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

This chart shows a student who is experiencing success with the instruction he/she is receiving.

How do I know whether the student is experiencing success?

Because the student is progressively solving a greater number of problems correctly while progressively making fewer errors.

How does this learning picture inform my teaching?

This successful picture shows you that your instruction for this concept/skill is working and should be continued.
What does this chart, or “learning picture,” show?

This chart shows a student who is experiencing success with the instruction he/she is receiving.

How do I know whether the student is experiencing success?

Because the student is progressively solving a greater number of problems correctly. Although the number of problems the student is solving incorrectly stays the same, he/she is maintaining 2 or fewer incorrects, an acceptable number of mistakes.

How does this learning picture inform my teaching?

This successful picture shows you that your instruction for this concept/skill is working and should be continued. When the student reaches his/her “correct” performance goal, then instructional emphasis might be placed on decreasing the few mistakes he/she is making.
What does this chart, or “learning picture,” show?

This chart shows a student who is experiencing success with the instruction he/she is receiving.

How do I know whether the student is experiencing success?

Because the student is progressively making fewer and fewer mistakes. Although the number of problems the student is solving correctly does not increase dramatically, he/she is maintaining an *acceptable number of corrects (*because 20 corrects is the instructional goal for this particular student).

How does this learning picture inform my teaching?

This successful picture shows you that your instruction for this concept/skill is providing the student a process for maintaining his/her “correct” problem solving ability but also providing him/her a process for becoming more accurate (*by continuously solving fewer and fewer problems incorrectly).