

READING WRITING IN THE DISCIPLINES

Individualized Instruction as a Formative Assessment Tool Video Transcript

Kelly Gay:

How would you explain to my third period class how to solve one-step equations from real-world scenarios? And then it says you can use the problem below as an example to explain this to them, going through the specific steps of reading, annotating, translating...

Within Common Core, they're wanting you to write and to get students to explain their thinking a lot more than just put down $x = 5$ on a piece of paper.

So I'm going to give you about five minutes to do this on your own and walk through the different steps of how you would explain to someone in my third period exactly how to solve a problem like this. Going through the specific steps of reading, annotating, translating, then solving and then making sure to double check for reasonableness of the answer.

They can draw a picture and explain the picture. They can do bulleted lists as long as it explains what the question's asking. They can go into full sentences that turn into paragraphs. Students were able to take the skills they had used through seeing me model and then show me that they could independently do that.

Make sure you use your words to write out how to do each step.

I try to make it so that students have to explain something more than just solve the problem. So for example, they had to explain how they would teach the problem to another class instead of just telling me the steps of, "So first I would do this, second I would do this." But it was exactly, "How would you teach this to another class?" It's a little more open-ended.

Student:

I draw more because, like, I can explain better by drawing than by words.

Gay:

In today's lesson, I walked around and noticed a student had solved the problem and drawn some arrows and he was done, and there was going to be no writing

there. For that student, getting the concept of today's lesson might have been that he got the basic skills of the solving. Whereas another student might write an entire paragraph explaining in full detail what each role is, they might explain the math that's involved, and then give helpful tips to another student if they're a higher level student in that class. So it creates the autonomy for the student to kind of answer the question on their level. For today's purposes is for me to... I'll quickly be able to look through and see if I'm ready to move on to tomorrow's lesson on inequalities or if we actually need to spend another day or two on translating just with equations before moving on.

Francisco:

First you need to put a line through the equal sign, then circle the variable. And then, if it's addition, you do it to subtraction, like the opposite.

Gay:

It lets me see how they're interpreting the knowledge that they're receiving.