

Figure 5.7: Lesson-Study Student Evidence Form

| Lesson-Study Student Evidence Form | | |
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| <p>Directions: Collaboratively complete the Mathematics in a PLC at Work lesson-design tool (available at go.SolutionTree.com/MathematicsatWork) and provide a copy to each observer. During the demonstration lesson, collect evidence of student learning, discussions, and student misconceptions.</p> | | |
| <p>Beginning-of-Class Routines: What Evidence of Student Thinking and Engagement Have You Observed?</p> | | |
| <p>Learning target: How do the students consider the why of the lesson and identify the learning target during the lesson? How do students engage in the prior-knowledge task?</p> | | |
| <p>Academic language and vocabulary: Describe the academic language and vocabulary students will use and be taught.</p> | | |
| <p>Instruction: During-Class Routines—What Evidence of Student Thinking and Engagement Have You Observed?</p> | | |
| <p>Task 1: Cognitive Demand (Circle one) High or Low</p> <p>What are the learning activities to engage students in learning the target? Be sure to list materials you need, if necessary.</p> | | |
| <p>Student Actions How are the students actively engaged in each part of the lesson? What type of student discourse structure do you observe?</p> | <p>Questioning What are the assessing and advancing questions you observed for each task?</p> | <p>Assessment What feedback do you observe? How does the feedback move thinking forward and keep the students engaged?</p> |
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Task 2: Cognitive Demand (Circle one) High or Low

What are the learning activities to engage students in learning the target? Be sure to list materials you need, if necessary.

| Student Actions How are the students actively engaged in each part of the lesson? What type of student discourse structure do you observe? | Questioning What are the assessing and advancing questions you observed for each task? | Assessment What feedback do you observe? How does the feedback move thinking forward and keep the students engaged? |
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Task 3: Cognitive Demand (Circle one) High or Low

What are the learning activities to engage students in learning the target? Be sure to list materials you need, if necessary.

| Student Actions How are the students actively engaged in each part of the lesson? What type of student discourse structure do you observe? | Questioning What are the assessing and advancing questions you observed for each task? | Assessment What feedback do you observe? How does the feedback move thinking forward and keep the students engaged? |
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End-of-Class Routines: What Evidence of Student Thinking and Engagement Was Observed?

Lesson closure for evidence of learning: Based on the student-led closure, did the students demonstrate proficiency for the daily learning target, and how do you know?