



Check in, Check on, Check out Secondary Specific Examples

Check in:

- promotes readiness for today's learning by activating and assessing prior knowledge
- involves active engagement
- generally quicker than the other two checks
- can be used to develop relationships
- AKA--set, Do Now, Bell Ringer

Check on:

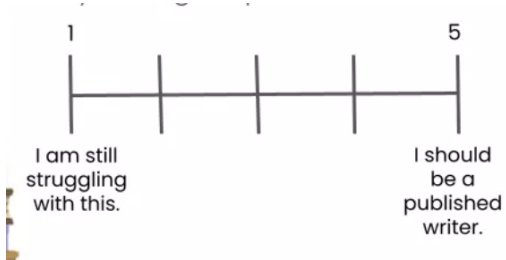
- checks for understanding of lesson content
- involves active engagement
- focused on monitoring learning progress
- AKA--Check for Understanding, you do

Check out:

- determines who learned what as a source of reflection and formative data
- involves active engagement
- directly aligned with the learning target(s)
- AKA--closure, exit ticket

Content	Secondary
Math	<p>LT: I can add mixed numbers.</p> <p>C-in: Rename $7/5$ in simplest form. Rename $2 \frac{1}{5}$ as an improper fraction.</p> <p>C-on: Using your marker board, solve these problems:</p> <p>a. $3\frac{1}{3} + 2\frac{1}{3} =$ b. $3\frac{3}{4} + 5\frac{3}{4} =$</p> <p>C-out: Exit Ticket: Solve $55/8 + 3\frac{3}{4} =$</p>



ELA	<p>LT: I can use details from the text to support my topic sentence.</p> <p>C-in: Put a topic sentence on the board along with 6 pieces of evidence. Students put a corresponding number on a post-it with which piece of evidence would best support the topic sentence.</p> <p>C-on: Students work through a Nearpod and answer questions in which good, better, and best evidence for supporting a topic sentence is presented.</p> <p>C-out: Students write a topic sentence and then list 2-3 pieces of textual evidence to support the topic sentence with an explanation of how the two connect.</p>
ELA	<p>LT: I can use techniques to make my writing suspenseful.</p> <p>C-in: Which picture represents Fall to you?</p> <p>C-on: Write- What makes quality writing to you? Techniques to create suspenseful writing.</p> <p>C-out: LT - I can use techniques to make my writing suspenseful. Self Assessment</p>  <p>The diagram shows a horizontal line with five vertical tick marks. The first tick mark is labeled '1' and has the text 'I am still struggling with this.' below it. The fifth tick mark is labeled '5' and has the text 'I should be a published writer.' below it.</p>



Science	<p>LT: I can differentiate between an atom, a molecule, and a compound.</p> <p>C-in: Create a Venn diagram with what you know about an atom, molecule, and compound.</p> <p>C-on: Complete Nearpod and answer questions.</p> <p>C-out: Complete exit ticket: Identify the structures provided as an atom, molecule, or compound.</p>
Social Studies	<p>LT: I can describe what happened on January 6, 2021 in Washington, DC?</p> <p>C-in: 5 W's - Regarding January 6, 2021 at the Capitol in DC: Do you know any of these 5 W's? – Who, What, When, Where, Why</p> <p>C-on: We've watched a series of videos and read newspaper accounts. Return to your 5 W's and edit/add.</p> <p>C-out: 2 sentence summary – What happened on January 6, 2021?</p>
Social Studies	<p>LT: I can write a thesis statement for the argument essay of the AP Government exam.</p> <p>C-in: Identify the thesis statements in sample opening paragraphs (of an argument essay) that are well written, according to the AP requirements.</p> <p>C-on: Students work with a heterogeneous partner to write a thesis statement for a sample prompt and then exchange statements with another pair.</p> <p>C-out: Each student writes a thesis statement to a new prompt.</p>



Music	<p>LT: I can play appropriate finger patterns and rhythms on all strings using our warm-ups and 2 songs as correct playing means.</p> <p>C-in: Review finger patterns</p> <p>C-on: Rehearse warm-ups</p> <p>C-out: Show understanding and demonstrating how to play appropriate finger patterns/intonation and rhythms by playing through our warm-ups and 2 songs as an ensemble (I would add going through individually and doing a quick check, or being able to walk around while students are playing and monitoring finger patterns).</p>
Physical Education	<p>LT: I know and can use the 5 steps to throwing a football.</p> <p>C-in: Students stand 9 feet apart and toss football to one another. (Watch for students with good form. Follow this with instruction on the steps.)</p> <p>C-on: Pair students who you saw could do it. Watch other students stand 9 feet apart and toss football to one another to see if they use the 5 steps. Give specific feedback to those who still cannot.</p> <p>C-out: Students come to football collection area and use the 5 steps to toss football into the equipment bin. Note who can and who cannot.</p>
	<p>LT: I can shoot a basketball using the BEEF analogy.</p> <p>C-in: Partner share -What does BEEF stand for when shooting a basketball?</p> <p>C-on: Small game time - 2 vs 2 or 3 vs 3</p> <p>C-out: Self-assessment of using BEEF analogy to shoot a basketball</p>



Health	<p>LT: I can correctly order and apply the 5 steps to treat a first degree burn.</p> <p>C-in: You have burned yourself on a stovetop. What is your first step and why?</p> <p>C-on: Now that we've reviewed and practiced the 5 steps, we'll use List, Pass, Amass to review and order those steps.</p> <p>C-out: Exit Ticket-Which step is easiest for you to do? Which step is hardest?</p>
World Language	<p>LT: I can understand a dialog spoken in Spanish between a customer and waiter in a restaurant.</p> <p>C-in: Students quiz each other on translating restaurant vocabulary from Spanish to English and identify key phrases that might be used in a restaurant.</p> <p>C-on: Students complete a Google form quiz with 3 comprehension questions about the dialog; answers are written in Spanish.</p> <p>C-out: Students write their own restaurant 8 line dialog in Spanish using the restaurant vocabulary.</p>
Business	<p>LT: I can create a Market Analysis of a given company.</p> <p>C-in: Students work with a partner to review the components of a SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis Tool and describe each component of the tool.</p> <p>C-on: Students work in heterogeneous groups of 3-4 on the Market Analysis using the SWOT tool. At certain points of their work, they need to show what they have to the teacher before moving on.</p> <p>C-out: Students review their Market Analysis against the rubric and give themselves a score before submitting their work.</p>



Technology	<p>LT: I can read isometric drawings to create parts in Inventor (program to create 3D designs).</p> <p>C-in: Match pictures of the pipes, welds, flanges, etc. in the drawing with its proper name.</p> <p>C-on: Describe (audio or listing) the process one WOULD use to build a simple isometric drawing in Inventor.</p> <p>C-out: Students compare and contrast plans, make revisions, and turn in for review. Once reviewed, students can begin the build in Inventor.</p>
Technology	<p>LT: I can create a file management system. I can use my file management system to organize my past files and accommodate my future files.</p> <p>C-in: Students look at the files they have created so far in the course and identify potential folder titles for an organizational system.</p> <p>C-on: Students share with a partner their organizational plan. Teacher walks around to listen in on organizational approaches and provides feedback. Students make necessary adjustments to their plan.</p> <p>C-out: Students submit their individual organizational file management plan.</p>
Family & Consumer Sciences	<p>LT: I can sew a straight $\frac{5}{8}$" seam in a fabric square.</p> <p>C-in: After a lesson on sewing seams, students are given a fabric square with the simple instruction to sew a straight $\frac{5}{8}$" seam.</p> <p>C-on: After a Split Screen with students who struggled sewing the seam properly, students begin sewing their pillow seams. Teacher walks around providing individual feedback.</p> <p>C-out: Students return their pillow project to their bin and teacher examines their seams.</p>



Art	<p>LT: I can design a city using a 2 point perspective drawing.</p> <p>C-in: How can I create depth in a realistic drawing?</p> <p>C-on: Does your city outline have convergence lines?/Do all your lines converge at vanishing points?</p> <p>C-out: Cityscape completed using two point perspective</p>
ELL	<p>LT: I can use direction words in a sentence to describe where things are located in a city/town.</p> <p>C-in: Students work with a partner to point out on the diagram the things the teacher is describing. (Ex. the post office is across from the gas station).</p> <p>C-on: Students work with a partner to describe to each other 3 things on the city diagram.</p> <p>C-out: When given a map, each student orally describes in flipgrid where 3 things are located using direction words.</p>