

Surfacing Student Thinking to Assess for Understanding

K-8 Handout



Part 1:

Directions: Use the space below to record your thoughts after each watch.

Watch 1: What do you notice?



Watch 2: Identify examples of independent, collaborative, and unsurfaced thinking.



Watch 3: Identify what prompted each of your previous examples.

Part 2: Signs of Student Thinking

Directions: Use this space to solve the problem on the screen.




Directions: Discuss the student work sample on the screen and answer the questions below.



What do you think the student understands?	How do you know?

Part 2: Monitoring through Targeted Questions

Directions: Review the chart of monitoring questions and, based on the student work sample, select **three questions** to ask. For each, explain the insights you'd expect to gain. Then, choose **one question** that wouldn't be helpful and explain why.

<ul style="list-style-type: none"> • What does ____ represent in the problem? • What do you know about this problem? • What are you still trying to find out? • Can you tell me how you came up with this number? • How did you decide which strategy to use to solve the problem? • What is this problem about? 	<ul style="list-style-type: none"> • How do you know your answer makes sense? • How do you know both answers are correct? • How do you know ____ is equal to ____? • What tools might you use to help you solve this problem? • How does your <i>[diagram, expression, equation]</i> represent the situation? 	<ul style="list-style-type: none"> • How can you use what you did in the first problem to help you here? • What would happen if we changed the number to ____? • How are these problems the same? How are they different? • How can you use a picture, blocks, diagram... to represent the problem? • Will this strategy work for all the problems like this one? • Is there a rule or strategy you can use to solve similar problems?
--	--	--

Question	What insight do you expect to gain?

Question	Why wouldn't it be effective?

Part 3: Let's Plan to Surface Student Thinking

Directions: Select an activity from the next lesson you'll teach. Review the lesson's goals and teaching notes to anticipate possible student responses. Using this information, plan targeted questions to surface and assess student thinking as they engage with the activity.

Unit: _____ **Lesson:** _____ **Activity:** _____

What is the purpose of the activity?	What types of student problem-solving are you looking to notice?

Expected Student Response	Questions to Surface Thinking