LEARN GROW SUCCEED
Together

Collaborative Analysis of Student Work Recording

Background: Share: 1 min. What is the task? What learning goal was being assessed? What is the criteria for success? What is the expected response(the target)?	Getting Started: Review the Norms Ensure everyone can see the work.

1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** - following instructions - counting dots - recognizing digits - connecting visual representation to numerical represent.
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder..."** - why some groups used 2 cubes to complete the activity - how can the recording sheet be used to track their understanding of subitizing
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think..."** - most are counting 1:1 - few are subitizing - use of number language (numbers, "and", "together") - most have strong number recognition
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	**" I would like to add that.."** - more practice - focus on 1:1 counting with some students & number recognition with 1 - attempt 2 colours when ready
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**" Looking at these characteristics in the work, I think a strategy to try..."** - use of 2 colours (1 for each number cube) - move patterns of subitizing away from number cube - work on this activity in small group & connect to use of dot plates in whole group - as the only teacher in the room, use of video on iPad will be helpful

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** -children were focussed & engaged -they were counting -All answers were respected -they were adapting as lesson went on - becoming more precise
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder..."** -if using repeat of a number in a different pattern 1-5 would reinforce in large group - children connect picture to a number
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think..."** -students largely are recognizing that numbers are symbols for a group - accuracy varied but all were willing to try
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	**"I would like to add that.."** - in whole group, I should have asked ('said) draw what you see and put it in your mouth What do you see? How do you see it?
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**" Looking at these characteristics in the work, I think a strategy to try…"** - more practice - while some are subitizing a few are still counting (seen by "close guesses") - make children come closer to see plate better - try 2 colours on bigger plates - continue to document

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** - recount from 1 - lack of conservation of number (needs to reconstruct problem & count to begin)
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder…"** … can he conserve a smaller number like 5? … if he could use a different tool like a 10 frame?
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think…"** - students tend to stick with their favourite manipulative (pictures, snap cubes, links, etc.)
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	**" I would like to add that.."** - unstable sense of 10 (has grown, but still working!) - using a 10 frame helps to organize thinking
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**"Looking at these characteristics in the work, I think a strategy to try…"** - visual learner (works best with structure & organization) - more practice with 10 frame & other structured tools - reinforce "5-ness" to build "10-ness" - continue to use ped doc to understand student thinking & improve teacher questioning / prompts

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What is the task? What learning goal was being assessed? What is the criteria for success? What is the expected response(the target)?	Review the Norms Ensure everyone can see the work.

Composing / Decomposing Numbers

1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** - counting - composing / decomposing of numbers - connecting visual representation w/ numbers
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder..."** - if using manipulatives would of helped? - would a number help the students visualize composing / decomposing numbers?
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think..."** → their understanding of addition → " of counting
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	**" I would like to add that.."** → most are counting 1:1 → differentiated practice / Instruction → more use of manipulatives
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**" Looking at these characteristics in the work, I think a strategy to try..."** → I learned the students need: - visuals - time! (to practice) - a variety of strategies to answer a question

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** - differentiating between composing + decomposing / differentiating whole and parts - variety of activation of prior knowledge
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder…"** - a variety of manipulatives for students to choose from - what strategies work best for different students
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think…"** composing vs. decomposing ➤ whole/part-part - adding vs. subtracting - checking /proofing solutions
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	**" I would like to add that.."** - good use of a variety of manipulatives + activities.
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**" Looking at these characteristics in the work, I think a strategy to try…"** continue: - variety of strategies including use of visuals, variety of manipulatives, reinforcing schema, don't pass over incorrect responses (use them as a teachable moment for all)

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	" I notice that.." - Identifies/memorize 5 and 0 - not showing concept of 1 less or 1 more, simply more than 5 or less than 5
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	"I wonder..." - does the student understand 5? - did he memorize 5? - numbers-concept of 10 is comfortable ⤷ prompting to be minimized.
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	"I think..." - use of language (e.g., flew away should be "take away"; we will have "less") - One to one correspondence
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	"I would like to add that.." - developing vocabulary to parallel equations (e.g., +, and, together, join)
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	"Looking at these characteristics in the work, I think a strategy to try…" - next steps: away from pictures, - read questions independently, - record number sentence - moving to 2 step question (if 3 fly away, how many are left? how many wings?) - move efficient strategies (tallies vs. drawings

Agyemang

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	"I notice that.." - math talk - decomposing numbers - explicit teaching - engagement - effective use of manipulatives
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	"I wonder…" - why not use a more efficient strategy - why are we seeing students splitting odd numbers ➙ unable to explain why he used the strategy - doesn't understand?
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	"I think…" - counting on - number patterns - base 10 - use of number line
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	"I would like to add that.." - focus on process, not just getting the answer - being able to articulate their thinking - take responsibility for learning
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	"Looking at these characteristics in the work, I think a strategy to try…" - reinforce, or give explicit instruction on how + why to use more efficient strategies. - behavioural students: before commencing the activity let those students know they will be leaders to solve problems in group activity.

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1. Describing the Work What do you see? Describe. **This is completed by the non-presenting teacher**	**" I notice that.."** - skip counting by 2's - decomposing numbers - language ("a few more than ...") - math language
2. Asking Questions about the Work Raise any questions about the work. What does this work tell you? (Achievement Chart, tools/models) **This is completed by the non-presenting teacher**	**" I wonder…"** … why some students "needed" to make equal piles? … what would happen if the total number was odd? … if the number of piles wasn't 2?
3. Speculating What patterns are evident in this work? (Big Ideas, Key Concepts, Expectations,) **This is completed by the non-presenting teacher**	**" I think…"** - strong understanding of skip counting by 2's - "need" for equality (2 groups of equal number counters)
4. Hearing from the Presenting Teacher What do you see in this child's work? What important info can you add? Think assets too!	- modelling **"I would like to add that.."** helps to give starting point - Strong language skills aren't always indicative of strong math representation - ELL student able to accurately represent her thinking without using words/sentences
5. Implications for Teaching and Learning What did you learn about how students think and learn? What are the implications for teaching? What changes might we make in instructional practices, in learning and assessment tools or in our thinking about students?	**"Looking at these characteristics in the work, I think a strategy to try…"** - continue to work on number families to develop number sense (move away from doubling) - develop number line as a tool to represent math thinking - use odd number as total - use odd number of groups (not fact families) - behaviour impacts student learning * engagement = fewer behaviour