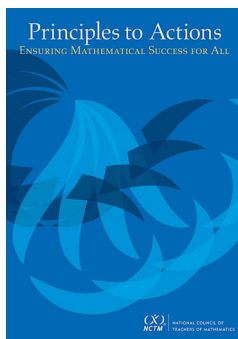


## Elicit and Use Evidence of Student Thinking: Teacher and Student Actions

What are teachers doing?	What are students doing?
<ul style="list-style-type: none"> <li>• Identifying what counts as evidence of student progress toward mathematics learning goals.</li> <li>• Eliciting and gathering evidence of student understanding at strategic points during instruction.</li> <li>• Interpreting student thinking to assess mathematical understanding, reasoning, and methods.</li> <li>• Making in-the-moment decisions on how to respond to students with questions and prompts that probe, scaffold, and extend.</li> <li>• Reflecting on evidence of student learning to inform the planning of next instructional steps.</li> </ul>	<ul style="list-style-type: none"> <li>• Revealing their mathematical understanding, reasoning, and methods in written work and classroom discourse.</li> <li>• Reflecting on mistakes and misconceptions to improve their mathematical understanding.</li> <li>• Asking questions, responding to, and giving suggestions to support learning of their classmates.</li> <li>• Assessing and monitoring their own progress toward mathematics learning goals and identifying areas in which they need to improve.</li> </ul>



National Council of Teachers of Mathematics. (2014). *Principles to actions: Ensuring mathematical success for all*. Reston, VA: Author.

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