

# Resource 4.1



## Ongoing Assessment Thinking Map

This can be utilized by an observer or team to graphically think about the effectiveness of the teacher's checks for understanding throughout a lesson.

When	What/How	Who?	What they said?	What it tells us?	What the teacher did about it?	Effectiveness of assessment or response?
10:45 Warmup	Calling on Ss to share heart rates	8-10 ss shared	6 had unreasonable amounts (26 resting heart rate)	They didn't understand how to measure heart rates	Nothing; did not address	Not aligned to the bigger picture/did not help students understand ratios/rates
10:50 End of warmup	T What other "rates" do you know?	To the group—5 attempted	3 incorrect 2 correct	Evidence for some (5) and students aren't sure about an essential foundation	T "super close," "we'll come back to you," and went on	Not: because it did not effectively activate prior learning or allow connection-making. Missed opening for quick discussion as to how mpg is a unit rate
10:53 During Intro	T What are the ways to write ratios?	3 called on	1S "decimal" 1S "3:1"	Incorrect 2 correct	Wrote the correct method and moved on	Limited in that only 2 shared correctly
11:02 During Indep work	Para floating and noticed confusion	2 tables	Confused "I don't get it"; unable to complete task	Directions unclear, concepts unclear [specific concepts]	11:02 T stopped and told them to work as a group	Didn't change to work together because they did not understand how
11:00-11:10 During Indep work	T floating	3-5 tables	Tables struggling with incorrect reasoning and answers	Ss Unclear about what to put in the boxes on the page Ss not understanding ratios and rates	Put answers on board before everyone finished. Provided feedback: "If you didn't get it, make sure you fix it"; moved on to other tables and then moved on to next page in workbook T did not recognize, pull a small group, or reteach	Students were unable to grapple because they did not have the essential skills and understandings; they were unsuccessful and did not have the ability to complete the next one successfully.