

Monitoring Student Work

1 Peg Smith: Monitoring is important but it's clearly very challenging. When you begin
2 the monitoring practice, you are actually now in the lesson. You have your
3 monitoring chart maybe on a clipboard and you're walking around ready to
4 record what you see kids doing. So this is an opportunity to collect data
5 about what's actually happening in the classroom as students were
6 working on the task. The biggest challenge I think is actually writing
7 down what you're learning when you interact with the group because your
8 focus at that moment is really trying to understand what the group has
9 done, trying to make sure that you're then leaving them with something to
10 work on, and at the same time you're trying to keep track of everything
11 making sure that you actually get to every group, that you get back to a
12 group that you've left with a question to pursue so that you can see the
13 extent to which the advancing question actually serve the purpose for
14 which it was intended.

15 So in the who and what column of the monitoring chart, you might make
16 note of particular groups that were using specific strategies. You might
17 highlight an advancing question that you left a group with. You might put
18 down anything that would remind you of the mathematics that the students
19 were dealing with, and particularly points that you want to make sure that
20 you can bring out later in the discussion of the task.

21 Mrs. Mossotti: As I was monitoring the small group work, there was a lot of
22 conversations among students that if one student was thinking one thing,
23 the other was listening. And then even if they weren't thinking that, they
24 were starting to understand that the conversation was more about back and
25 forth versus one just talking at the other. They could actually count on the
26 graph or point to the graph or show the changes on the graph for others to
27 gain access that did not see it as quickly.

28 Peg Smith: While you now have all this laid out for you on a nice little chart, keeping
29 track of what you're learning takes a lot of experience. And I think
30 teachers can get better with it over time.