

Listening Check Planner

Seven formative assessment strategies for listening, the decision rule that makes them worth running, and the access choices to make before the first one. Companion to the full article at elevatethenorm.com/formative-assessment-strategies-for-listening/

The seven checks

#	The check	What it reveals	Time
1	Claim and evidence split	Whether the student separated an argument from its support	2 min
2	One thing you would ask the speaker	Whether the student tracked the argument well enough to find its hole	90 sec
3	Disagreement flag (recorded or outside speakers, not a classmate)	Real-time evaluation rather than after-the-fact recall	live
4	Two-source contradiction	Whether the student assumes all sources agree	3 min
5	Restate to a partner, partner corrects	Gaps you would never see on paper	2 min
6	Predict the next point	Whether the student is following a structure or collecting facts	60 sec
7	Exit ticket with a quotation	Attention to the speaker's actual language	2 min

Start with 1 and 7. Both are written, individual and need no new norms. Checks 2 and 6 need one round of modelling. Checks 3, 4 and 5 need a norm or a prepared source — week three, not week one. Pick two and run them until they are routine.

Write the decision rule before you collect anything

A check you do not act on is an assignment you did not grade. Fill this in first.

Question	Your answer, written before the check
Which check am I running, and on what spoken input?	
What will I do if about a third of the room misses it?	
What will I do if only two or three students miss it?	
What will I do if the responses disagree with each other?	
When in the lesson do I collect it? (Close to the listening, not ten minutes later.)	

Sort into three piles. Do not score.

Pile	How many	What it means
Got it	_____	Move on. Do not write comments.
Partly	_____	Read two. This pile is where the next ten minutes comes from.
Missed it	_____	Check the access list below before you read this as attention.

Keep every one of these off the gradebook. The moment a listening check is worth points, students write for credit instead of writing what they heard.

Access decisions — make these once, before the first check

Set	Group	The decision
[]	Hearing loss or auditory processing	IEP / 504 accommodations apply to a two-minute ungraded check exactly as they apply to a test. Captions on anything recorded, transcript available, speaker faces the room.
[]	Multilingual learners	Let them respond in their stronger language or in fragments. Judge the content, not the English.
[]	Absent or arrived mid-input	Give the transcript, not the check. A blank from someone who missed the first six minutes is not data about listening.

One honest note on the evidence. The best meta-analytic estimate for formative assessment overall is about 0.20 standard deviations, not the 0.4 to 0.7 range in most professional development slides — and a published commentary argues 0.20 is not settled either. No study tests these specific listening checks against a control group in a grades 6-12 content classroom. Run them because they make listening visible, not because a slide promised a test-score gain. Sources are listed in full on the article page.