

Rapid Survey of Student Thinking (RSST)

<i>Lenses</i> What do you see from students? Record specific examples and prevalence.	<i>Reflections</i> What does this mean?
<p><i>Ideas:</i> What ideas did students share about the phenomenon or question? What do they seem to already understand?</p> <ul style="list-style-type: none"> • Re: where the puddle came from on the model, the sun and perhaps a cloud are involved – there are also lines that might reflect rain coming down (precipitation) and/or water going up (evaporation)? • Re: where the puddle goes on the model, the sun seems emphasized (made bigger), and the lines and up arrows are still there – makes me think he’s cuing to something like evaporation • From talk, rain coming down; heat from the sun; starter ideas of water cycle (“reused,” circle motion with hand); rain is good/needed for plants; lines/arrows mean something like evaporation; water can also go in dirt 	<p>What overall patterns are you noticing?</p> <ul style="list-style-type: none"> • Lots of starter attention to processes • Coordinating multiple ways of representing ideas on model • Connecting to specific experiences in the world
<p><i>Expansive ways of knowing and doing:</i> What novel ideas or practices did students introduce to support their sensemaking? (Through words, pictures, gestures, humor, storytelling, community histories, etc.)</p> <ul style="list-style-type: none"> • On the model, seems to be using size to depict relevance (the sun being bigger on the right than the left) • “When something is hot, it gets to melt the cold thing” – this almost sounds like a general rule he’s working with • “The rain plants the stuff” (rather than humans) • Using both lines and arrows to show water going up 	<p>What could you draw on tomorrow? Later in the unit? (Could you elevate a novel practice as a possibility for others? Use a common term? Reframe the phenomenon to build on experiences?)</p> <ul style="list-style-type: none"> • Tomorrow – the rich and diverse ways he’s representing important ideas on the model (along with other students’ ways of representing) • Tomorrow – initial ideas (along with other students’ ideas), like the hot sun making water go up, idea of “reused,” that the water could also go down in the dirt depending on how hot the sun is (introducing idea of multiple explanations that are context-dependent) • Later – how is what happens with the puddle similar to and different from an ice cube melting?
<p><i>Everyday language:</i> What terms did you hear students use to support their sensemaking?</p> <ul style="list-style-type: none"> • “Super hot” • The sun “burns” the water • “Reused” to the cloud 	
<p><i>Experiences:</i> What experiences did students describe that connected to and/or helped them reason about the phenomenon?</p> <ul style="list-style-type: none"> • Connects to it being really hot at the beach • Connects to some kind of experiences with ice cubes 	
<p><i>Connecting ideas:</i> What ideas did you hear that reflected synthesis, community-building, or valuing others’ unique contributions?</p> <ul style="list-style-type: none"> • N/A, this student’s initial thinking 	<p>What did you learn about who your students are? What do you want to pay more, or less, attention to moving forward?</p> <ul style="list-style-type: none"> • For this student, prior knowledge and ways of sharing thinking in this area • More about experiences he has had that he feels are connected • Want to pay more attention to his meaning of certain terms, curious what he means by “burns” and “melts”