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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… |