

LiftED

Stronger Instruction.
Lifted Learning for All.

What you need to know about:



RETRIEVAL PRACTICE

HATTIE'S EFFECT SIZE: .64

Imagine you're driving to a friend's new house...

The first time, you put the address into your GPS and follow it turn by turn. You arrive- but if you had to go again tomorrow without the map, you may be stuck. (That first trip is **acquisition**.)

Now imagine you drive there a few more times that same week. You start recognizing landmarks. You rely on the GPS less. (That's building **fluency**.)

But if you don't go back for a few months, what happens? You hesitate. You forget a turn. You have to pull the GPS back up. (That's what happens when there's no **maintenance**.)

When you visit that house again after a week... then a month... then later on, you eventually don't need directions at all. You can start from a different location or take a detour and still find your way. (That's **generalization**.)

Driving the route = retrieval (pulling from memory)

The GPS/map = external support (scaffolds)

Each time students pull information from memory, they strengthen the route so it lasts and transfers and eventually the scaffold or support can be faded.

TECH TOOLS!

MagicSchool- Ideas for retrieval prompts & stems

Padlet- Multimodal retrieval posts (write, speak, draw)

Wayground- game-based recall checks w/ accommodations

WHAT'S NEXT?

- **Retrieval builds the road.**
- **Spacing keeps it from fading.**
- **Interleaving makes it flexible.**
- **Deliberate practice makes it stronger.**

Sources: Informed in part by Visible Learning (Hattie et al.)

Don't grade it- High stakes anxiety blocks memory retrieval.

PUSH LESS. → PULL MORE. → TRY IT FOR 120 SECONDS.

Elementary: BRAIN DUMP!

Start tomorrow with a blank sheet of paper. Ask them to draw, or write, the "Big Idea" from yesterday. If they can't, you know exactly what to reinforce, who needs it, before you begin!

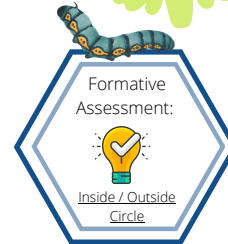
MS/JH : TOP 2 REVIEW!

Set a timer for the last 2 minutes of class. Ask for "The Top Two." They can't leave until they've retrieved two key points/ facts/ relevant vocabulary from their own memory.

Jodi Christopoulos, Curriculum & Instruction Specialist

HIGHLIGHTS

CLICK HERE to Explore The Lift!



Formative Assessment:

Inside / Outside Circle

This is the social version of Quiz-Quiz-Trade. It facilitates multiple, rapid-fire retrieval hits in a low-stakes environment.



Formative Assessment:

Quick Sorts

This is perfect for **Cued Retrieval**. By giving students categories but forcing them to recall which items go where without their books open, you are strengthening those neural pathways.



Formative Assessment:



Sage & Scribe

Sage & Scribe (Amazing for ALL GRADE LEVELS)

This is high-level retrieval. The "Scribe" isn't allowed to look at notes; they must rely on the "Sage" to pull the info from memory.



Differentiated Entry/ Exit Tickets

Exit Ticket Ideas/ Printables

Exit Tickets:

These are the classic **Spaced Retrieval** tool. If the prompt is "One thing from today and one from Monday," it becomes a retrieval powerhouse.

Go to Student Output to see these ideas & more!



High School: The TRIPLE CHECK!

Three questions. Three time stamps. One powerful memory move. Begin class with a question from yesterday, last week, and last month. Works best w/ cumulative content. **Spaced practice** that strengthens long-term retention.

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