EITHER/OR



<http://img.gawkerassets.com/img/17kvr6xfsl7snjpg/original.jpg>

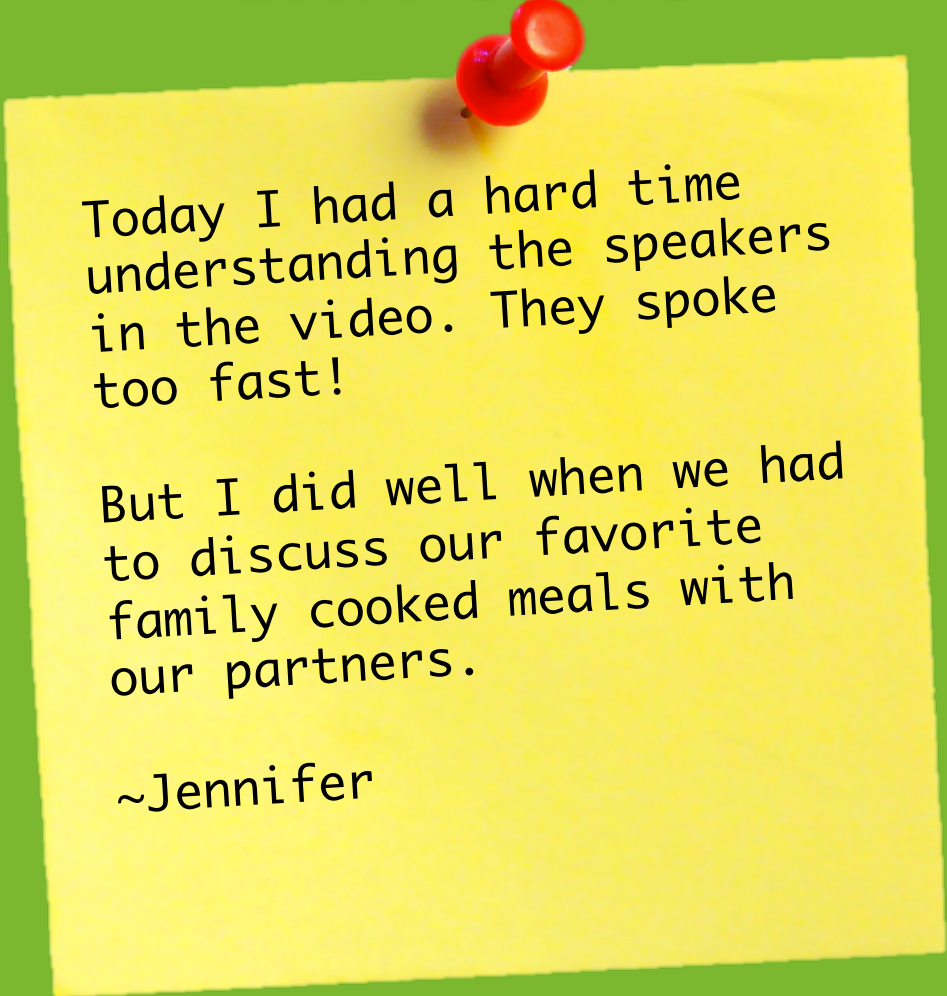
VERBAL CHECKS

FILL IN THE BLANK

Yo _____
dos hamburguesas
con queso.

WRITTEN CHECKS

EXIT SLIPS



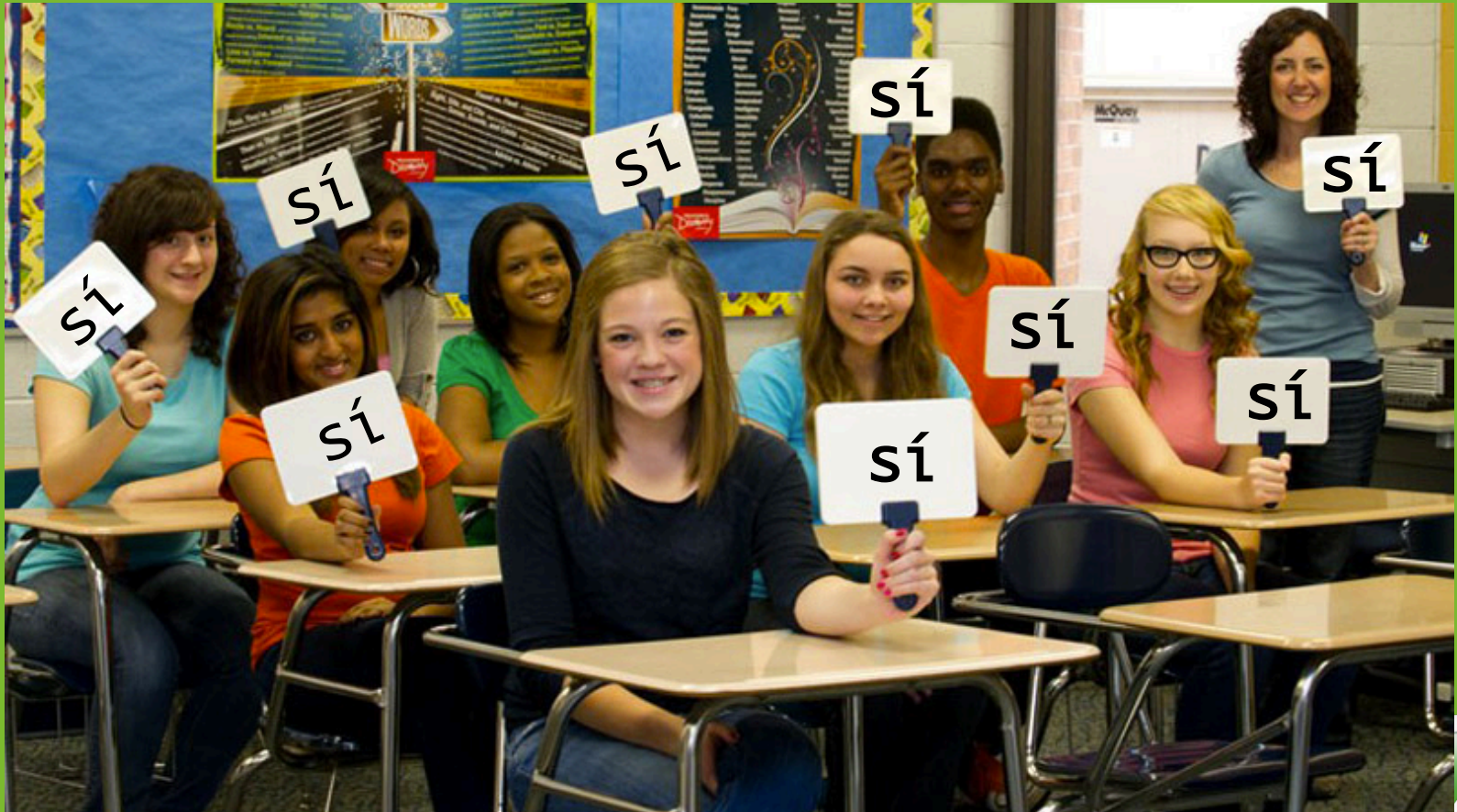
Today I had a hard time understanding the speakers in the video. They spoke too fast!

But I did well when we had to discuss our favorite family cooked meals with our partners.

~Jennifer

WRITTEN CHECKS

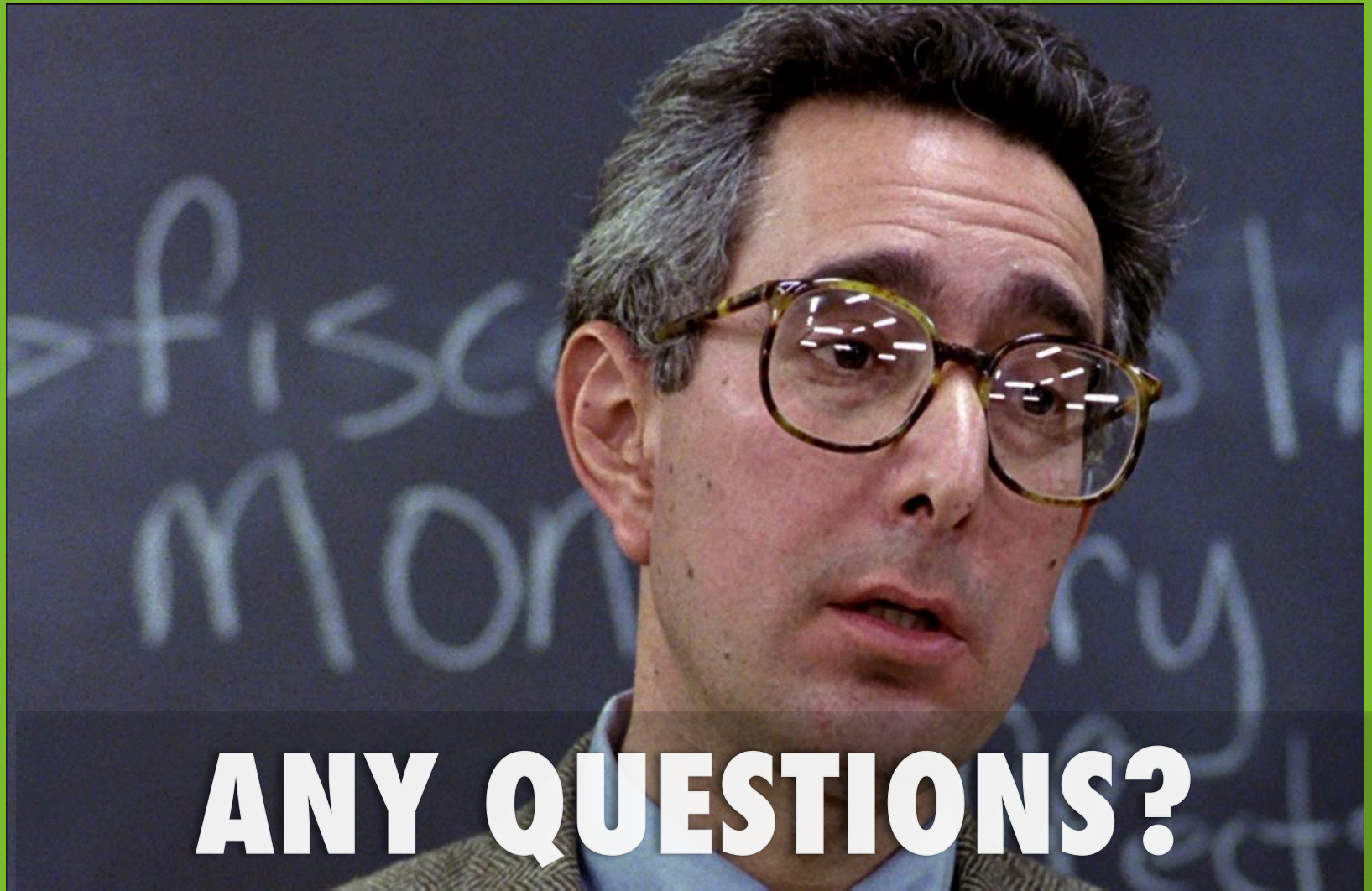
WHITE BOARDS



**“The most powerful
single modification that
enhances achievement
is feedback.”**

- John Hattie, 1992





ANY QUESTIONS?

TODAY'S AGENDA

- **Why Check?**
- **What to Check**
- **Strategies for Checking**
- **Mistakes and Errors**
- **Examples**



QUESTIONS?

Ask now.

Or be in touch:



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@nathanlutz



pinterest.com/mrlutz





GLOBAL
LANGUAGE
PROJECT