

## Strategies for Monitoring Student Learning During Instruction

**Teacher tool**

**Student tool**

To elicit specific information about student learning from whole-class responses, try incorporating the following strategies into your lesson. Then look for patterns of understanding within the class and adjust instruction accordingly based on individual responses. If you map out possible instructional adjustments ahead of time, you can easily shift gears during the lesson to increase understanding.

For each strategy, plan how you can modify your instruction if students indicate a lack of understanding. Then reflect on how well the strategy worked in your class and what adjustments, if any, you will make in using that strategy in the future.

**Lesson:**

Diagnostic Prompt	Lesson Adjustments if Responses Show Lack of Understanding	Notes for the Future
<p><b>Two-Sided Answer Cards</b> Each student has a card with the word “True” or “Yes” printed on one side and “False” or “No” printed on the other. (The card can have green on one side and red on the other for nonreaders.) The teacher poses a series of carefully constructed questions, and each student holds up the card to show the answer.</p>		
<p><b>A-B-C-D Cards</b> Each student receives four cards, labeled A, B, C, and D. The teacher displays a multiple-choice question, and every student holds up the letter card that corresponds with their answer. Questions should have two incorrect responses, one correct response, and one nearly correct answer that represents a typical misconception about the content.</p>		

Monitoring of Student Learning

Diagnostic Prompt	Lesson Adjustments if Responses Show Lack of Understanding	Notes for the Future
<p><b>Sticky Response</b> Midway through the lesson, the teacher asks each student to respond to one or two pivotal questions with a phrase or short sentence on a sticky note. The teacher can scan the answers during the next portion of the lesson.</p>		
<p><b>Thumbs Up, Down, or Sideways</b> The teacher asks yes-or-no questions, and students answer yes with a thumbs-up, no with a thumbs-down, and unsure with their thumbs sideways.</p>		