



Check design and decision plan

Teacher or code: _____ Coach: _____ Date: _____

Plan a short lesson check that can distinguish explanations and guide a teaching decision. Choose one criterion with the teacher before the visit.

Idea and evidence criterion

What should the learner show, explain or do? Specify the content evidence, not just a correct answer.

Check task and response

Write the task, correct reasoning and two plausible alternative responses. Avoid a cue that supplies the answer.

Response opportunity and access

Who will be invited? Plan thinking time, oral, written or other response modes, and required accommodations.

Decision options

What evidence would lead you to teach, clarify, extend or collect more? Record possible moves without a fixed percentage rule.

Recheck and support

Plan a new task testing the same idea. Record teaching, peer help or models and choose when a later independent attempt would help.



Evidence collection and coverage

Teacher or code: _____ Coach: _____ Date: _____

Record up to three lesson checks. Keep invitations, received responses, usable evidence and teacher action distinct. Use secure local codes.

Criterion and collection method

Content criterion, task, response mode, observer position and how counts were gathered. Label timing as estimated or measured.

Three checks and the teaching response

For each check, record support, invited / received / usable counts, the evidence pattern and the actual teacher response.

Check / support	Coverage	Evidence pattern	Teacher response

Unavailable and unmatched records

Separate absence, not-returned and incomplete work. State the matching group and how excluded records will receive another opportunity.



Evidence to teaching move

Teacher or code: _____ Coach: _____ Date: _____

Use a response pattern to choose and explain the next teaching move. Check an alternative interpretation before acting on it.

Work and tentative pattern

Copy a few de-identified excerpts against the criterion. Keep learner evidence separate from your interpretation.

Alternative explanation and clarification

Could the task, language, access or missing work explain the pattern? Record the probe and actual response if collected.

Chosen teaching move

Teach a concept, compare representations, clarify a direction, extend reasoning or collect evidence. Explain why this move fits.

What actually happened

Record the content taught, material, peer or teacher help, and who had the response opportunity.

Check the response to teaching

Name the comparable task, criterion, response mode and timing. Use CF04 for the recheck; mark a future result as planned.

Matched recheck and next decision

Teacher or code: _____ Coach: _____ Date: _____

Compare records against the same criterion while keeping new tasks and assistance visible. Decide what to teach next.

Criterion and tasks compared

State the content criterion. Note differences in task, demand and response conditions.

Coverage and matching

Invited, received and usable at each check; matching codes; unavailable or unmatched records and reasons.

Response counts and excerpts

Count each pattern over the usable matched records. Preserve examples and a record that did not change.

Support between checks

Describe teaching, modeling, peers, cues, materials and access supports so supported work is not mistaken for independent use.

Next decision

Teach, extend or collect more evidence for each pattern. Use C02 for the conversation and C05 for an agreed summary.

Later check

Task, date, criterion and planned support. Use C03 to schedule. Leave results blank until collected.

Student quick-check slip

Name or class code: _____ Date: _____

Answer the lesson question and show why. Write any question, even a small one.

You can write, draw, say it out loud, or point to your work.

Assignment / what I am working on: _____

My answer

My evidence or reason

A question or help I need

CUT OR FOLD HERE

Student quick-check slip

Name or class code: _____ Date: _____

Answer the lesson question and show why. Write any question, even a small one.

You can write, draw, say it out loud, or point to your work.

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