



# WHAT ARE THEY THINKING?

PROMOTING ELEMENTARY LEARNING  
*Through* FORMATIVE ASSESSMENT

PAGE KEELEY

**NSTA**press  
National Science Teachers Association

# What Are They Thinking Promoting Elementary Learning Through Formative Assessment

**Dejian Liu, Ronghuai Huang, Ying  
Chen, Michael Agyemang  
Adarkwah, Xiangling Zhang, Xin  
Li, Junjie Zhang, Ting Da**

## **What Are They Thinking Promoting Elementary Learning Through Formative Assessment:**

**What Are They Thinking?** Page Keeley ,2014-04-01 Children are continually developing ideas and explanations about their natural world Some of these ideas are consistent with the science children are taught others differ significantly from scientific explanations Many of these ideas will follow students into adulthood if they remain hidden from the teacher and unresolved The challenge for teachers is to find ways to elicit these ideas and then use appropriate strategies to move students learning forward Page Keeley author of the bestselling NSTA Press series Uncovering Student Ideas in Science You don t have to become a mind reader to understand the ideas young students bring to science class This collection will help you draw out and then recognize what students know or think they know about the natural world What Are They Thinking is a compendium of 30 Formative Assessment Probes columns from NSTA s elementary journal Science and Children Each chapter provides A sample formative assessment probe a set of interesting questions that root out commonly held often mistaken ideas Geared to elementary students probe topics range from why you can see the Moon in the daytime to where water goes when it evaporates to what is or isn t a rock Your students answers to each probe will help you take a step back and figure out how to guide them from where they are conceptually to where they need to be Accompanying teacher notes easy to grasp explanations and advice that tell you how to encourage evidence based discussion and then monitor students understanding A bonus feature a set of study group questions written especially for this compendium by award winning author Page Keeley So forget about acquiring psychic powers Instead turn to What Are They Thinking to transform both your teaching and your students learning about science

**Science Formative Assessment, Volume 1** Page Keeley,2015-09-09 Formative assessment informs the design of learning opportunities that take students from their existing ideas of science to the scientific ideas and practices that support conceptual understanding Science Formative Assessment shows K 12 educators how to weave formative assessment into daily instruction Discover 75 assessment techniques linked to the Next Generation Science Standards and give classroom practices a boost with Descriptions of how each technique promotes learning Charts linking core concepts at each grade level to scientific practices Implementation guidance such as required materials and student grouping Modifications for different learning styles Ideas for adapting techniques to other content areas

*Science Formative Assessment, Volume 2* Page Keeley,2014-10-16 Deepen scientific understanding with formative assessment Only by knowing what your students are thinking can you design learning opportunities that deepen content mastery and meet their individual needs In this highly engaging resource internationally respected expert Page Keeley shares 50 new techniques to pinpoint student understanding before during and after instruction In addition to promoting best practices in the classroom the techniques shared here support learning and link instruction to the Next Generation Science Standards These flexible assessments can be used with any science curriculum along with Practical strategies for using the techniques throughout the instruction cycle Considerations for implementation and suggestions for modification An

explanation of how each technique promotes learning Examples of how the techniques can be used in different content areas  
 An expert in the field of K 12 science education Page Keeley is the former president of the National Science Teachers Association a current Board Member of the National Science Education Leadership Association and has seventeen best selling books Science Formative Assessment Volume 2 contains a wealth of tools that encourage students to engage in practices such as scientific argumentation and discourse By emphasizing the alignment of the FACT with Science and Engineering Practices Keeley provides multiple ways for teachers to monitor more than the disciplinary core ideas being taught Susan German Science Teacher Hallsville R IV School District MO Teachers everywhere are spending a lot of time and energy looking for ways to increase student achievement Well the answer is not a big secret nor is it expensive Fortunately Page Keeley has an answer Improved performance lies in using formative assessments as an integral aspect of a lesson In this book Keeley shows how 50 formative assessments can lead to greater student success in science Douglas Llewellyn Professor St John Fisher College Rochester NY Other Books from Corwin and Page Keeley Keeley Science Formative Assessment ISBN 9781412941808 Keeley Math Formative Assessment ISBN 9781412968126 Keeley Science Curriculum Topic Study ISBN 9781412908924      **Measurements in Evaluating Science Education** Amy J. Catalano, Michael A. Marino, 2020-05-06 Measurements in Evaluating Science Education is a comprehensive intuitive guide to many of the key instruments created to assess science education environments learning and instruction Nearly 70 different surveys tests scales and other metrics are organized according to the qualities the measures attempt to gauge such as attitudes toward science beliefs and misconceptions self efficacy and content knowledge Summaries of each instrument usage information developmental history and validation and reported psychometric properties make this an essential reference for anyone interested in understanding science education assessment      Examining Multiple Intelligences and Digital Technologies for Enhanced Learning Opportunities Zheng, Robert Z., 2019-09-27 Multiple intelligences MI as a cognitive psychology theory has significantly influenced learning and teaching Research has demonstrated a strong association between individual intelligences and their cognitive processes and behaviors However it remains unknown how each of or a combination of these intelligences can be effectively optimized through instructional intervention particularly through the use of emerging learning technology On the other hand while efforts have been made to unveil the relationship between information and communication technology ICT and individual learner performance there is a lack of knowledge in how MI theory may guide the use of ICTs to enhance learning opportunities for students Examining Multiple Intelligences and Digital Technologies for Enhanced Learning Opportunities is an essential reference book that generates new knowledge about how ICTs can be utilized to promote MI in various formal and informal learning settings Featuring a range of topics such as augmented reality learning analytics and mobile learning this book is ideal for teachers instructional designers curriculum developers ICT specialists educational professionals administrators instructors academicians and researchers

**STEM for All** Leena Bakshi McLean, 2024-10-18 Help close the STEM gap through theory and practical tools Containing all of the practical tools needed to put theory into practice STEM for All by Leena Bakshi McLean provides a roadmap for teachers instructional coaches and leaders to better understand the challenges that create low engagement and scores in STEM subjects and implement exciting and culturally relevant teaching plans This book covers a wealth of key topics surrounding the subject including classroom culture discourse identity and belonging family and community participation and justice centered core learning This book uses the Connect Create and Cultivate framework from STEM4Real an organization that provides socially just and culturally relevant STEM teaching and standards based learning strategies combined with stories and case studies of real students throughout to provide context for key concepts In this book readers will learn about Six pillars that can throw off the foundation of a classroom including non inclusive curriculum and lack of equal access Moments of triumph and resilience that can be used to navigate rocky and recalcitrant relationships Implicit and unconscious biases that can unravel our impact despite our best intentions STEM for All earns a well deserved spot on the bookshelves of all educators motivated to close the STEM gap and better prepare their students for future college and career opportunities in math and science fields Bringing Teachers to the History Museum Lora Cooper, Linnea Grim, Gary Sandling, 2022-06-14 Bringing Teachers to the History Museum A Guide to Facilitating Teacher Professional Development surveys best practices and the latest research on how to plan implement and evaluate teacher professional development at historic sites and museums Written to help museum professionals provide impactful experiences the volume offers Understandings of teachers as a unique audience for historic sites and museums Practical tips for starting or strengthening teacher programs including approaches for creating inclusive and equitable professional development Insights from multiple disciplines including classroom museum and teacher education This guide developed by and for museum educators will provide inspiration and guidance for inquiry driven approaches connecting to power of place and facilitating dialogue to help teachers connect museum content to their students needs You will find real world examples of goal setting program design and evaluation tools to guide every step of planning and implementing of teacher professional development Through research experience and shared perspectives this volume directly addresses incorporating anti racism and virtual learning into teacher programming at history institutions Bringing Teachers to the History Museum arrives in a crucial moment for historic sites and museums to support teachers as learners professionals and advocates for their students **Transforming the Workforce for Children Birth Through Age 8** National Research Council, Institute of Medicine, Board on Children, Youth, and Families, Committee on the Science of Children Birth to Age 8: Deepening and Broadening the Foundation for Success, 2015-07-23 Children are already learning at birth and they develop and learn at a rapid pace in their early years This provides a critical foundation for lifelong progress and the adults who provide for the care and the education of young children bear a great responsibility for their health development and learning Despite the fact that they share the same

objective to nurture young children and secure their future success the various practitioners who contribute to the care and the education of children from birth through age 8 are not acknowledged as a workforce unified by the common knowledge and competencies needed to do their jobs well Transforming the Workforce for Children Birth Through Age 8 explores the science of child development particularly looking at implications for the professionals who work with children This report examines the current capacities and practices of the workforce the settings in which they work the policies and infrastructure that set qualifications and provide professional learning and the government agencies and other funders who support and oversee these systems This book then makes recommendations to improve the quality of professional practice and the practice environment for care and education professionals These detailed recommendations create a blueprint for action that builds on a unifying foundation of child development and early learning shared knowledge and competencies for care and education professionals and principles for effective professional learning Young children thrive and learn best when they have secure positive relationships with adults who are knowledgeable about how to support their development and learning and are responsive to their individual progress Transforming the Workforce for Children Birth Through Age 8 offers guidance on system changes to improve the quality of professional practice specific actions to improve professional learning systems and workforce development and research to continue to build the knowledge base in ways that will directly advance and inform future actions The recommendations of this book provide an opportunity to improve the quality of the care and the education that children receive and ultimately improve outcomes for children

**Rough Draft Math** Amanda Jansen, 2023-10-10 Talking and writing about unfinished ideas is vital to learning mathematics but most students only speak up when they think they have the right answer especially middle school and high school students Amanda Jansen and her collaborating teachers have developed a breakthrough approach to address this challenge In Rough Draft Math Revising to Learn Jansen shares the power of infusing math class with the spirit of revision so that students feel comfortable thinking aloud as they problem solve rather than talking only to perform right answers Creating a Community of Learners As part of the rough draft framework a class of students becomes an equitable and inclusive community of thinkers one where students feel safe to engage in discourse while developing mathematical competency and confidence Practical Application of Innovative Ideas This book includes specific teaching techniques and a range of classroom vignettes showing rough draft math in action within a student centered teaching approach Children can develop solutions at their own pace and share thought processes behind their conclusions Classroom Tested Jansen has developed the concept of rough draft math in collaboration with a diverse group of dynamic and reflective teachers Rough Draft Math provides a blueprint for educators to allow free thinking discussion while maintaining the mathematical learning goals Rough Draft Math Jansen shows how to create an energetic classroom culture where students readily participate and share their evolving understanding while engaging in math talk collaborative problem solving and ongoing revision of ideas

**Handbook of Research on Science**

**Teacher Education** Julie A. Luft, M. Gail Jones, 2022-04-26 This groundbreaking handbook offers a contemporary and thorough review of research relating directly to the preparation, induction, and career-long professional learning of K-12 science teachers. Through critical and concise chapters, this volume provides essential insights into science teacher education that range from their learning as individuals to the programs that cultivate their knowledge and practices. Each chapter is a current review of research that depicts the area and then points to empirically based conclusions or suggestions for science teacher educators or educational researchers. Issues associated with equity are embedded within each chapter. Drawing on the work of over one hundred contributors from across the globe, this handbook has 35 chapters that cover established, emergent, diverse, and pioneering areas of research, including research methods and methodologies in science teacher education, including discussions of the purpose of science teacher education research and equitable perspectives. Formal and informal teacher education programs that span from early childhood educators to the complexity of preparation to the role of informal settings such as museums. Continuous professional learning of science teachers that supports building cultural responsiveness and teacher leadership. Core topics in science teacher education that focus on teacher knowledge, educative curricula, and working with all students, and emerging areas in science teacher education such as STEM education, global education, and identity development. This comprehensive in-depth text will be central to the work of science teacher educators, researchers in the field of science education, and all those who work closely with science teachers. **Looking in**

**Classrooms** Thomas L. Good, Alyson L. Lavigne, 2017-12-15 Looking in Classrooms uses educational psychological and social science theories and classroom-based research to teach future classroom teachers about the complexities and demands of classroom instruction. While maintaining the core approach of the first ten editions, the book has been thoroughly revised and updated with new research-based content on teacher evaluation, self-assessment, and decision-making, with special emphases on teaching students from diverse ethnic, cultural, class, and gender identity contexts, and rich suggestions for integrating technology into classroom instruction. Widely considered to be the most comprehensive and authoritative source available on effective, successful teaching, Looking in Classrooms synthesizes the knowledge base on student motivation, classroom management, teacher expectations, teacher effectiveness, adaptive instruction for individual learners, and informative observational techniques for enhancing teaching. It addresses key topics in classroom instruction in an accessible fashion, promoting easy interpretation and transfer to practice, and articulates the roles of teacher-centered pedagogy, student-centered instruction, and project-based learning in today's classroom. Guided by durable historical knowledge as well as dynamic, emerging conceptions of teaching, this text is ideal for undergraduate teacher training programs and for masters-level courses for teachers, administrators, and superintendents. **Using Educational Robots to Enhance Learning** Dejian Liu, Ronghuai Huang, Ying Chen, Michael Agyemang Adarkwah, Xiangling Zhang, Xin Li, Junjie Zhang, Ting Da, 2024-09-28 This book presents advances in the research of educational robotics and showcases how they can be used to facilitate learning. It

summarizes popular and relevant terms and theories in educational robotics via analyzing one hundred influential journal articles in this field to provide readers background knowledge on the subject matter This book also guides readers in understanding how different types of robotics are utilized to promote learning among different types of students in different contexts and in different disciplines of study      *Teaching and Learning of Fluid Mechanics* Ashwin Vaidya,2020-12-02 This book contains research on the pedagogical aspects of fluid mechanics and includes case studies lesson plans articles on historical aspects of fluid mechanics and novel and interesting experiments and theoretical calculations that convey complex ideas in creative ways The current volume showcases the teaching practices of fluid dynamicists from different disciplines ranging from mathematics physics mechanical engineering and environmental engineering to chemical engineering The suitability of these articles ranges from early undergraduate to graduate level courses and can be read by faculty and students alike We hope this collection will encourage cross disciplinary pedagogical practices and give students a glimpse of the wide range of applications of fluid dynamics      The BERA/SAGE Handbook of Educational Research Dominic Wyse,Neil Selwyn,Emma Smith,Larry E. Suter,2016-12-15 Education has continued to grow in stature and significance as an academic discipline In addition to world renowned research studies the growth of education has been seen in the methodology and methods underpinning its research The BERA SAGE Handbook of Educational Research provides a cutting edge account of the research and methodology that is creating new understandings for education research policy and practice Over two volumes the handbook addresses educational research in six essential components Section 1 Understanding Research Section 2 Planning Research Section 3 Approaches to Research Section 4 Acquiring Data Section 5 Analysing Data Section 6 Reporting Disseminating and Evaluating Research Featuring contributions from more than 50 of the biggest names in the international field The BERA SAGE Handbook of Educational Research represents a very significant contribution to the development of education      **Innovative Educational Approaches to Creative Writing Skills** Liliana Mata,Monalisa-Laura Gavrilut,2025-06-20 This book provides innovative educational approaches to the development of primary school students creative writing skills and highlights the need to develop creative writing skills in today s schools It presents the educational model of creative writing skills training which combines all curriculum components educational objectives curricular contents teaching methods and techniques and competency based assessment This book also explores new perspectives such as creative writing as art freedom and exploration the digitization of creative writing and promoting reflective learning through creative writing exercises This book serves as a useful guide for educators to foster creative writing in primary school classrooms as well as for researchers in the field of language teaching and other readers who are interested in the topic      Elementary Mathematics Teaching Doig Doig,2025-01-31 For the last 30 years the Symposium on Elementary Mathematics Teaching SEMT has provided cutting edge excellence in research in elementary school mathematics education From this wealth of material this book encapsulates the trends and explores how its plenary and



research papers engage with more general research for the wider mathematics education community Trends across time are exposed and investigated while aspects of research into elementary mathematics teaching and learning are particular foci With a diverse and truly global list of outstanding authors this book grounds the presentations of SEMT in current practices world wide Each chapter features worked examples case studies activities as well as a wealth of references on all topics canvassed by the authors Furthermore each chapter is embedded within its historical setting Together this book is an outstanding contribution to the literature on elementary mathematics education

Designing and Implementing Interdisciplinary Education Zehui Zhan, Siyuan Lyu, Shijing Niu, Kai Tu, Qingna Lai, 2025-02-11 Interdisciplinary education is the future trend in global K 12 curriculum reform and all K 12 subject teachers should be prepared to meet the challenges it presents This book aims to explore the competence structure that K 12 teachers need to effectively design and implement interdisciplinary education from a general perspective of subject integration Drawing on relevant theories from interdisciplinary education and teacher competence research the book clarifies the fundamental connotations of teachers interdisciplinary teaching competence and identifies the key elements of this competence from an international perspective It also examines the transformation pathways for teachers from subject specific teaching to interdisciplinary teaching based on China s national curriculum framework On this basis the book constructs a framework for K 12 teachers interdisciplinary teaching competence and applies it to the cultivation of interdisciplinary teaching staff guiding the design of assessment tools improvement strategies and training programs for enhancing interdisciplinary teaching competence The book will encourage teachers from different disciplines to participate in the design and implementation of interdisciplinary teaching thereby promoting the sustainable development of interdisciplinary education Global educators and researchers interested in interdisciplinary education competence framework development teacher professional development and Chinese education will find valuable insights in this book

**Research, Practice, and Innovations in Teacher Education During a Virtual Age** Zimmerman, Aaron Samuel, 2022-11-18 Decades of research have shown that early career teachers face a number of challenges and hold an increasingly wide set of responsibilities Teacher educators therefore must think carefully about how to prepare early career teachers for the profession Additionally however the work of teaching and teacher education has become increasingly complex within the context of the current virtual age including the prominent reality of social media and the significant possibilities of online teaching and learning Research Practice and Innovations in Teacher Education During a Virtual Age makes a significant contribution to the scholarship on teacher education by presenting a variety of evidence based methods that can be used to develop and improve aspects of teacher education within this virtual age including the curriculum and pedagogy of online teacher education as well as effective ways to prepare preservice teachers for the realities of online teaching and online learning Covering topics such as virtual caring learning material adaptation and instructional coaching this premier reference source is a dynamic resource for teacher educators pre service teachers

administrators and educators of both K 12 and higher education government officials policymakers researchers and academicians     Scaling up ICT-based Innovations in Schools Elizabeth Ruilin Koh, David Wei Loong Hung, 2021-11-12 This collected book is about the eduLab projects an initiative with focus on Scaling Change through Apprenticising and Ecological Leadership designed to surface and spread ground up information and communication technology based pedagogical innovations It presents the goals and rationale behind eduLab an overview of the research projects conducted by its principal investigators during its funding tenure as well as synthesizing thoughts on the entire endeavor This book not only marks the achievements of the eduLab programme but also serves as inspiration for future projects It presents Singapore education in action a continually evolving and adapting education system that delivers a system well known for its high quality as much as it is forward looking     **SNAP Solution** Kirk Savage, Jonathan Ferris, Tom Hierck, 2024-07-02 Changing students attitudes about math and assessing number sense begins with shifting the teacher s attitude and approach Learn how the authors dispel the common myth that student apathy in mathematics class is inevitable Math teachers can use the student numeracy assessment and practice SNAP approach to address the five strands of mathematical proficiency promote thinking and ignite a sense of wonder in their students K 8 teachers can utilize this book to Use the SNAP approach to help students learn number sense Address each SNAP skill from kindergarten primary and intermediate teachers perspectives Apply the SNAP method within the response to intervention model Learn the five strands of mathematical proficiency aligned with each SNAP skill Access templates and other resources Contents Introduction Chapter 1 Exploring the SNAP Chapter 2 Looking at Number Sense Foundations Chapter 3 Understanding the Five Strands of Mathematical Proficiency Chapter 4 Implementing the SNAP With Beginning Mathematicians Chapter 5 Understanding How SNAP Supports Response to Intervention Chapter 6 Rubrics Assessment and Competency Based Learning Chapter 7 School and District Implementation Epilogue Final Word Appendix Resources to Support Number Sense References and Resources Index

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