

# Monitoring Student Work

- 1 PEG SMITH: Monitoring is important, but it's clearly very challenging. When you  
2 begin the monitoring practice, you are actually now in the lesson.  
3 You have your monitoring chart maybe on a clipboard. And you're  
4 walking around ready to record what you see kids doing. So this is  
5 an opportunity to collect data about what's actually happening in the  
6 classroom as students were working on the task.  
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- 8 MATTHEW HARMON: Monitoring allows you to have a strong pulse of where the  
9 understanding level is among your groups of students. Challenges  
10 with monitoring can be found when students maybe don't have the  
11 understanding that you thought they did. Maybe they put something  
12 down on paper. And that represents something that you think they  
13 know. And they might actually not know what you think they know.  
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- 15 MICHAEL MOORE: I think every single teacher on the face of the earth struggles with  
16 not telling, like being careful with your leading. You want to point  
17 things out. You want to put fingers on paper. Super, super tempting  
18 to be like, oh, let me just add a little line to your picture here. Oh,  
19 now you see the--  
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- 21 MICHAEL STEELE: Of course you do [INAUDIBLE]..  
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- 23 MICHAEL MOORE: Now you do because I drew it there. [LAUGHTER] That's really,  
24 really, really hard. I'm sure there will be some wonderful moment  
25 where I could have let the kid do the explaining, but I took control.  
26 Just trying to be conscious of it as much as possible. If you try to  
27 make it a point every day, you get just—it becomes routine.  
28
- 29 PEG SMITH: The biggest challenge, I think, is actually writing down what you're  
30 learning when you interact with the group because your focus at that  
31 moment is really trying to understand what the group has done,  
32 trying to make sure that you're then leaving them with something to  
33 work on. And at the same time, you're trying to keep track of  
34 everything, making sure that you actually get to every group, that  
35 you get back to a group that you've left with a question to pursue so  
36 that you can see the extent to which the advancing question actually  
37 serve the purpose for which it was intended.  
38
- 39 CORI MORAN: The monitoring was really key for the rest of the steps. I think in the  
40 past, I would monitor, but I maybe would monitor to get to those  
41 next steps. And then I was presenting. It was my lesson. It was my  
42 task. It wasn't the students'. And I think that by monitoring, I was  
43 able to let the rest of the practices kind of fall into place. And I  
44 could also assess in advance. Those questions were really important  
45 to make sure I knew where the students were at, what concepts were

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46 strong, what goals were getting reached, but then what thinking I  
47 needed to advance.  
48  
49 PEG SMITH: So in the who and what column of the monitoring chart, you might  
50 make note of particular groups that were using specific strategies.  
51 You might highlight an advancing question that you left the group  
52 with. You might put down anything that would remind you of the  
53 mathematics that the students were dealing with and particularly  
54 points that you want to make sure that you can bring out later in the  
55 discussion of the task. While you now have all this laid out for you  
56 on a nice little chart, keeping track of what you're learning takes a  
57 lot of experience. And I think teachers can get better with it over  
58 time.  
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