6.6

Observing Students’ Thinking

Instructions: Collect evidence of student thinking by writing observations about student thinking. Record next steps that you want to take with the student.

Learning Target:

|  |  |  |
| --- | --- | --- |
| ***Level of Understanding*** | ***Anecdotal Evidence***  *(Include Students’ Names)* | ***Next Steps*** |
| **I can help others.**   * Has a clear understanding of concepts and related procedures * Can communicate concepts across multiple representations * Is able to illustrate understanding using various tools * Shows evidence of applying a strategy efficiently and effectively without prompting |  |  |
| **I am there!**   * Understands important concepts or procedures but makes minor errors * Is able to communicate concepts in some representations, but not across representations * Is able to illustrate understanding using various tools * May need prompting but can apply an effective strategy to demonstrate understanding |  |  |
| **I am almost there.**   * Demonstrates some understanding but also demonstrates confusion * Is able to perform an operation but cannot explain why it works or connect to a concept * With assistance, is able to illustrate a solution with at least one representation, but not across representations |  |  |
| **I don’t understand.**   * Demonstrates difficulty in understanding the task * Cannot illustrate a solution with a representation * Is not able to perform an operation |  |  |

***Source:*** *Adapted from* The Formative 5: Everyday Assessment Techniques for Every Math Classroom *by Francis (Skip) Fennell, Beth McCord Kobett, and Jonathan A. Wray. Thou- sand Oaks, CA: Corwin,* [*www.corwin.com.*](http://www.corwin.com/) *Copyright © 2017 by Corwin.*

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