

Teacher's Version

Cover-Up

Read the Learning Intention (LI) and Success Criteria (SC) for the students.

Give students time to read the LI and SC themselves.

Cover the LI and SC. Students talk with a partner:

- What are you going to learn today?
- How will you know if you've learned it?

Have class work together to restate the LI and SC.

Fill in any pieces they miss.

Teacher's Version

3-Read

Students read for *CONTEXT*

What's the general math topic?

Follow up with at least one student.

Students read for *CONTENT*

What about the math topic am I supposed to learn?

Follow up with at least one student.

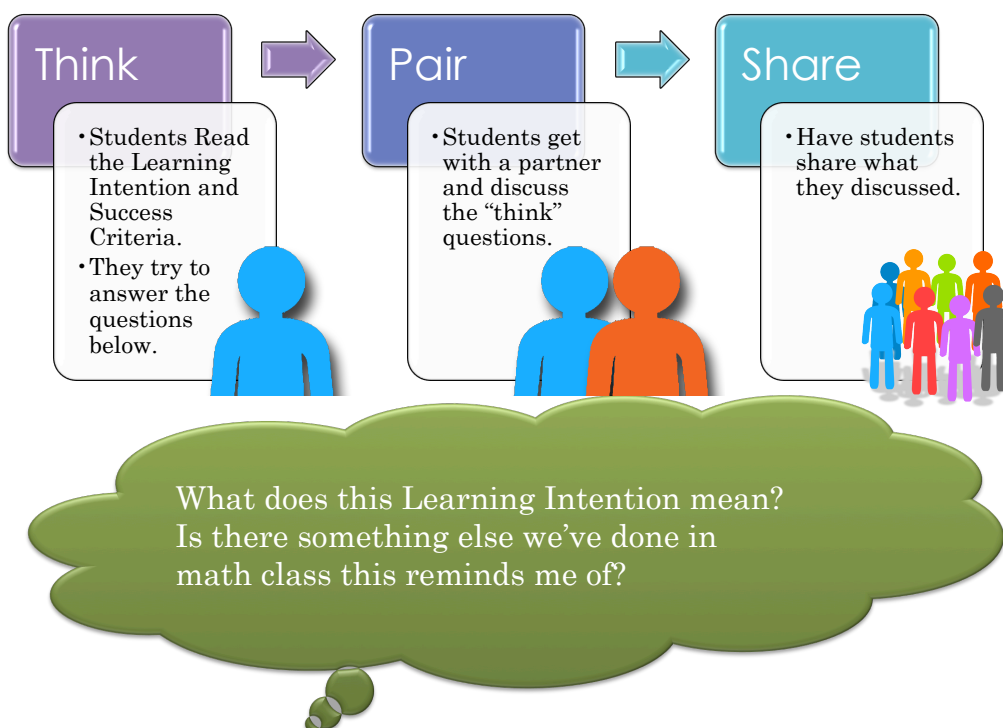
Students read for *FOCUS*

How will I show I've learned it?

Follow up with at least one student.

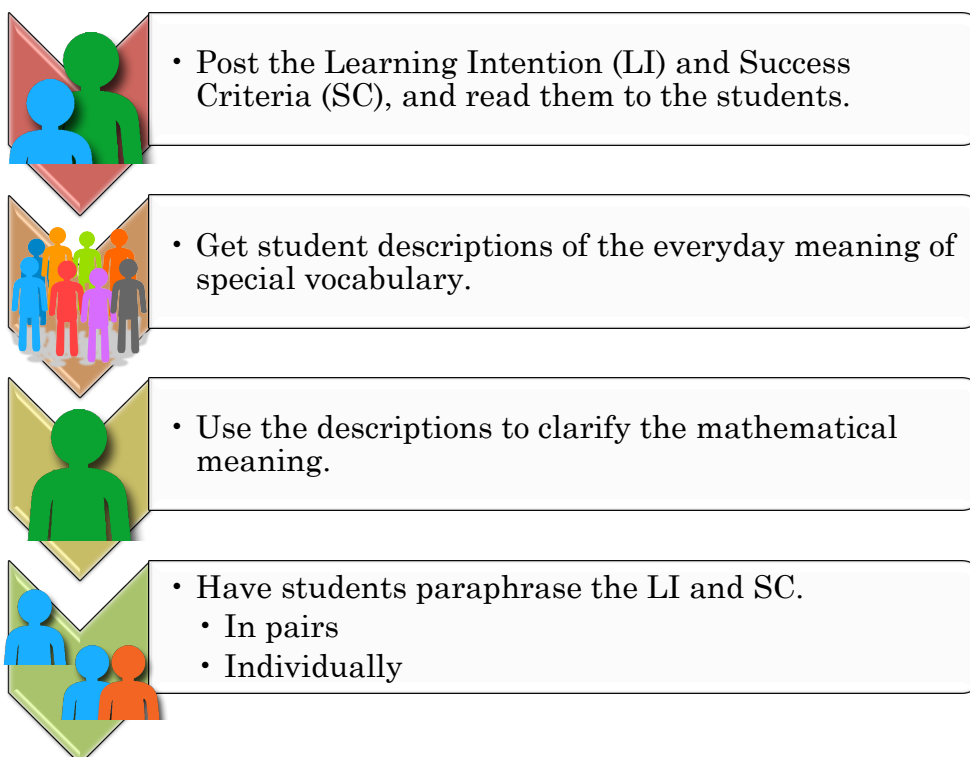
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Think-Pair-Share



Teacher's Version

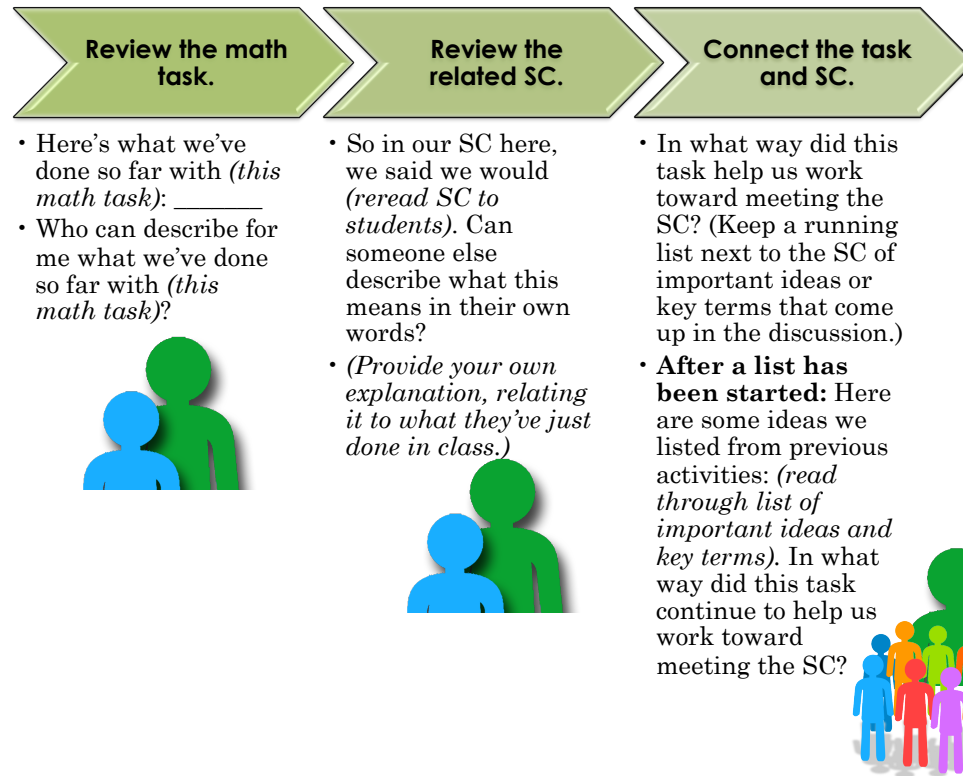
Clarification



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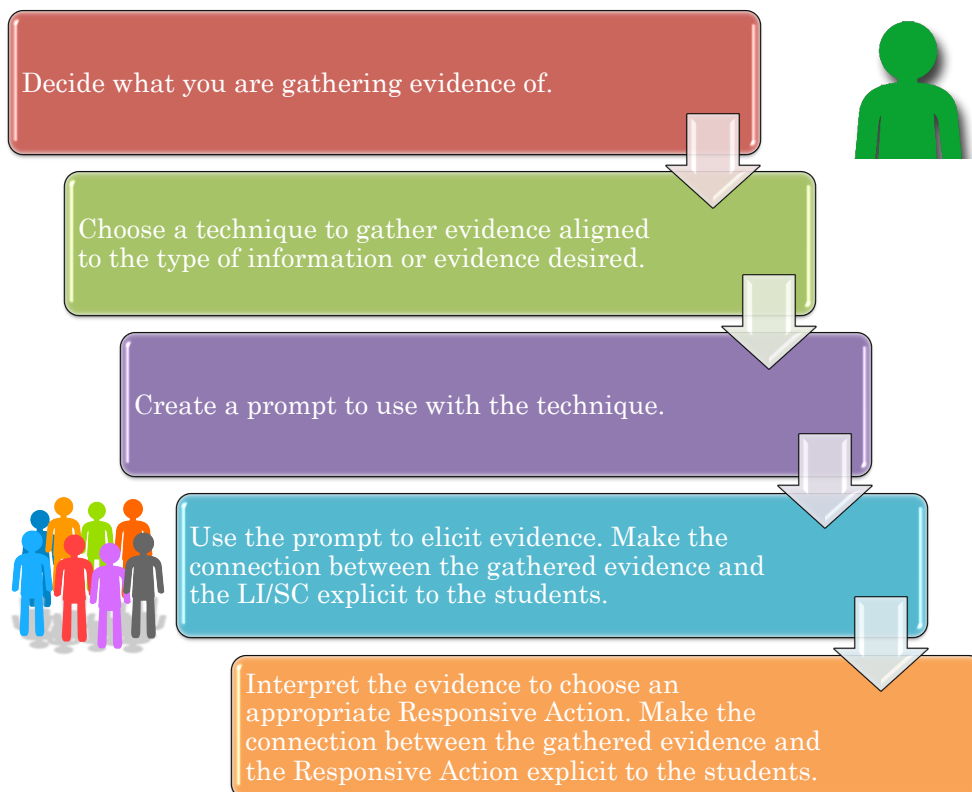
Taking Stock

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



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Gathering Evidence



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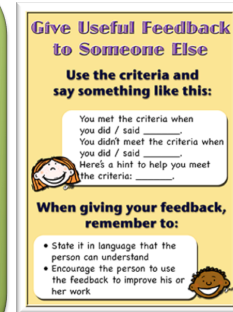
Providing Formative Feedback

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.



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.

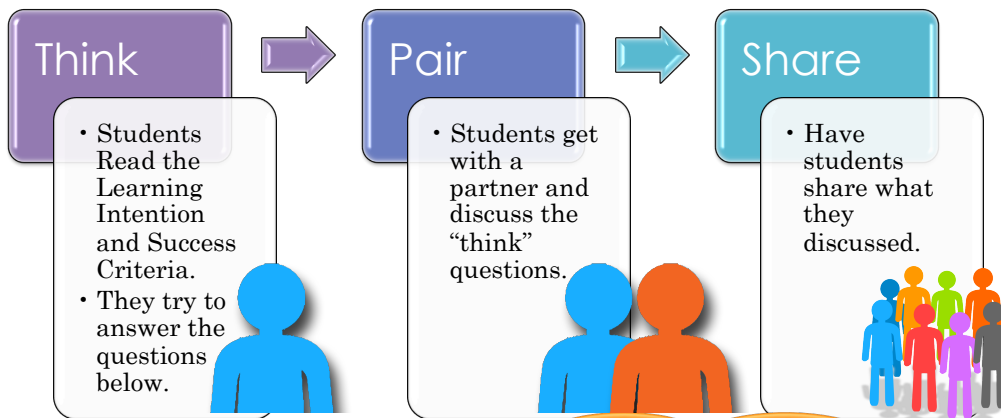
- Talk to a partner about how this example is meeting our SC (*point to poster line: You met the criteria when you did/said ____*).
- Talk to a partner about how this example is not meeting our SC (*point to poster line: You didn't meet the criteria when you did/said ____*).
- Talk to a partner about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



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

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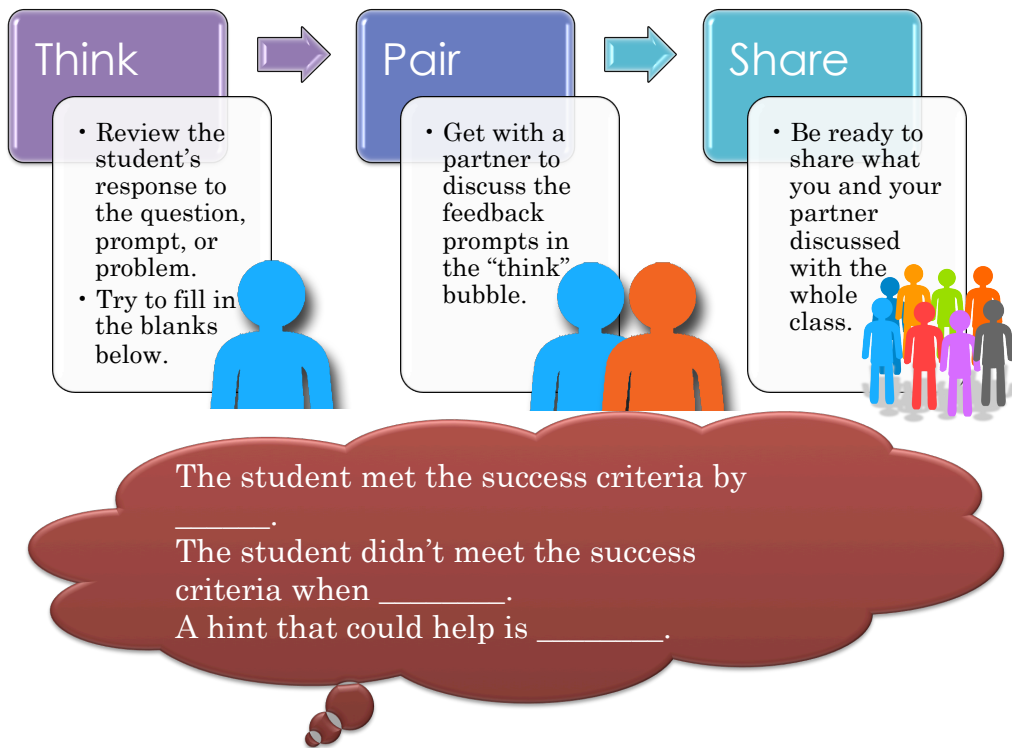
Think-Pair-Share: Taking Stock



What task have we been working on?
 In what way did this task continue to help us work toward meeting the SC?

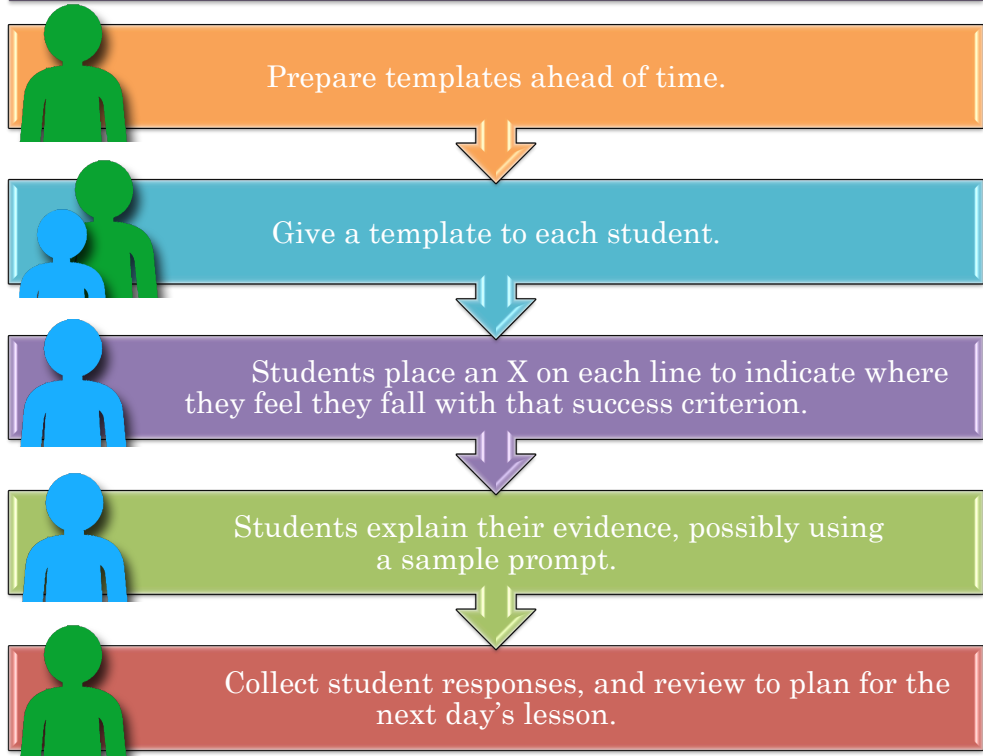
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Think-Pair-Share: Providing Formative Feedback



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X Marks the Spot



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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).



Describe your self-assessment for the SC as if you were where you think the majority of your students would be.



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



Repeat with the other SC.



Summarize with a self-assessment of the learning intention based on the SC self-assessments.

Teacher's Version

Exit Ticket



Select a key question to pose, and prepare a handout.



Give students time at the end of class to respond.

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 lesson.
 - Provide sample student work for students to react to.