**Principal’s Check for Understanding (*CfU*) Summary Form**

At one of your school’s Common Planning Time meetings we are asking that you have each content area identify (2) two specific *Check-for-Understanding* Strategies that you can expect to see every time you visit the classrooms. It would be best if you could provide your examples in the context of a specific lesson. For example, indicating “Exit Slip” is too general. You might want to indicate that in a lesson on “How do cells reproduce new cells?” the *CfU* would be an exit slip that sequences and describes (in complete sentences) the steps of mitosis. As “sequencing and describing” in science is a common ask for an exit slip.

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| **English *Check-for-Understandings* Strategies** | |
| 1. | 2. |
| **Mathematics *Check-for-Understandings* Strategies** | |
| 1. | 2. |
| **Science *Checks-for-Understanding* Strategies** | |
| 1. | 2. |
| **Social Studies *Checks-for-Understanding* Strategies** | |
| 1. | 2. |

In addition we will need the following assessment information. If it is easier to attach a document please feel free to do so and indicate the name of the document in the table below.

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| **Schools Grading Policy** |
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| **Description of how Teachers Create Summative Assessment** |
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| **Any “Common Assessments” used in the School** |
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| **Common or Content Rubrics Used in the School** |
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| **Description of a Promising Teacher’s Data Collection System** |
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