

# Assessing Student Thinking

1 PEG SMITH: Anticipating is the practice of determining in advance of the lesson  
2 what it is you think students are going to do, both right and wrong,  
3 as they work on the problem and the questions that you're going to  
4 ask them to determine what it is they understand and to move them  
5 beyond where they currently are. And anticipating is really  
6 foundational to doing any of the other practices. You can't monitor,  
7 select, sequence, and connect if you had no idea and hadn't given  
8 considerable thought to what students might actually do and how  
9 you would respond. The point of anticipating is to put the teacher in  
10 the position of not having to make every single decision in the  
11 moment on the fly, but rather to have thought through many of the  
12 decisions before she ever set foot in a classroom.  
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14 MICHAEL MOORE: A benefit of anticipating is really knowing what you're looking for,  
15 but also just thinking about the different ways that this is going to go  
16 so that you can think about what you want to highlight.  
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18 PEG SMITH: One of the things that teachers find particularly challenging about  
19 anticipating is moving beyond their own way of solving a task. So  
20 trying to put yourself in the position of how students would think  
21 about the problem, get inside students' head, and really think about it  
22 from a perspective other than your own. This is very challenging  
23 work. So what we've found is that when you work with somebody  
24 else, or a number of different teachers, or even give the task to  
25 different people and ask them to solve it, you will get many different  
26 ways of thinking about it that help expand your own perspective on  
27 the task and really prepare you for the kinds of things kids are likely  
28 to do.  
29

30 CORI MORAN: The challenges associate with anticipating is finding all the different  
31 strategies. I was lucky to find a document that kind of included  
32 some of the different strategies on this method and I was able to talk  
33 to other co-workers about different methods that might happen. You  
34 know, when I first started, I kind of had my method, and then I got  
35 one more method, and then I got another method, and then I was  
36 seeing really a rich task could be even richer than I expected. PEG  
37 SMITH: One critical piece of anticipating is creating a monitoring  
38 chart. On this chart, you would make a list of the strategies that you  
39 anticipated that students would use in solving the task, as well as the  
40 assessing questions and the advancing questions that you would ask  
41 students who produce those solutions.  
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43 MICHAEL STEELE: So how are assessing and advancing questions the same and how are  
44 they different?  
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46 CORI MORAN: So those assessing questions, it's really important to kind of hear  
47 where their thinking is going, where they're starting from, where  
48 their thinking is going, what they're currently thinking. And those  
49 advancing questions, it's really important to make sure that you can,  
50 after assess where they are, use a question that would then advance  
51 them without you being present. I really want to make sure it's not a  
52 yes/no question or a question that they want to have me-- me there  
53 present to answer, something that I can comfortably say and then  
54 walk away.