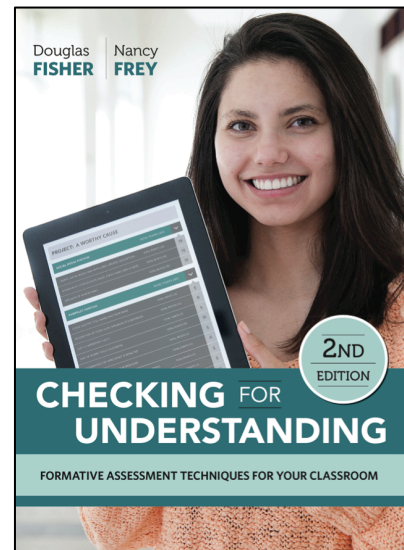


Checking for Understanding: Formative Assessment Techniques for Your Classroom, 2nd Edition

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Summary

A teacher presents a lesson, and at the end asks students if they understand the material. The students nod and say they get it. Later, the teacher is dismayed when many of the students fail a test on the material. Why aren't students getting it? And, just as important, why didn't the teacher recognise the problem?

Checking for understanding is an important step in the teaching and learning process. The background knowledge that students bring into the classroom influences how they understand the material you share and the lessons or learning opportunities you provide. Unless you check for understanding, it is difficult to know exactly what students are getting out of the lesson.

In *Checking for Understanding*, Douglas Fisher and Nancy Frey show how to increase students' understanding with the help of creative formative assessments. When used regularly, formative assessments enable every teacher to determine what students know and what they still need to learn. Fisher and Frey explore a variety of engaging activities that check for and increase understanding, including interactive writing, portfolios, multimedia presentations, audience response systems and much more.

This new 2nd edition of *Checking for Understanding* has been updated to reflect the latest thinking in formative assessment and to show how the concepts apply in the context of Fisher and Frey's work on gradual release of responsibility, guided instruction, formative assessment systems, data analysis and quality instruction.

Supporting Resources

- *Understanding by Design, Second Edition* (103055)
- *Integrating Differentiated Instruction and Understanding by Design* (105004)
- *Essential Questions: Opening Doors to Student Understanding* (109004)
- *Teaching for Deep Understanding* (CO5894)