"Formative Assessment in 3rd Grade Math"
Video Transcript

>> Formative assessment for me is daily and ongoing throughout lessons and it's just imbedded in everyday instruction.
And so it can be just a simple as questioning here and there and, you know, I just keep a mental note of who seems to be getting what and sometimes I'll jot those down in my anecdotal notes.
It can be the use of white boards, you know, to see who is getting this concept, who is not or just a quick thumbs up thumbs down.
Today we're working on properties of addition.
For Monday and Tuesday, we were at, you know, an introductory level and it was basically just knowledge level can we identify the properties.
And so that's why you heard terms like we have an anchor chart and you could see them looking for the parenthesis and looking for the zero to help them say, "Okay. That's going to be associative and that's going to be the identity property."
And so we're just going to do a little warm up today just to review kind of what we did Monday and Tuesday, okay?
So, this is just a quick example so that you know what you're going to be doing and it's just one card so I'll make sure everybody can see it.
On this card, if this were my card and I have my flip answers here, it's multiple choice, just A, B or C.
I would decide, is this showing the commutative property of addition, associative or identity?
Okay?
And my answer I would choose that showing A, commutative property, right?
Thumbs up if you already can explain why.
Can you defend my answer?
Everybody?
Nobody needs to really think about it for a minute?
You think you could tell us why right now?

>> Yes.

>> India, how do you know that is the commutative property of addition?

>> It has the…

>> Prentices.

>> …parenthesis on it and like even if you change order of them it's not going to--not going to change the answer to it.

>> Also doesn't have a zero.

>> Okay.

And you're going to do the same thing.

And you can just kind of hold your answer card to you.

You don't have to show it to me straight away and then when everybody kind of gets ready we'll share--we'll share answers and talk, okay?

You just let me know if you can't see it.

I see Colton using the anchor chart.

That's what is there for.

And you can just kind of keep it to you, a lot of people are thinking, that's fine.

Now, everybody [INDISTINCT].

Okay, if you got your answer go ahead and show it to me.

Oh, everybody's got C.

Okay.

Who can tell us why?

How do you know?

How could you prove that you know it is the identity property?

Ben?

>> Because it--the other that you have the--if you have the zero, it stays the same, the answer stays the same because you already have nothing left to it.

>> I listen in on the partner talks a lot when we're talking about a certain concept or applying a scale.

I'll have the kids turn and talk to their talking partner and then I'll just kind of listen in on the conversations and then let's go ahead and share, share what we thoughts.

So, that just kind of gives me a way to see is one child doing most of the talking and I kind of make a note of that too.

I might need to pull this one to get a better understanding of what--of what they know.

And for this next--this next quick activity, you're going to work with your partners and I'm going to be listening as you're working for your partner talk, okay?

Because I want to hear you defending why you choose the answer that you choose, okay?

That's the main important part.

If you think its commutative, talk to your partners about it or your partner tell them why, okay?

You're going to decide if these cards go with the commutative property of addition, the associative or the identity.

>> I think it's important because changing the order [INDISTINCT] I have the rest of these…

>> I think this is--it doesn't have the parenthesis and…

>> And there's a parenthesis and so…

>> All right.

>> Yeah.

>> That's the case of the number.

>> Let's put it down here in commutative.

>> [INDISTINCT]

>> I have some good conversation going on India and Alex.

>> It's…

>> How did you know that Colton?

>> Because we don't have the parenthesis…

>> It doesn't have parenthesis or it doesn't--and it doesn't have a zero.
Parenthesis

>> Okay.
So, it doesn't have parenthesis parenthesisor a zero.
Just--hang on just a second.
Before we go really fast what do we know?
What do we know about the commutative and the associative?
Instead of just looking for that zero or just looking for parenthesis,
parenthesishow can we know that that's the property that we're using?
I mean it's a good way to look to see because we've got that in our brains now,
we know.

>> You just have to--that we got to have those two because they have the
parenthesis on them.

>> Okay.
And the parenthesis parenthesismeans that we would add it and it doesn't matter
if I add…

>> Nine or two plus nine.

>> Okay.
That's what I want to make sure we can say.
That's what I want to make sure we can explain.
On a different group today, we would still be working on just identifying the
properties whereas the group you saw we started to apply the properties to solve
addition problems and to see how that would work and that group is ready to, you

know, just make connections and move on from where they are with some practice with applying those strategies and saying why it works and how it can help us with other problems in the future.

And the next part of our activity is where the apply part our "I can" statement comes in.

We've worked really hard on identifying and I think we're getting really good at identifying the different properties of addition.

And now you're going to apply the properties to solve addition problems.

And this is still a talking time with your partner.

I want you to use your partner and think together about these things, okay?

You are going to decide which property you're going to use to solve the addition problem and then you're going to write your answer on your white board and everybody is going to write on their own white board but you're going to be able to talk about the same card together, okay?

So, you just--you just have four cards to do, four problems to do.

These are yours and these are yours and just focus on one at a time and I'm still listening.

Okay.

Ethan, I see you looking at Ben and it's like you have a question.

>> This one.

>> What do you thinking?

>> I'm thinking why does he think it's four?

>> Okay.
Talk about it.

>> This one…

>> What do you think?

>> We do.
We have our set cards.

>> What do you think?

>> Tell me.

>> I don't know, what's your answer?
Associative?

>> I think it's seven because four is already [INDISTINCT]

>> Mine is associative, what's your answer?

>> Yes, six plus--yeah.

>> Six plus seven.

>> Did that change your thinking, Ben?

>> Uh-hmm.

>> Okay.
I have a clipboard for math and one for reading and I just have--from math I just have the student's names in alphabetical order because I thought about having them in groupings of math groups but they move so often depending on what scale, what strand we're focusing on for math, what data I'm looking at to form our groups.
They're changing all the time which is--which is why we do formative assessment so that we can really hone in on what kids need and differentiate instruction all day every day.

Source: Kentucky Educational Television 2011