



EPISODE 3

CHECK FOR UNDERSTANDING & REJECT SELF-REPORT



How do teachers know that they didn't just "teach it," but that their students really "got it?"

SUMMARY

- Effective assessment entails more than tests, quizzes, and graded work
- Frequent checks for understanding provide crucial data on student progress toward mastery
- Use Reject Self-Report to improve questions and elicit better responses
- Replace the generic "Does that make sense?" with rounds of questions targeting the learning objective
- Student responses give teachers data needed to adjust pacing, reteach concepts, and clarify misunderstandings

RESEARCH

- Students need time and opportunities to process information and connect new knowledge to existing schema
- Checks for understanding allow students to construct and reconstruct knowledge as they learn
- Effective teachers ask many questions that require students to summarize, agree, disagree, elaborate, and correct misunderstandings

HOW TO: REJECT SELF-REPORT

- Look for 2-3 transition points, natural "breaks" in the lesson flow where you would typically pause to ask something like, "Any questions?" or "Does that make sense?"
- This might be during or after teacher-led instruction, modeling, guided practice, or discussion of a text
- For each transition point, replace the rhetorical questions with 4-6 questions requiring students to restate, summarize, elaborate or demonstrate learning
- Refer to the lesson objective to formulate your questions
- Use cold calling to get a sample of 5-6 students who represent a range of levels, or use 1:1 devices or individual whiteboards to get responses from 100% of students

[CLICK FOR A DETAILED IMPLEMENTATION CHECKLIST](#)





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DISCUSSION

- How do you know that you didn't just teach it, but that students really, "got it?"
- How and when do you incorporate formative assessment and checks for understanding?
- If you used "Reject Self-Report," how would that change the responses and data you get from students?
- What challenges do you anticipate in implementation?
- What adaptations would you make for your grade level and classroom?

SOURCES

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