

Discussion Questions for PLC #1 – Baseline Assessment

1. Which problem(s) was hardest for students? Was this true for all classrooms/courses? What variations did you see correlated with grades/courses/special needs?
2. Which problem(s) were easiest for students? Was this true in all classrooms/courses? Why do you think students are mostly successful with problems of this type?
3. How does student accuracy vary by the method of initially solving the problem? (e.g. Are students who just use an equation mostly accurate in solving the problem? What about students who use a graphic organizer or manipulatives?)
4. Examine some of the Part-Part-Whole problems where one of the parts is a “missing addend type of problem. Each problem can be solved by subtraction or by adding up. Which method was most common among your students?
5. How did students solve equal groups problems that are division problems? While the problems are division situations, the solution equation or work might be either division or multiplication. Which was most common among your students?
6. What do you think you could do instructionally to help students continue to make sense of these kinds of problems?

Discussion Questions for PLC #2 – Interviews and Instructional Strategies

1. What did you notice as you interviewed students? Was this consistent with what you see in daily work or what additional insights did you gain about students?
2. How are our students responding to the bar model (or inverted V)?
3. How can this be incorporated with your curriculum materials?
4. What successes are you feeling as a teacher?
5. What will you continue to do or where will you go next with models and strategies for word problem?