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| **http://customersrock.net/wp-content/uploads/2010/01/focus.jpgRapid Survey of Student Thinking (RSST)**Directions: Complete the RSST right after a class. |
| **Categories** | **Trends in student understandings, language, experiences** | **Instructional decisions based on trends of student understanding** |
| ***Partial understandings*** What facets/ fragments of understanding do students already have? | List partial understandings:What approximate % of your students have these partial understandings? |  Star the ideas on list at left that need action.Instructional options:• Do further eliciting of initial hypotheses to clarify your understanding of students’  partial understandings• Do 10‐minute whole class whole class conversation of 2‐3 key points elicited• Write multiple hypotheses on board and/or develop an initial consensus model • Other… |
| ***Alternative understandings***What ideas do students have that may be inconsistent with the scientific explanation? | List alternative understandings: What, if any, experiences or knowledge bases are they using to justify these explanations?  |  Star the ideas on list at left that you *really* need to pay attention to, based on the following criteria… 1. Which alt. understandings seem deeply rooted (kids seem sure about)? 2. What % of kids think this? 3. Which are directly related to final explanation (not just a “side‐story”)? Instructional options:• Do further eliciting about what experiences/frames of reference students are  drawing on• Pose “what if” scenario to create conceptual conflict about validity of alt. ideas• Challenge students to think further/give them a piece of evidence to reason with |
| ***Everyday language*** What terms did you hear students use, that you can connect to academic language in upcoming lessons? | Cite examples:What approximate % of your students use these terms and phrases? |  Star the ideas on list at left that you can leverage in non-trivial ways. Instructional options:• Use this language to reframe your essential question in students’ terms• Use as label in initial models that you make public. Work in academic versions of these words into public models and discussions later, when the need arises.• Other… |
| ***Experiences students have had that you can leverage*** What familiar experiences did students describe during the elicitation activity?  | What was the most common every-day or familiar experience that kids related to the essential question or task? What were the less common experiences students cited? |  Star the ideas on list at left that you can leverage in non-trivial ways. Instructional options:• Re‐write the essential question to be about this experience• Make their prior experiences a central part of the next set of classroom activities• If kids cannot connect science idea to familiar experiences they’ve had, then provide a shared experience all kids can relate to (through lab, video, etc.)• Other… |