



Checkpoints

PL-3, I-2, I-6

Checkpoints are planned, informal pauses in the lesson when the teacher assesses all students' understanding through an oral, physical, or written response. Checkpoints allow the teacher to clarify any misunderstandings students may have about the objective and provide an opportunity for the teacher to gauge when adjustments need to be made in the lesson to ensure student mastery.

- Look at the lesson and anticipate where and when student misunderstandings may occur.
- Determine how to check for understanding for all students (oral, physical, or written response).
- Plan for Checkpoints at various times within the lesson. Some might include:
 - After the Warm-Up/Do Now
 - During the introduction of new learning
 - Throughout the guided and independent practice
- Script out potential questions to use during the Checkpoint or build Checkpoint questions into students' independent or group work.



Additional Tools

Reverse Checkpoint

Consider having a signal or plan in place for students to take ownership of learning by initiating interaction with the teacher. The signal or plan would allow students to indicate when teacher assistance is needed without interrupting the flow of the lesson.

Do I Really Get It

Teach students to monitor their comprehension and check for understanding frequently through structured questions. For details on how to implement this Everyday ExcELlence routine visit the houstonisdpsd.org website and click on the Literacy Routines link.

For more strategies and/or resources, visit houstonisd.org/EffectivePractices



QUICK TIPS

When giving feedback to students during checkpoints, affirm positive responses and clarify student misunderstandings for the whole group or pull students who need additional clarification into a small group.