

GOING BEYOND THE GRADEBOOK

USING STUDENT WORK TO GUIDE INSTRUCTION

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FOCUS
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[High-impact teaching] requires that teachers gather defensible and dependable evidence from many sources, and hold collaborative discussions with colleagues and students about this evidence, thus making the effect of their teaching visible to themselves and to others. (Hattie, John A. C. 2012. *Visible Learning for Teachers: Maximizing Impact on Learning*. New York: Routledge, p. 23)

A focus on evidence includes **identifying** indicators of what is important to notice in students' mathematical thinking, **planning** for ways to elicit that information, **interpreting** what the evidence means with respect to students' learning, and then deciding how to respond on the basis of students' understanding. (*Principles to Actions: Ensuring Mathematical Success for All*, National Council of Teachers of Mathematics, 2014, p. 53)

The TCM Editorial Panel invites you to share your experiences and ideas about using student work in classrooms and in professional communities. We intend the following list of questions to guide, but not limit, potential manuscripts:

Identifying

- How do you identify evidence of student progress toward learning goals while remaining open to multiple ways of demonstrating understanding?
- In what ways do you use learning trajectories and common patterns of reasoning as indicators of student understanding?

Planning

- How do you create intentional, ongoing opportunities to gather evidence about student progress toward learning goals and use it to identify and address the needs of individuals and groups?



Limit your manuscript to 2500 words, excluding references and figures. In a separate cover letter, clearly state that the manuscript is being submitted for the **April 2019 TCM Focus Issue: Going beyond the Gradebook—Using Student Work to Guide Instruction**. Author identification may appear in the cover letter only. The submission **deadline is May 31, 2018**. Submit completed manuscripts to TCM by accessing <http://tcm.msubmit.net>. For detailed manuscript preparation guidelines, visit <http://www.nctm.org/journalsubmission>.



- How do you design lessons that include opportunities for students to assess and monitor their own progress toward learning goals?

Interpreting, responding, reflecting

- How do you use questioning to elicit, interpret, and respond to student work?
- What professional learning structures promote a collaborative focus on analyzing students' understanding and planning for each and every student?
- How do you reflect on and use evidence of student thinking to identify learning opportunities for each and every student?



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