



Caulfield Racecourse



# Thinking & Learning Conference

2014

23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

**Douglas Fisher  
& Nancy Frey**

Sunday 25 May

**Checking for Understanding**

*Session 3*

## DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National

Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

## NANCY FREY



Nancy Frey is a professor of Literacy in the School of Teacher Education at San Diego State University (SDSU), Calif. Before joining the university faculty, she was a special education teacher in the Broward County (Fla.) Public Schools, where she taught students at the elementary and middle school level. She later worked for the Florida Department of Education on a statewide project to support students with disabilities in general education curriculum.

Frey is a recipient of the Christa McAuliffe Award for excellence in teacher education from the American Association of State Colleges and Universities. Her research interests include reading and literacy, assessment, intervention, and curriculum design, and she was a finalist in for the International Reading Association's Outstanding Dissertation Award.

Frey has published in *The Reading Teacher*, *Journal of Adolescent and Adult Literacy*, *English Journal*, *Voices in the Middle*, *Middle School Journal*, *Remedial and Special Education*, *Educational Leadership*, and *California English*. She has coauthored books on literacy, including *Improving Adolescent Literacy: Strategies at Work*, *Reading for Information in Elementary*, *Scaffolded Writing Instruction*, and *Checking for Understanding* for ASCD. She teaches a variety of courses in SDSU's teacher credentialing program on elementary and secondary reading instruction and literacy in content areas, classroom management, and supporting students with diverse learning needs. She also teaches classes at Health Sciences High and Middle College in San Diego, where she learns every day from her students and colleagues.

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## Check for Understanding: What am I learning?

Doug Fisher and Nancy Frey  
[www.fisherandfrey.com](http://www.fisherandfrey.com)




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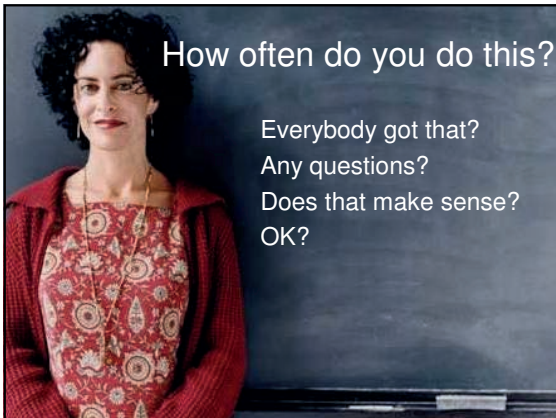
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How often do you do this?

Everybody got that?  
Any questions?  
Does that make sense?  
OK?




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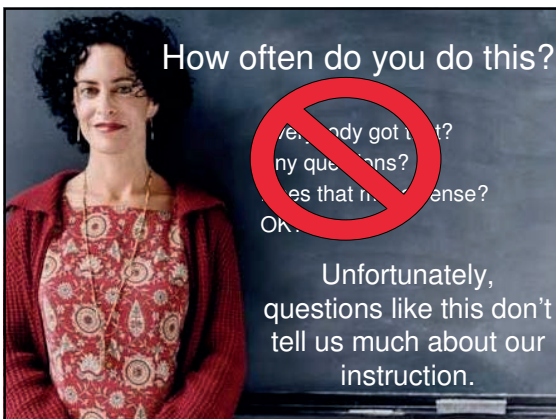
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How often do you do this?

Everybody got that?  
Any questions?  
Does that make sense?  
OK?



Unfortunately,  
questions like this don't  
tell us much about our  
instruction.

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### What Practices Make A Difference?

National Research Council (2005) identified factors critical to teaching and learning Mathematics, Science, and History:

- *Understand initial understandings and anticipate misconceptions*
- *Develop solid foundation of factual knowledge*
- *Teach for metacognition so they can be active learners*

National Research Council. (2005). *How students learn: History, mathematics, and science in the classroom*. M. S. Donovan & J. D. Bransford, (Eds.). Washington, DC: National Academies Press.

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**Feed up:** establishing purpose

**Check for understanding:**  
daily monitoring

**Feedback:** providing information about success and needs

**Feed forward:** using performance for "next steps" instruction and feeding this into an instructional model




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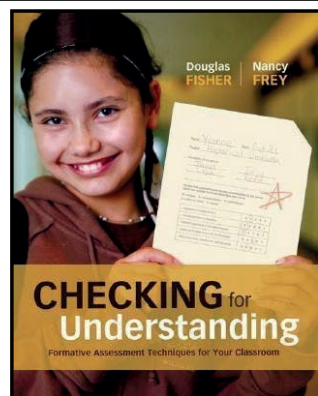
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- Oral language
- Questioning
- Written language
- Projects and performance
- Tests
- Common assessments and consensus scoring




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### Using Oral Language to Check for Understanding



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### Checking for Understanding through Oral Language

- Involves speaking and listening
- Classrooms are often overwhelmed by teacher talk
- In high-achieving classrooms, teachers spoke 55% of the time, compared to low-achieving classrooms, where teachers spoke 80% of the time (Flanders, 1970)



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### ACADEMIC LANGUAGE

To acquire a new language, you must use it, not merely listen to others using it.

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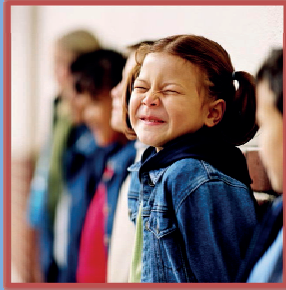
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Academic language is a new language.  
Treat your students as language learners.




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### Accountable Talk

*Describes high levels of engagement and critical thinking among learners*

- Accountability that discussions are on the topic
- Accountability to use accurate information
- Accountability to think deeply about what is being said




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Accountable Talk  
sounds like ...

#### Evidence Based Terms

Don't just say it...  
 PROVE it!  
 •because...  
 for instance... for example...  
 the author said \_\_\_\_, so I think...  
 according to the text...  
 from \_\_\_\_ I know that...  
 On page \_\_\_\_ it says \_\_\_\_, so...




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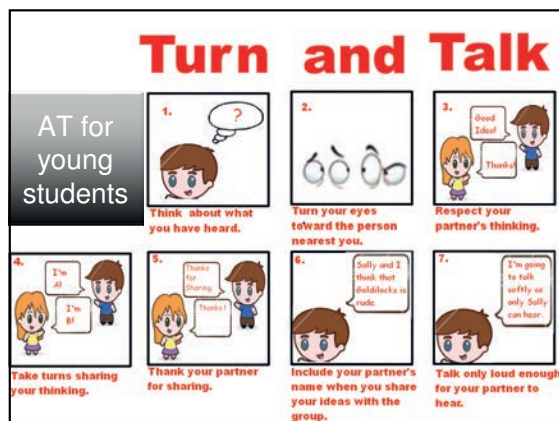
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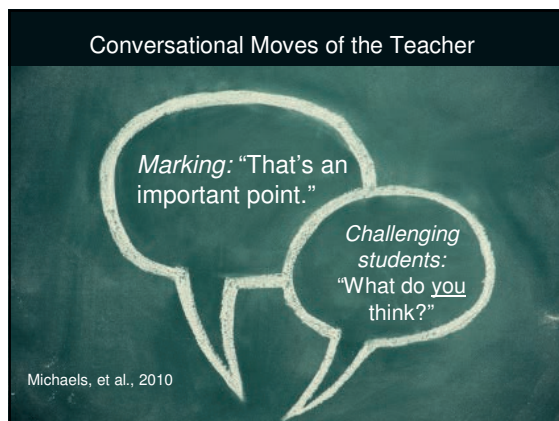
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### Conversational Moves of the Teacher



Michaels, et al., 2010

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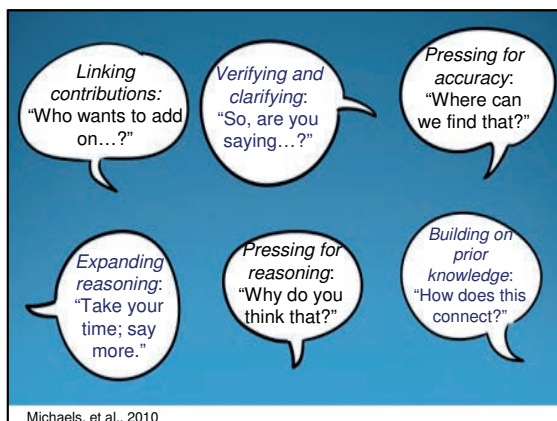
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Michaels, et al., 2010

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Listen for examples of accountable talk by the teacher and students.



Video Analysis

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## Using Questioning to Check for Understanding




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### Questioning: Student and Teacher

- Used more than any other method for developing comprehension
- Helps the teacher assess understanding (Durkin, 1978-1979)




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## Intention



Uncovering,  
not testing.

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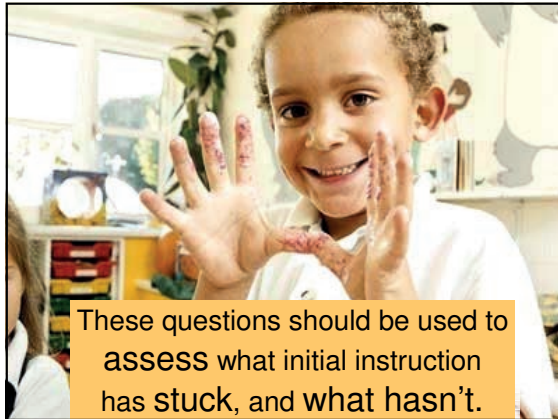
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### Questioning: Student and Teacher

- Often dominated by teacher questioning, limiting student-generated questions (Busching, 1995)
- Often focused at the literal level, especially when teaching struggling readers (Allington, 1983)




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**Teacher:** What is a nocturnal animal?

**Student:** An animal that stays awake at night.

**Teacher:** Good. What is a diurnal animal?




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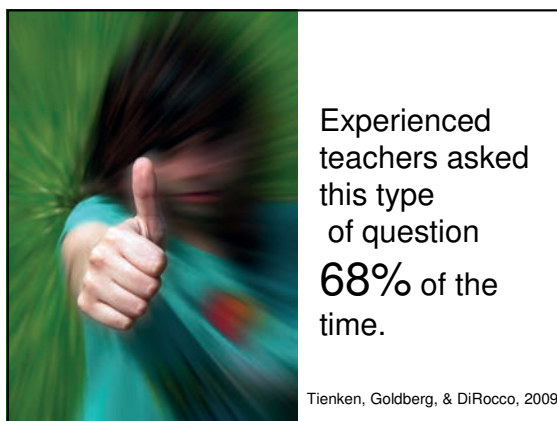
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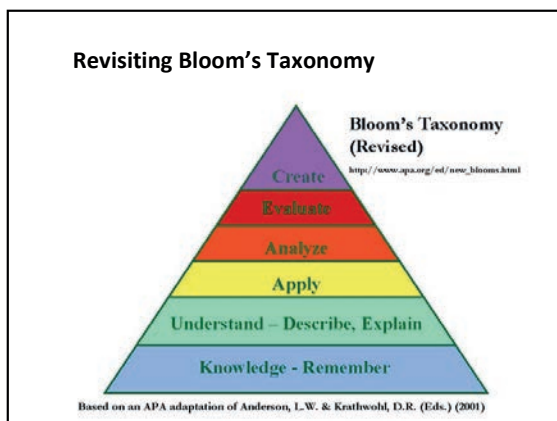
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### Bloom's in Social Studies



- **Remember:** What is the capital of Victoria?
- **Describe/Explain:** Explain why Melbourne was selected as the interim capital of Australia in 1901.
- **Apply:** What were the issues that fueled the Eureka Rebellion of 1854?
- **Analyze:** What city in Victoria would you select as the state capital today, and why?
- **Evaluate:** Assess the suitability of the present capital and make recommendations for future development.
- **Create:** Develop an urban plan for Melbourne that will make it environmentally greener.

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To move to higher-order questions

#### Use Less Of

#### Use More Of

- |         |   |           |
|---------|---|-----------|
| • What  | → | • Why     |
| • When  | → | • How     |
| • Where | → | • Suppose |
| • Who   | → | • Justify |
| • Which | → | • Example |




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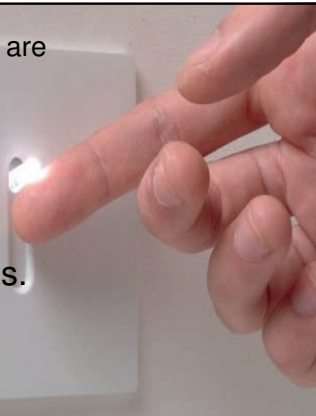
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Robust questions are used to check for understanding and uncover misconceptions.




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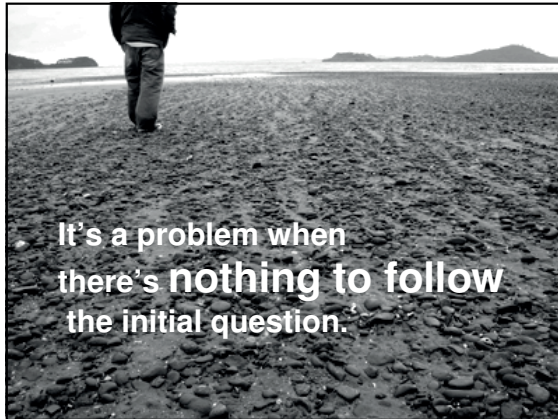
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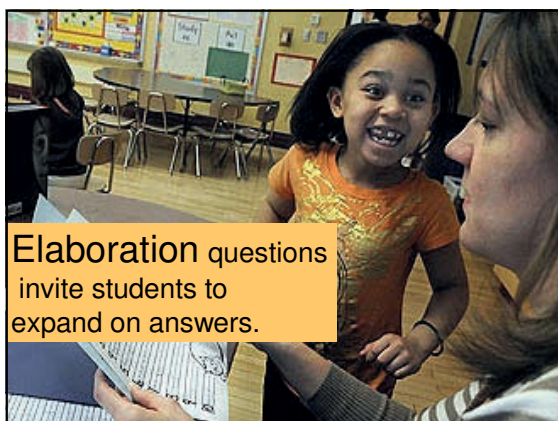
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## Elaboration



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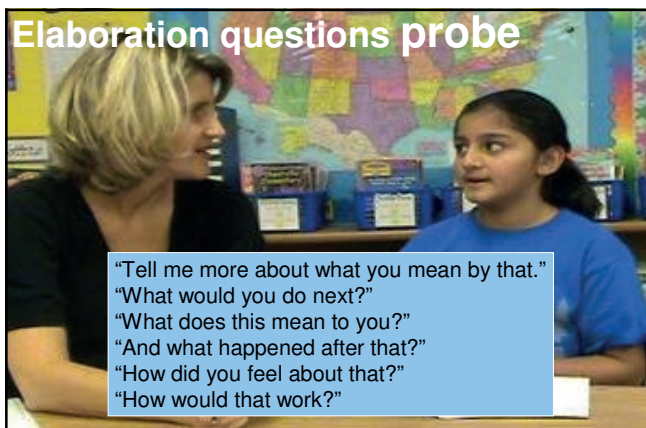
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## Elaboration questions probe



*Open-ended questioning technique*

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## Clarifying

extend thinking by asking for an example or evidence.

*"Can you show me where you found that information?"*



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Clarifying questions return the student to the text.



"How do you know that is true?"

"Could you give me an example of that?"

"You said tornadoes are more dangerous than earthquakes. What are your reasons for that?"

"Why do you think Swimmy would be a good friend?"

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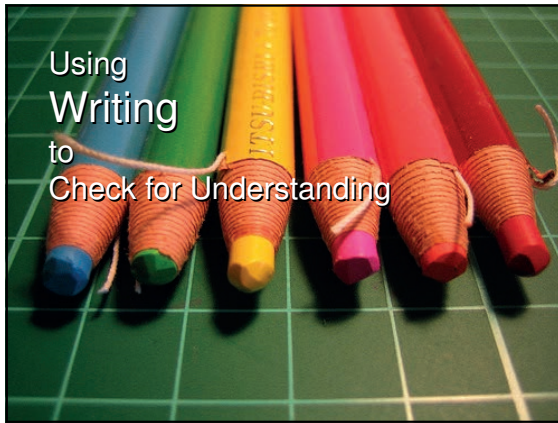
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Using  
Writing  
to  
Check for Understanding




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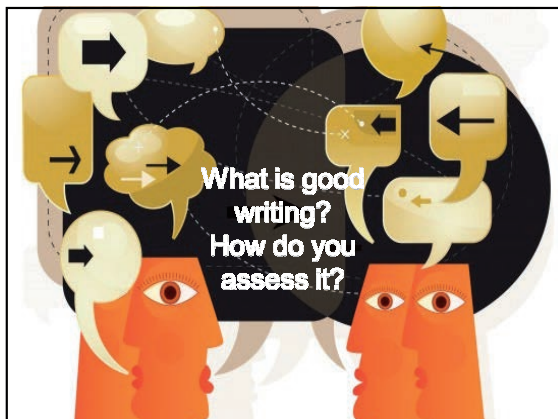
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What do you know about this first grade student?

I like bats because  
They eat Mosquitoes &  
they are very loud  
IT'S THE ONLY ANIMAL  
THAT CAN FLY.  
IT'S HORRIBLE. I DON'T LIKE  
THEM BECAUSE BATS ARE DEADLY THEY  
EAT MOSQUITOES. THEY ALSO  
EAT BATS. VAMPIRES DRINK AND  
EAT BLOOD.

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## Writing

Once upon a time,

GIST Summary

RAFT Writing

Crystal Ball

Generative Sentences




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## Lon Po Po: A Red Riding Tale from China (Young)

- **R** – children
- **A** – mother
- **F** – a note
- **T** – how we tricked the wolf




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- R** - Marco Polo  
**A** - Potential recruits  
**F** - Recruiting poster  
**T** - See the Silk Road!



### RAFT in History

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### GIST Summary Writing (Cunningham, 1982)

- shorter than the original piece
- paraphrases the author's words
- focuses on the main ideas only



Writing lessons on how to survive an avalanche, wrestle an alligator, and survive when your parachute fails (Frey, Fisher, & Hernandez, 2003)

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### Crystal Ball *What will happen next?*

- Story
- Science lab experiment
- Historical event



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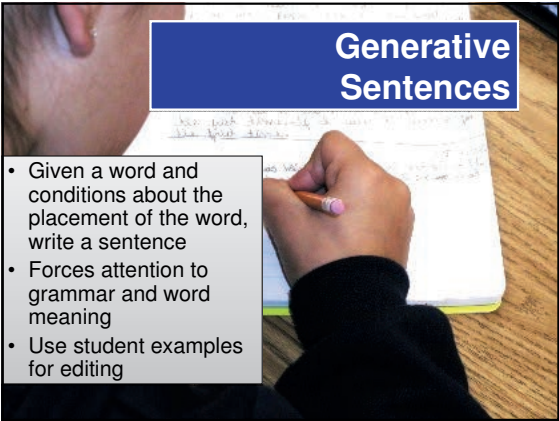
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**Generative Sentences**

- Given a word and conditions about the placement of the word, write a sentence
- Forces attention to grammar and word meaning
- Use student examples for editing

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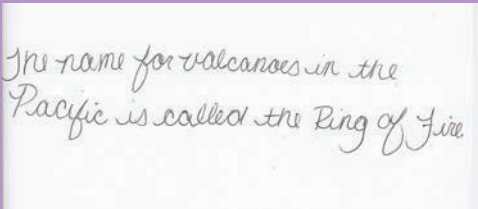
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**“Volcanoes” in the 4th Position**



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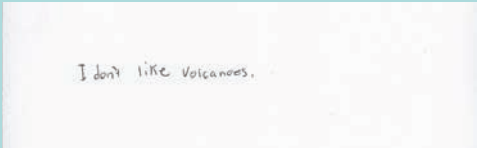
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**“Volcanoes” in the 4th Position**



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Try these . . .

Word	Position	Length
cell	3rd	> 7
Since	1st	< 10
registration	last	= 8



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Expanding a Generative Sentence

*The name for volcanoes in the Pacific is called the Ring of Fire. These are the volcanoes in Hawaii, South America, and Asia. Some are active, that means they erupt. Some are dormant. That means they are quiet.*

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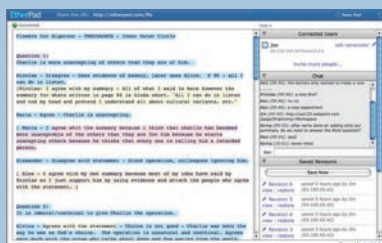
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How do you assess collaborative writing?

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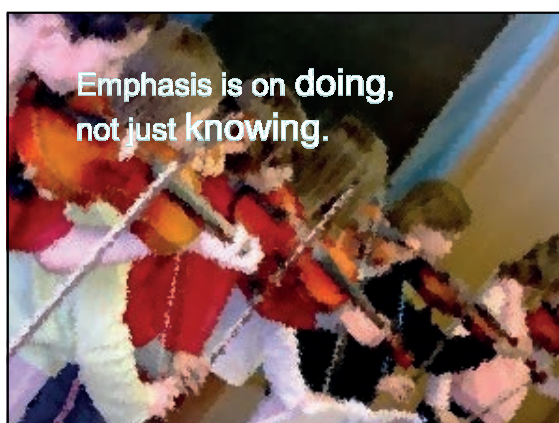
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## Constructing Performance Tasks

- Reserve for complex cognitive skills
- Minimize task dependence on irrelevant skills
- Provide scaffolding and clear directions
- Communicate expectations (e.g., rubric)



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## Types of Rubrics

- *Holistic*: describes levels of overall performance
- *Analytic*: identifies dimensions and criteria



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NEVADA WRITING ASSESSMENT HOLISTIC RUBRIC		
<p>A five paper is superior. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner, stating clearly and fully.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>	<p>A three paper is effectively above average. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>	<p>A four paper is superior. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>
<p>A two paper is very good. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>	<p>A one paper is very good. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>	<p>A four paper is superior. It states ALL OF the "IDEAS" of the task.</p> <ul style="list-style-type: none"><li>• Focuses and manages ideas in a focused and organized manner.</li><li>• Chooses and organizes all relevant information and evidence, using it to support and clarify the main idea.</li><li>• Effectively organizes ideas in a clear, logical, and coherent manner using appropriate transitions to connect the main idea to the evidence.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li><li>• Uses relevant evidence to support the main idea and organizes it in a clear, logical, and coherent manner.</li></ul>

Holistic rubric

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**Holistic rubric**

**Advantages:**  
Useful for scoring,  
and emphasizes  
what the learner  
can do, rather than  
what s/he can't do.

**Cautions:**  
Not useful for  
providing feedback.

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**Rubric for Photo Essay**

Student Name: \_\_\_\_\_ Date: \_\_\_\_\_ Title: \_\_\_\_\_

Categories	4	3	2	1
<b>Required elements</b>	Photo essay included all required elements as well as a few additional ones.	Photo essay included all required elements.	Photo essay included all required elements.	One or more required elements were missing from the photo essay.
<b>Spelling and Grammar</b>	Little or no spelling or grammatical mistakes on a photo essay with lots of text.	Little or no spelling or grammatical mistakes on a photo essay with lots of text.	Several spelling or grammatical mistakes on a photo essay with lots of text.	Several spelling or grammatical mistakes on a photo essay with little text.
<b>Use of Time</b>	Used time well during each class period with no adult reminders.	Used time well during most class periods with no adult reminders.	Used time well but required adult reminders on one or more occasions.	Used time poorly in spite of several adult reminders to do so.
<b>Content</b>	Photo essay uses both text and pictures to tell an imaginative story.	Photo essay uses mostly text with some support from pictures, to tell an imaginative story.	Some pictures and text are not clearly related to one another.	Text and pictures have little connection with one another.

**Required Elements:**

- 15-20 photographs used in photo essay.
- Text is typed or written neatly.
- Photo essay includes a cover with title, author, and illustration.
- "About the Author" essay included.

Source: Frey, N. (2003). A picture prompts a thousand words: Creating photo essays with struggling writers. *California English*, 8(5), 10-21. Reprinted with permission.

**Analytic Rubric**

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**Analytic Rubric**

**Advantages:**  
Useful for scoring on  
strengths and areas  
of growth.

**Cautions:**  
Be sure to provide  
specific criteria for all  
cells (not  
"always/sometimes/n  
ever").

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Check for understanding during the process, not just after it's completed.

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Feedback on Draft of Photo Essay	
Student: _____	Date: _____ Draft # _____
<b>CATEGORY</b>	<b>RESPONSIBILITIES</b>
<b>Conventions</b>	<ul style="list-style-type: none"><li>✓ My paragraphs have more than one sentence.</li><li>✓ Each of my paragraphs has one main idea.</li><li>✓ I have used correct grammar.</li><li>✓ I have used correct punctuation.</li><li>✓ I have checked my spelling.</li><li>✓ I have not used capital letters incorrectly.</li><li>✓ My handwriting is legible.</li></ul>
<b>Organization</b>	<ul style="list-style-type: none"><li>✓ My introduction is interesting and inviting.</li><li>✓ The sequence of ideas is logical.</li><li>✓ My ideas flow from one to another.</li><li>✓ I use helpful transitions between main points, (e.g., "First of all," or "Similarly").</li><li>✓ I have a satisfying conclusion.</li></ul>
<b>Flow</b>	<ul style="list-style-type: none"><li>✓ My sentences build logically upon the one(s) before.</li><li>✓ My sentences are different lengths.</li><li>✓ My sentences start in different ways.</li><li>✓ There are no run-on sentences.</li><li>✓ There are no incomplete sentences.</li></ul>
<b>Punctuation</b>	<ul style="list-style-type: none"><li>✓ Commas separate items in a series.</li><li>✓ A comma follows an introductory word or phrase.</li><li>✓ A semicolon connects two sentences.</li><li>✓ Closing quotation marks always follow commas or periods.</li><li>✓ Apostrophes are used correctly to show possession or to create contractions.</li><li>✓ A period, question mark, or exclamation point ends every sentence.</li></ul>
<b>Word Choice</b>	<ul style="list-style-type: none"><li>✓ I use descriptive words (adjectives and adverbs) often.</li><li>✓ I use strong, active verbs.</li><li>✓ I use synonyms and different words to add variety.</li><li>✓ My pronouns match the nouns to which they refer.</li></ul>
<b>Next steps:</b>	
<small>Source: Frey, N. (2003). A picture prompts a thousand words: Creating photo essays with struggling writers. California English 8/9, 16-21. Reprinted with permission.</small>	

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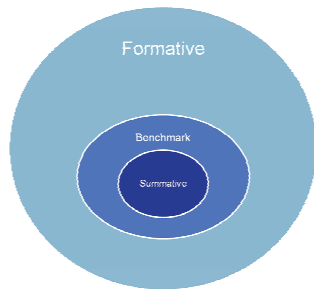
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### The Focus is on Formative




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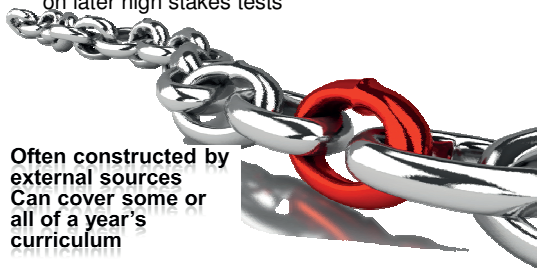
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### Benchmark / Interim Assessments

- Usually a form of summative assessment
- Can be used as an early warning of performance on later high stakes tests



- Often constructed by external sources
- Can cover some or all of a year's curriculum

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### Considerations for Test Design

- More than "cataloging mistakes"
- Match items with purpose
  - Multiple choice for item analysis
  - Short answer for recall of information
  - Dichotomous for sampling wide knowledge
  - Essay for organizing info, creative responses
- Use it to plan future instruction




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### Item Analysis in Science

a) It gets its food from the soil. <i>Misconception</i>	Does not understand that nutrients are manufactured internally by the plant.
b) It turns water and air into sugar. <i>Oversimplification</i>	Understands that food is manufactured internally, but does not understand that water and the carbon dioxide (from the air) are used to make sugar and oxygen.
c) It has chlorophyll to produce food. <i>Overgeneralization</i>	Does not understand that some parasitic plants do not contain chlorophyll.
d) It adds biomass through photosynthesis.	Correct answer 

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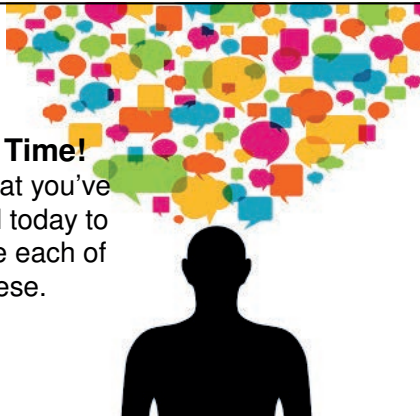
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### Test Time!

Use what you've learned today to analyze each of these.



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### How would you check for understanding?

Oral language?  
Written language?  
Questioning?  
Performance?  
Test?



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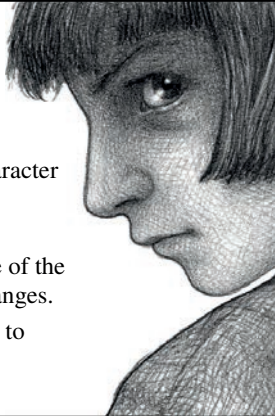
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### How could you check for understanding?

*Language Arts*

- C:** Describe how a character changes in a story.
- L:** Use details to give readers a clear image of the character and the changes.
- S:** Take turns listening to one another.




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### How could you check for understanding?

*Math*

- C:** Determine reasonableness of a solution to a mathematical problem.
- L:** Use mathematical terms to explain why an answer is reasonable.
- S:** Ask clarifying questions of your group members.




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### How could you check for understanding?

*Science*

- C:** Identify the steps in the life cycle of a frog.
- L:** Use signal words to describe the life cycle of a frog.
- S:** Return supplies when finished with the center.




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## What is the Student Accountability?

### History

**C:** Identify two contributing causes of the Eureka Rebellion in 1854.

**L:** Explain the causes to a peer and then summarize the causes in writing.



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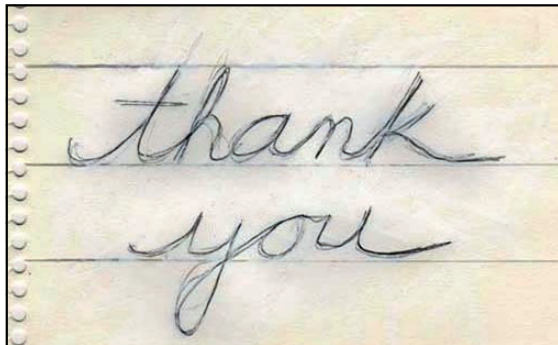
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[www.fisherandfrey.com](http://www.fisherandfrey.com)

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Lined writing area consisting of 20 horizontal lines.



[illegible]



Lined area for writing, consisting of 20 horizontal lines.

[illegible]

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