

Blank record · one response and one next step

1 · Target, task, and stimulus reference

Write the specific learning target and exact short-check prompt. Identify the learner-facing text or problem by title and source/location; attach or reference the full stimulus when it is too long to copy. Keep the target narrow enough that the response can show it.

2 · Check conditions

Note when and how the check was given, the directions, time, and response mode. Record relevant access or language supports without adding personal details.

3 • Observable response evidence

Copy a brief de-identified excerpt or describe the work exactly. Separate what was said, written, selected, or done from your interpretation. Do not add a learner name.

4 • What does it show—and not show?

Interpret the observed evidence against the target: state what is present, what is missing or uncertain, and what one short response cannot establish. Consider more than one text-supported answer; save the next-step choice for Field 5.

5 • Possible next step

Name a possible action that follows from the evidence: reteach, guided practice, independent practice, extend, clarify the conditions, or gather another check. More than one may fit; choose one and give its evidence-based reason in Field 6. Put the teaching move and fresh recheck in Field 7.

6 • Evidence-based reason

Name the exact observed response feature that makes the Field 5 choice fit. If the response is missing or unclear, do not assign a cause; state why you need to check conditions or gather usable evidence first.

7 • Next move and recheck

Write the brief teaching/practice move and a fresh way to recheck the same target. Keep the key thinking demand while changing support only as needed.

8 • Review the interpretation

Before using the decision beyond this task, check the directions, text access, language and response demands, time, other work, and any locally relevant support plan. Note what remains unverified.

Use checklist

Before relying on a next step, mark each item Yes or Not yet. If an item is Not yet, return to the record and clarify the evidence or conditions.

☐ Criterion 1 · The target names the intended learning and matches what the check asks the learner to show.

☐ Criterion 2 · The recorded response evidence describes what the learner actually said, wrote, selected, or did before interpreting it.

☐ Criterion 3 · The interpretation links evidence to the target and names what remains missing or uncertain.

☐ Criterion 4 · The next step addresses the evidence shown, rather than completion, speed, behavior, or an assumed cause.

☐ Criterion 5 · A blank, partial, or unsupported response is treated as limited evidence, not proof of a stable ability or misconception.

☐ Criterion 6 · Any alternate response mode preserves the target or clearly names what it no longer measures.

☐ Criterion 7 · The next move includes a fresh recheck of the same target after instruction or support.

☐ Criterion 8 · The teacher checks context and access conditions and avoids diagnosis or broad claims from one short response.

This fictional practice check and blank record are teacher tools. Do not enter student names or identifying records.