

Think-Pair-Share

Think Pair Share ·Students Read Students get · Have students share what the Learning with a partner Intention and and discuss they discussed. the "think" Success Criteria. questions. • They try to answer the questions below.

What does this Learning Intention mean? Is there something else we've done in math class this reminds me of?

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Teacher's Version

Clarification



• Post the Learning Intention (LI) and Success Criteria (SC), and read them to the students.



- Get student descriptions of the everyday meaning of special vocabulary.
- Use the descriptions to clarify the mathematical meaning.
- \bullet Have students paraphrase the LI and SC.
 - In pairs
 - Individually

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Taking Stock

After completing a task or activity, engage students in conversation:

Review the math task.

- · Here's what we've done so far with (this math task): _
- · Who can describe for me what we've done so far with (this math task)?



Review the related SC.

- · So in our SC here, we said we would (reread SC to students). Can someone else describe what this means in their own words?
- (Provide your own explanation, relating it to what they've just done in class.)



Connect the task and SC.

- · In what way did this task help us work toward meeting the SC? (Keep a running list next to the SC of important ideas or key terms that come up in the discussion.)
- · After a list has been started: Here are some ideas we listed from previous activities: (read through list of important ideas and key terms). In what way did this task continue to help us work toward meeting the SC?

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Gathering Evidence

Decide what you are gathering evidence of.



Create a prompt to use with the technique.



Use the prompt to elicit evidence. Make the connection between the gathered evidence and the LI/SC explicit to the students.





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Providing Formative Feedback

I noticed that all of you have met this part (point or read part of the SC) of Success Criteria #(x) but that this part (point to or read part of the SC) may still be confusing. Because of this, I want to provide a couple of examples before we continue.

EDC transform

Let's look at this first example from _____ (or keep student name(s) anonymous). For each point below, ask for 1 or 2 volunteers to share.

- Talk to a partner about how this example is meeting our SC (point to poster line: You met the criteria when you did/said _____).
- Talk to a partner about how this example is not meeting our SC (point to poster line: You didn't meet the criteria when you did/said _____).
- Talk to a partner about a hint to give this student (point to poster line: Here's a hint to help you meet the criteria).

Give Useful Feedback
to Someone Else
Use the criteria and
say something like this:

You met the criteria when
you did / raid
when giving your feedback, remember to:

State it is language that the

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Review your own work to see how this formative feedback might help you with your own revisions.

Teacher's Version

Think-Pair-Share: Taking Stock

• Students Read the Learning Intention and Success Criteria. • They try to answer the questions below.

Pair

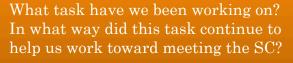
• Students get with a partner and discuss the "think" questions.

Share

• Have students share what they discussed.

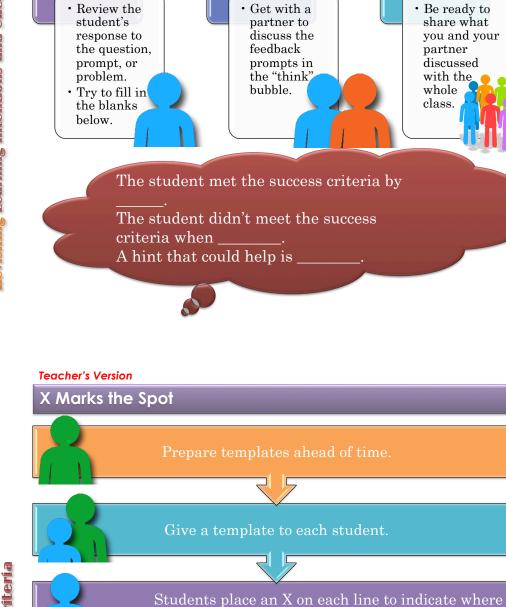


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Think



they feel they fall with that success criterion.

next day's lesson.

Collect student responses, and review to plan for the

Think-Pair-Share: Providing Formative Feedback

Pair

Share

Learning transforms lives.

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Reflect Aloud



Review one of the SC and reflect aloud on how to rephrase it (as if you were a student).



would be.



Check with your students to see who feels you described them reasonably well.

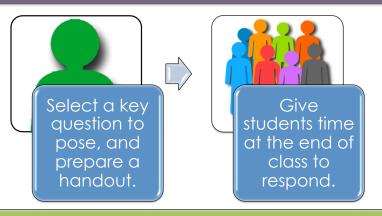


Repeat with the other SC.



Teacher's Version

Exit Ticket



Guidelines for choosing your prompt

- · Focus on conceptual understanding that was important in the lesson.
- · Don't try to assess everything from the lesson in one exit ticket.
- Focus on something that helps you to learn about where students are relative to the lesson's success criteria or to think about the Learning Intentions and Success Criteria for upcoming lessons.
- · Vary the kinds of prompts you use.
 - Focus on a particular concept that you want to ask about.
 - Provide an open-ended prompt about what students are taking away from the
 - Provide sample student work for students to react to.



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