

# Viewing Protocol

**Title:** Preparing for Fraction Multiplication

**Link:** <https://www.teachingchannel.org/videos/fraction-multiplication-intro-sbac>

**Grade:** 5

## Learning Goals and Success Criteria

The teacher clearly states the learning goal at the beginning of the lesson. The learning goal and the success criteria are posted in the front of the room for students' reference. The learning goal is:

- We can solve real world problems involving fractions

The posted success criteria are:

- I can think about the meaning of the problem
- I can find an entry point into the problem
- I can choose a way to represent the problem (objects or pictures)
- I can solve problems (the rest of this success criteria is not visible)

There is not evidence that the success criteria are discussed with students.

*What do you notice about the Learning Goals and Success Criteria? What commendations and/or suggestions would you offer for this teacher?*

## Eliciting and Interpreting Evidence

The teacher generates evidence of student learning during the course of the lesson by (1) having students shake their hands if they have the same answer as the student who is sharing, (2) listening to student discussions, and (3) taking notes based on what students say. These observation notes are related to the success criteria, e.g., checking to see where students were able to find an entry point into the problem, determining which students were able to read the context of the problem, if the students were able to apply it, and if they had a strategy to solve it. Other evidence gathering opportunities exist during the course of the lesson as well (e.g., asking students questions, engaging in discussion, and reviewing students' written and diagrammatic work).

*What do you notice about the teacher Eliciting and Interpreting Evidence? What commendations and/or suggestions would you offer for this teacher?*

## Taking Pedagogical Action

It appears that the teacher proceeds with the lesson as planned. This may be because the evidence indicates that this is the correct course. She responds to student learning through choosing which students share their work with the whole class in order to best benefit everyone's understanding, e.g., picking students who solved the problem differently.

*What do you notice about the teacher Taking Pedagogical Action? What commendations and/or suggestions would you offer for this teacher?*

## Student Self and Peer Assessment

Students engage in self-monitoring to the degree that they need to be able to share their work and thinking related to solving problems, and if they can't solve the problems, they need to show where they got stuck or what doesn't make sense.

*What do you notice about the Student Self and Peer Assessment? What commendations and/or suggestions would you offer for this teacher?*