(1)

Questions to ponder

How did you arrive at your answer?

Talk me through your thinking

What would happen if...?

Can you find another
way to solve that?

Can you convince me?

Can you find another way
to explain that?

How did you know to
try that strategy?

Did someone get the same answer
but by a different way of reasoning?

How is _____ related to _____?

How do you know your solution is
correct?

Can you convince someone who
disagrees with you?

Does that always work?

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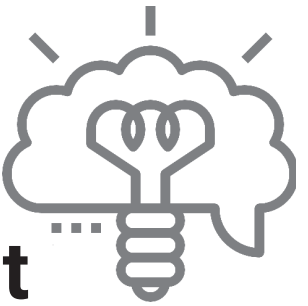
http://www.lesley.edu/center/math-achievement/

(2)

Formative Assessment Strategies



Assess prior knowledge
(Range Questions)

Can you put in your own words what _____ said?

Use student self-reflection strategy
(thumbs up/down/sideways)

Questioning: Engaging, Clarifying, Refocusing

Implement gallery walks

Round robin activities to review/assess

I have...Who has?

Action Feedback:

- Would it help if you...
- Show me how you might solve it a different way
- Show me a graph/table that represents this problem
- Put your pencil where you are stuck

4 corners: Students go to individual corners to discuss representations/solutions

Observation Protocols

Exit cards/Ticket to Leave

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Partner Task Flow Chart

Start Here

1. The task I need to complete is: _____
_____
_____

2. My idea for this is:

3. My partner thinks:

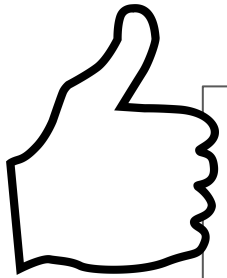
4. WE have decided to create a maze with (circle one) DESTINATION or EXIT;
Create a quick sketch of your plan

5. We think we need to make some changes:

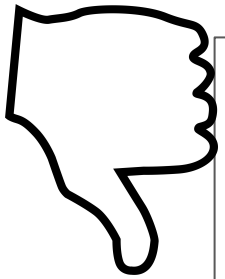
6. Turn to the back and evaluate your partnership

Source: Lindsey Tosches (ltosches@k12.somerville.ma.us)

Evaluate your partnership



Things that we did well together:



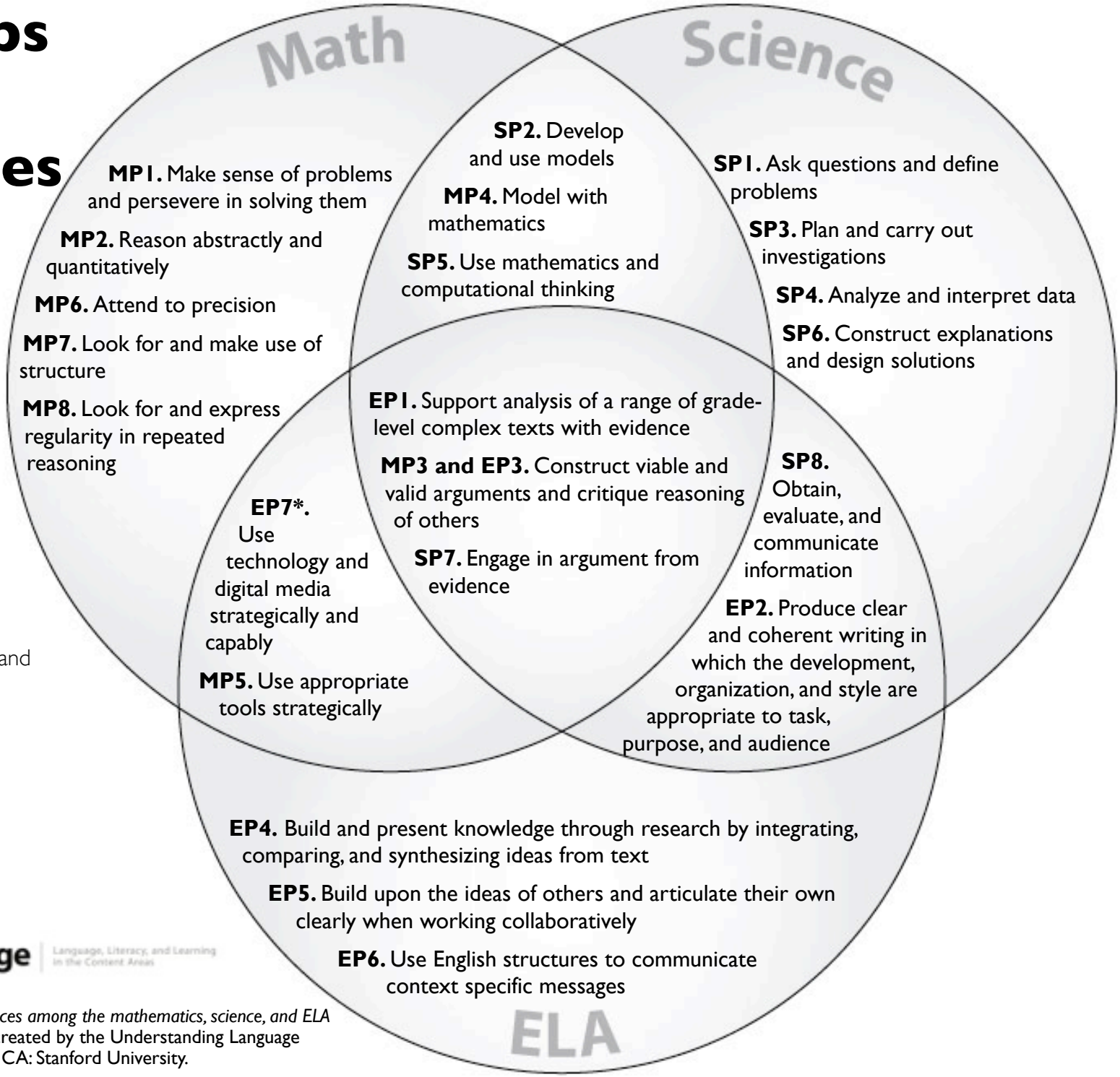
Things we realize we need to work on are:

Source: Lindsey Tosches (ltosches@k12.somerville.ma.us)

Relationships and Convergences

Found in:
1. CCSS for Mathematics (practices)
2a. CCSS for ELA & Literacy (student capacity)
2b. ELPD Framework (ELA "practices")
3. NGSS (science and engineering practices)

Notes:
1. MP1–MP8 represent CCSS Mathematical Practices (p. 6–8).
2. SP1–SP8 represent NGSS Science and Engineering Practices.
3. EP1–EP6 represent CCSS for ELA "Practices" as defined by the ELPD Framework (p. 11).
4. EP7* represents CCSS for ELA student "capacity" (p. 7).



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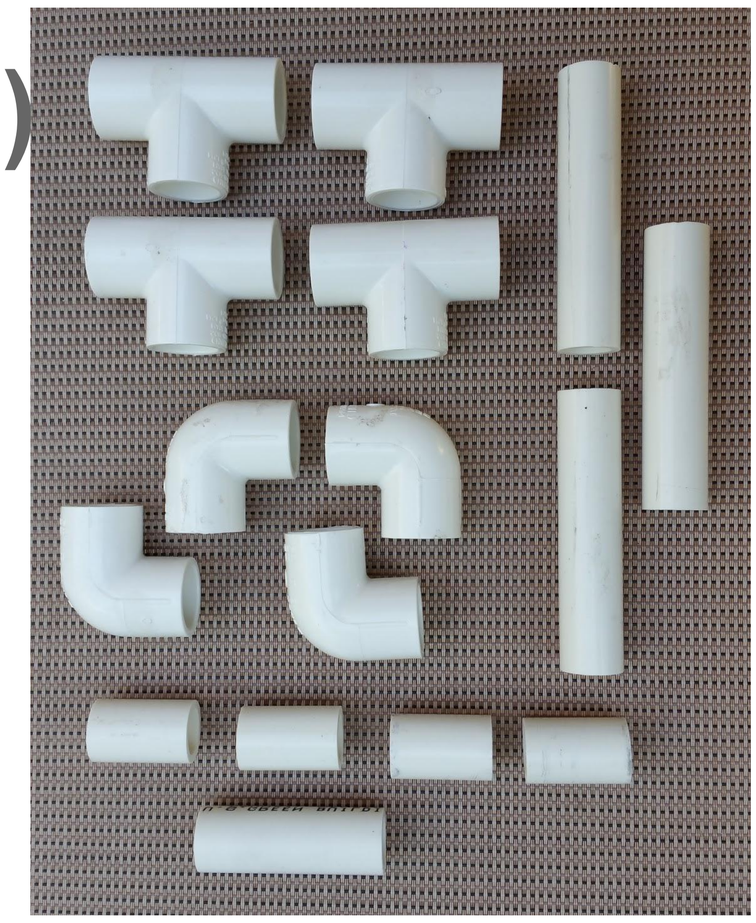
Understanding Language | Language, Literacy, and Learning in the Content Areas

Suggested citation:
Cheuk, T. (2013). *Relationships and convergences among the mathematics, science, and ELA practices*. Refined version of diagram created by the Understanding Language Initiative for ELP Standards. Palo Alto, CA: Stanford University.

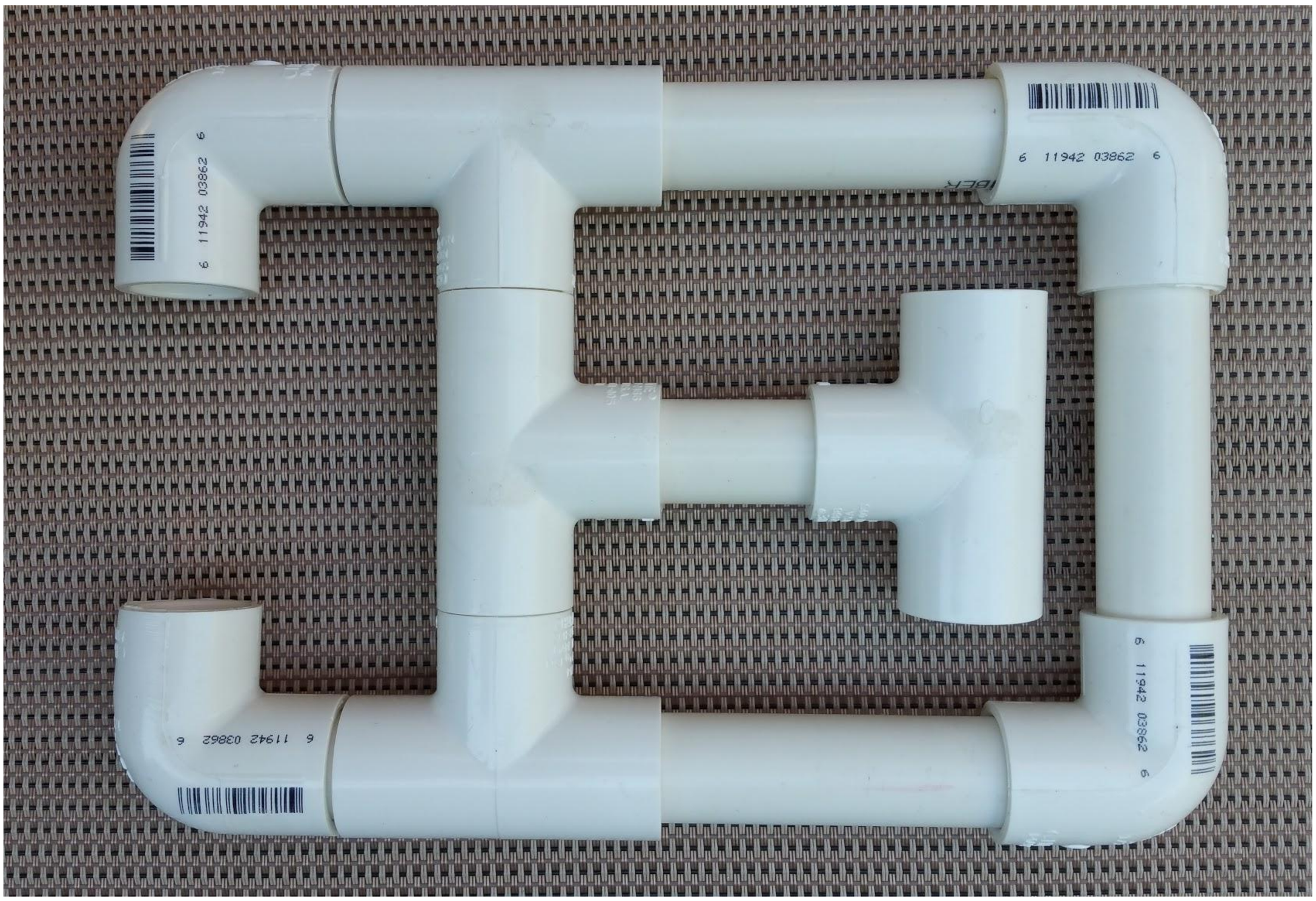
http://ell.stanford.edu/teaching_resources/science

DIY iPad Stand[1]

→ PVC Parts List (16 Pieces)



- Four ½” Tees
- Four ½” 90° Elbows
- Three ½” tubes - 3 ¾” long
- Four ½” tubes - 1 ⅜” long
- One ½” tube - 2 ½” long



[1] Many thanks to our colleague Rosey McQuillan for sharing this DIY iPad Stand. Follow Rosey and her good work on Twitter @romquill