

Checklists for Independent Practice

Deliberate, Purposeful Practice: Designing Practice

Step	Description
1.	Instruction: Teach content using effective instructional practices to optimize learning and student success.
2.	Content: Determine the critical content that requires intentional practice: content that will be used again and again, now and in the future.
3.	Purpose of Practice: Establish the purpose of the practice: to increase accuracy, fluency, automaticity, retention, transfer, and confidence.
4.	Selection: Design or select a practice task/activity that matches the content and is consistent with the learning objective.
5.	Overt Responses: Ensure that the practice activity requires overt responses rather than covert responses.
6.	Student Success: Establish that students are capable of completing the practice activity/task independently.

Deliberate, Purposeful Practice: Implementing Practice

During Lesson, Study Period, Homework

Step	Description
7.	Goal: Clearly communicate the goal and rationale of the practice activity.
8.	Directions: Provide clear directions for the practice task/ activity.
9.	Clarify: Carefully introduce the task by: reviewing the directions, modeling task completion, and/or guiding students in completion of selected items.
10.	Verify: Verify understanding of the assignment by: asking questions on the assigned task, having students complete exemplary items, and/or having students explain the task to a partner.
11.	Monitor: If activity is completed in class, circulate and monitor student performance.
12.	Feedback: Provide systematic affirmative feedback (specific praise) and informative feedback (corrections) on student performance.

Deliberate, Purposeful Practice: Following Up

Step	Description
13.	Feedback: Provide feedback appropriate to the assignment (e.g., self-corrections, teacher feedback to class, teacher feedback to individuals).
14.	Adjust: Based on student performance, adjust the amount and type of practice or instruction.

Retrieval Practice

Retrieval Practice: “Retrieval practice is a strategy in which calling information to mind subsequently enhances and boosts learning” (Agarwal, Roediger, McDaniel, & McDermott, 2018).

Step	Description
1.	Guidelines: Use all of the Deliberate, Purposeful Practice guidelines.
2.	Retrieval: Provide retrieval practice with overt responses and no scaffolding. Responses must come from memory.
3.	Intentional: Carefully plan retrieval practice.
4.	Delayed: Delay retrieval practice slightly until some forgetting has begun.
5.	Feedback: Provide immediate feedback on answers.
6.	Examples: <ul style="list-style-type: none">• Frequent low-stakes quizzing with feedback• Practice questions with retrieval answers• Brain Drains without text or notes• “Just Two” – Write two sentences to summarize• Study with flash cards using delayed response• Rapid Retrieval Games• Retrieval Note Taking• Multiple-Choice
7.	Study Skills: Teach students the rationale and importance of Retrieval Practice during self-study. For example, teach students how to study vocabulary and facts using flash-cards with delayed response.

Spaced Practice

“Spaced practice involves taking a given amount of time devoted to learning, and arranging that time into multiple sessions that are spread over time” (Carpenter & Agarwal, 2019).

Step	Description
1.	Guidelines: Use all of the Deliberate, Purposeful Practice guidelines.
2.	Overtime: Schedule short practice sessions spread over time.
3.	<p>Time Intervals: Separate practice sessions by prespecified time intervals.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Even intervals • Expanding intervals (preferred) • One day, One week, One Month • Depending on how long the information needs to be remembered
4.	Intentional: Carefully plan spaced practice.
5.	Feedback: Provide immediate feedback on answers.
6.	Retrieval Practice: Increase the power of spaced practice by pairing with retrieval practice.
7.	<p>Cumulative Practice: Increase the power of spaced practice by pairing with cumulative practice, practice of related skills and knowledge.</p> <p>Examples:</p> <p>Systematic Instruction and</p> <ul style="list-style-type: none"> • Teach A • Practice A • Teach B • Practice A and B • Teach C • Practice A, B, and C <p>Discrimination Cumulative Practice (related skills, facts, concepts, or procedures related in some way)</p> <ul style="list-style-type: none"> • three types of volcanoes • functions of branches of government • three types of rocks
8.	Study Skills: Teach students the rationale and importance of spaced practice. Assist students in scheduling and organizing spaced practice sessions.