

# Viewing Protocol

**Title:** Formative Assessment: Understanding Fractions

**Link:** <https://www.teachingchannel.org/videos/formatively-assess-fraction-knowledge-sbac>

**Grade:** 3-4

## Learning Goals and Success Criteria

At the beginning of the lesson, the teacher shares the learning goal expressed as an "I can" statement. At the end of the class, the teacher states the learning goal again and then asks students to share the degree to which they think they've met the learning goal. All of the teacher's assessments during the lesson are consistent with the learning goal. Completing word problems with diagrams and written justifications appear to be the success criteria.

*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 probes students' thinking about the math problems they're working on as she circulates around the room. She probes their thinking with requests such as, "So tell me what you're thinking right now." At the beginning of the video, a student responds with, "I think one third is going to be like this." He then shows her the manipulatives stacked together showing a particular relationship (i.e., smaller ones equaling larger ones). The teacher also asks one student, "How do you know?" Additional evidence is gathered when the teacher asks students to write an explanation to justify their thinking related to their problem solving. She asks all students to say if they agree or disagree with another student's stated answer in a whole group setting. This lets the teacher know what percentage of the class understands the correct answer. If there is disagreement among students, she facilitates a discussion where students explain their reasoning. Finally, she asks students to demonstrate the degree to which they think they've met the learning goal by holding up their fingers.

*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

The teacher adapts her actions by the ways she directs her discussions with students to match their learning needs. This direction is based on evidence she gathers from their worksheets, manipulatives, and what they say. The teacher's comments are intended to further student learning. The teacher also asks students not to do problem number five independently as she had assessed that many of them were struggling with it, and asked them to wait to do it together as a whole group. She also has a few students share approaches to solving problem number five with the whole group to benefit everyone's thinking.

*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

The students briefly reflect on the status of their own learning. They talk about which problems they understand and which they don't. At the end of the lesson they briefly share (by holding up a number of fingers) how well they think they've met the learning goal.

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