

Assessing Student Thinking

1 Miss Tyus: What do we got going on here? What are we doing? Tell me about your
2 thinking.
3 Jocelyn: So I put 60 tens.
4 Miss Tyus: Wait a minute. You put 60 tens?
5 Jocelyn: 6 tens.
6 Miss Tyus: Oh okay! Sorry. Thank you for clearing it up for me. Okay, you put six
7 tens.
8 Jocelyn: And nine ones.
9 Miss Tyus: Mm-hmm
10 Jocelyn: And then I'm trying to figure out what is the answer. So I X'd out four of
11 the tens.
12 Miss Tyus: Okay. What made you think to X out four of the tens?
13 Jocelyn: Because we're subtracting.
14 Miss Tyus: Oh! Okay. The X means what?
15 Jocelyn: Take away
16 Miss Tyus: Oh okay! And so now you're trying to determine the answer? Okay, go
17 ahead and determine that and I'll be back.
18 Tell me about what you have. Tell me about your work.
19 DuJuan: I got 69 I X'd..
20 Miss Tyus: Wait a minute. What does that 69 represent?
21 DuJuan: Markers.
22 Miss Tyus: Okay, tell me more.
23 DuJuan: I hopped 30 times and got 29.
24 Miss Tyus: You hopped how many times?
25 Can you show me how you counted that?
26 DuJuan: 10,20, 30. I got twenty-nine.
27 Miss Tyus: What were you just counting by?
28 DuJuan: Tens
29 Miss Tyus: Oh. So how does this hundreds chart. Wait what is that? Or tell me about
30 what you were doing here (looking at the equation).
31 DuJuan: To put 60 tens and nine ones and I got 29.
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