

Figure 5.7: Lesson-Study Student Evidence Form

Lesson-Study Student Evidence Form		
<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</p> <p>How are the students actively engaged in each part of the lesson?</p> <p>What type of student discourse structure do you observe?</p>	<p>Questioning</p> <p>What are the assessing and advancing questions you observed for each task?</p>	<p>Assessment</p> <p>What feedback do you observe?</p> <p>How does the feedback move thinking forward and keep the students engaged?</p>

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?

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?

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?