What does this chart, or “learning picture,” show?

This chart shows a student who is not experiencing success with the instruction he/she is receiving.

How do I know whether the student is experiencing success or not?

In this case, the learning picture shows that the student is solving fewer problems incorrectly while solving more problems incorrectly.

How does this learning picture inform my teaching?

Any non-successful learning picture means a change in instruction should occur. What you do to change your instruction should include some level of diagnostic assessment (e.g., examine error patterns; interview the student using his/her work; and evaluate any environmental factors (e.g., changes in the classroom or school). Reviewing the teacher tool “Dynamic Assessment” may provide you additional ideas.
**Nonsuccessful Learning Picture #2**

What does this chart, or “learning picture,” show?

This chart shows a student who is not experiencing success with the instruction he/she is receiving.

How do I know whether the student is experiencing success or not?

In this case, the learning picture shows that the student is solving more problems correctly but he/she is also solving more problems incorrectly as well.

How does this learning picture inform my teaching?

Any non-successful learning picture means a change in instruction should occur. This particular learning picture sometimes indicates that a student is learning but may be problem solving too quickly or impulsively. Working with the student to problem solve more systematically (read problem, estimate solution, solve, check solution) may help in this situation.

What you do to change your instruction should include some level of diagnostic assessment (e.g., examine error patterns; interview the student using his/her work; and evaluate any environmental factors (e.g., changes in the classroom or school). Reviewing the teacher tool “Dynamic Assessment” may provide you additional ideas.
**Nonsuccessful Learning Picture #3**

What does this chart, or “learning picture,” show?

This chart shows a student who is not experiencing success with the instruction he/she is receiving.

**How do I know whether the student is experiencing success or not?**

In this case, the learning picture shows that while the student is solving more and more problems correctly, he/she is solving the same number of problems incorrectly. Because the number of incorrects is greater than 2 or fewer, this can result in difficulties for the student in the future since his/her level of accuracy is not adequate for success when using this concept/skill in future mathematics.

**How does this learning picture inform my teaching?**

In this case, instruction should focus on reducing the number of incorrects made. In contrast to a learning picture where the number of incorrects is increasing while number of corrects is increasing, this picture is not as troubling. Once students have reached the goal for number of corrects, then instruction can emphasize reducing incorrects.

Any non-successful learning picture means a change in instruction should occur. What you do to change your instruction should include some level of diagnostic assessment (e.g., examine error patterns; interview the student using his/her work; and evaluate any environmental factors (e.g., changes in the classroom or school). Reviewing the teacher tool “Dynamic Assessment” may provide you additional ideas.