

Revisiting Strategy: Taking Stock

(See Teacher Summary Card, Student Summary Card)

The **Taking Stock Strategy** is a way to model for students how they can reflect on their learning in relation to the learning intention and success criteria. In this strategy, students revisit the success criteria after the completion of a task or activity, so they can summarize and share how their learning from the task relates to the success criteria.

Particular Advantages

- Helps students build a shared understanding of the meaning of the success criteria
- Helps develop students' ability to articulate their own self-assessment of their learning, by hearing what other students took away from a particular math task
- Can be paired very effectively with the Reflect-Aloud strategy.

How Does the Strategy Work?

1. After the completion of a task or activity, engage students in a discussion that models a reflection on their learning. A sample structure for this discussion is provided here:
 - *"Who can describe for me what we've done so far with (this math task)?"*
 - *"So in our success criteria (SC), we said we would (reread SC to students). Can someone else describe what this means in their own words?"* or, (provide your own explanation relating it to what they've just done in class).
 - *"In what way did this task help us work toward meeting the success criteria?"*
2. This strategy can be quite effective when used in the middle of a lesson, as well as at the end of a lesson. Keep a running list next to the success criteria of important ideas or key terms that come up in the discussion.
3. Repeat the strategy after the completion of additional tasks or activities, using the questions above and referring to the running list of ideas or key terms in this modification of the final question:
 - *"Here are some ideas we listed from previous activities (review the list). In what way did this task help us work toward meeting the success criteria?"*

How Does the Strategy Support Formative Assessment?

Learning intentions and success criteria

- This strategy focuses students' attention on the relationship between the lesson activities and the success criteria. Seeing this relationship is an important element of eventually learning to self-assess your work.

Retrieved from the companion website for *Bringing Math Students Into the Formative Assessment Equation: Tools and Strategies for the Middle Grades* by Susan Janssen Creighton, Cheryl Rose Tobey, Eric Karnowski, and Emily R. Fagan. Copyright © 2015 by Corwin. Thousand Oaks, CA: Corwin, www.corwin.com

Student ownership and involvement

- Being explicit with students that you want them to learn to take stock of their own work, in the same way you are doing together, helps them develop self-regulations skills.

Eliciting and interpreting evidence

- This discussion can provide information about how clear to students the relationship is between what they've done in class and what they are supposed to be learning.

Environment

- This discussion helps establish a classroom culture in which pausing to consolidate your learning is considered an important and worthwhile learning activity.

How Might You Modify the Strategy, and Why?

- If you use the student cards, or use the title of this strategy with your students, be aware that some students may not know what *taking stock* means. The first few times you use this strategy, explain that we call this *taking stock of our learning* because we are going to reflect back on what we did and how it helped us. Stores take stock of their inventory to determine how their business is doing—what they've sold, how much inventory they have, and what new items they need to stock their shelves for the coming days.
- This strategy does not need to be limited only to use with a whole class. You can also refer to the running list of ideas and key terms when working with individuals, pairs, or groups of students. This models for students how they can use the list as a resource.
- Allow students to refer to the list during the wrapping-up period. (See "Wrapping-Up Strategies.")