

WEEK 2 DAY 2

Goals for the day:

Tools to collect evidence of student learning.

Create clear teaching points for student learning and criteria for success.

Reason abstractly and quantitatively.

Look for and make use of structure.

Video

- In this video the teacher reinforces norms already set for group work using formative assessment: participation quiz.
- While watching the video, look to see how the teacher assesses if the groups are working together successfully.

So What Did You Observe?

At your tables, please discuss how the teacher was assessing the groups' collaboration skills. Be ready to share with the whole room what your table observed.

Goal: Teachers will be able to:

- 1. Identify the mathematical goal for the learning**
- 2. Have strategies for determining how they will know when students are being successful.**
- 3. What will kids know when they walk out the door that they didn't know before**
- 4. How will you know that they know it?**

Looking at the given lesson:

- Based on the questions asked in the textbook, what do you believe to be the **mathematical learning goal(s)** of the learning?
- What are **key checkpoints and questions** along the way that will serve as evidence of their understanding or alert you to misconceptions? Where would you place them in the lesson? (Students not reading the problem correctly, etc.)
- **Design an exit task** that will provide you with evidence of the learning and/or misconceptions.

Learning Goals ~~~~~ ~~~~~ ~~~~~
Key Checkpoints and questions ~~~~~ ~~~~~ ~~~~~
Exit Task ~~~~~ ~~~~~ ~~~~~

GALLERY WALK: FOCUS QUESTION

As you read the posters, look to see if the EXIT TASK addresses the MATHEMATICAL GOALS and uncovers any MISCONCEPTIONS? (Use sticky-notes to provide feedback to the group about this question and to suggest other checkpoints/questions to help probe for misconceptions?)

Exit Task

From your group discussion, what is one strategy that you could successfully implement in your class to respond to the students' misunderstanding?

Exit Task	Name
I would use...	
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because	
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