



# PREPARING TO FORMATIVELY ASSESS STUDENTS' ENGAGEMENT IN THINKING ROUTINES AND DISCURSIVE STRATEGIES DURING LESSONS

As they engage in learning tasks scaffolded by thinking routines and discursive strategies, what will you be watching and listening for? What does grade-level proficiency look like for each of the targets you've identified? Below are starting points for real-time assessment for Power 5 lessons.

## BEFORE THE LESSON

What will I accept as evidence that students are reasoning proficiently with this content and in relation to the learning targets/outcomes?	What errors and misconceptions do I anticipate? How will I coach their thinking when these arise?

## DURING THE LESSON

Using conversation and visible thinking (student visual representations of thinking) as evidence:

Degree of Proficiency	<b>NOT YET MEETING</b> Missing the Mark	<b>MEETING</b> Thinking in the Target Zone	<b>EXCEEDING</b> Breadth and Depth beyond target
What I am looking and listening for at each level			
STUDENTS			

<b>OBSERVER</b>	<b>PARTICIPANT</b>	<b>CONTRIBUTOR</b>	<b>LEADER</b>
Student does not show signs of engagement with the learning task and/or interaction with peers.	Student listens respectfully. Student expresses their own understanding clearly.	Student includes others in conversation. Student uses others' contributions to develop their own thinking.	Student poses questions to validate and extend others' thinking. Student guides thinking toward meaningful conclusions.
<b>STUDENTS</b>			