

1. Record Nr.	UNINA9910828932403321
Autore	Keeley Page
Titolo	What are they thinking? : promoting elementary learning through formative assessment // Page Keeley
Pubbl/distr/stampa	Arlington, Virginia : , : NSTA Press, National Science Teachers Association, , [2014] 2014
ISBN	1-938946-65-0
Descrizione fisica	1 online resource (xx, 226 pages) : illustrations
Collana	Gale eBooks
Disciplina	372
Soggetti	Education, Elementary - United States Education, Elementary - United States - Evaluation Education, Elementary - Aims and objectives Educational evaluation - United States Inquiry-based learning - United States
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Bibliographic Level Mode of Issuance: Monograph
Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	1. "Doing" science -- 2. "More A--More B" rule -- 3. Does it have a life cycle? -- 4. To hypothesize or not? -- 5. How far did it go? -- 6. Needs of seeds -- 7. The mitten problem -- 8. Is it living? -- 9. With a purpose -- 10. Where are the stars? -- 11. Pushes and pulls -- 12. Teachers as classroom researchers -- 13. Representing microscopic life -- 14. The daytime moon -- 15. Seeing the light -- 16. Food for plants : a bridging concept -- 17. Where did the water go? -- 18. Confronting common folklore : catching a cold -- 19. Talking about shadows -- 20. Birthday candles : visually representing ideas -- 21. Mountain age : creating a classroom profile -- 22. Using the P-E-O technique -- 23. Labeling versus explaining -- 24. When equipment gets in the way -- 25. Is it a rock? Continuous formative assessment -- 26. Is it a solid? Claim cards and argumentation -- 27. When is the next full moon? Using K-2 concept cartoons -- 28. Pendulums and crooked swings : connecting science and engineering -- 29. Is it melting? Formative assessment for teacher learning -- 30. Is it made of parts? Scaffolding a formative assessment probe.

Sommario/riassunto

This book will help draw out and then recognize what students know--or think they know--about the natural world. It provides easy-to-grasp explanations and advice that tell how to encourage evidence-based discussion and then monitor students' understanding.
