# Looking at Learning
Cognitive Purpose for the Instruction (from the student's point of view)

| Purpose name | Purpose definition | Purpose description |
|---|---|---|
| a. Big ideas | To explore the big ideas or essential questions to understand how the new learning will fit into overarching or fundamental concepts | Asks students to respond to why the lesson is important to learn, fits into the big picture and/or how having the skill or knowledge will impact them |
| b. Contribute Evidence | To contribute evidence or arguments to test hypotheses of new knowledge or to support or challenge an opinion | Asks students to identify important material that contributes to understanding. Students are able to defend the importance of the information to the argument. |
| c. Analyze Information | To organize or summarize information or text in order to develop predictions, inferences or connections or conduct an error analysis | Students create analyses of information by organizing, summarizing, classifying, illustrating, comparing/contrasting information or creating metaphors or analogies |
| d. Explain Thinking | To explain thinking or describe process | Students explain the process and/or reasons for their choices in solving problems - not just the answer they obtained. This may powerfully include having students explain the reasons for any errors that may have occurred. |
| e. Asks Questions | To ask questions or frame problems to probe previous statements | Students ask questions for clarity or probe solutions or statements. |
| f. Test Understandings | To test, critique or defend the understandings, solutions or performances or provide support for conclusions | Asks questions like "Does this answer make sense?" or "Is this the best solution?" and offers reasons for the support of the conclusions |
| g. Construct Understanding | To construct understanding through transfer of learning to new situations | Asks students to use processes or criteria in new situations—this is not guided practice for applying a process, it asks students to be able to choose a process, defend the choice and apply it to solve a new and unique problem. |
| h. Evaluate Work | To evaluate work based on established criteria or feedback | To be used, the students need to understand that first some criteria needs to be established in order to be able to evaluate work. Then the criteria must be used in the evaluation. |
| i. Revise Work | To correct errors, add new information or to clarify, refine, rethink or revise work based on established criteria or feedback | Revisions must be done within the context of the purposes listed. Students are able to articulate exactly what they are trying to accomplish (to clarify, refine, rethink, revise , correct errors or add additional information) and judge how the revisions meet the intended goals of the revision. |
| j. Create Work | Create work based on established criteria | When writing, drawing, composing, or constructing students need to know the criteria in order to be able to judge whether their work meets some standard. |
| k. Practice/Rehearse | Students working to master skills or information of major importance in the discipline to develop automaticity | Students working to develop automaticity in procedural knowledge or application of skills. (Sometimes called fluency.) |
| l. Not apparent | Students are unaware of the cognitive reason, if any, for the activity. | Some classroom activities including listening to directions may appropriately not have a cognitive understanding component. These could be fun and engaging but do not necessarily contribute to a student's skill or knowledge. |

## Student Activity (from the student's point of view-what am I being asked to do?)

| Activity | Activity definition | Activity description |
|---|---|---|
| a. Listening | Students listen to someone else speak to receive information | Listening to directions or receiving other information to act upon |
| b. Viewing | Viewing a presentation (performance, demonstration, simulation or media) | Viewing a presentation (performance, demonstration, simulation or media) |
| c. Discussion | Students are participating in a discussion either in groups or in the class as a whole | Discussing about materials or concepts. Discussion is often used to probe student's prior knowledge. |
| d. Direct Instruction | The teacher tightly controls the delivery of information and process for student engagement. Students are involved in activities of practicing/ reporting out, asking questions/giving answers. (Either a formal DI, activity or a generic d.i. activity.) | Direct instruction has some designed interaction between the teacher and the students beyond the students just listening. Students often will be expected to take notes or follow a text. (Either a formal DI activity or a generic di activity) |
| e. Guided Practice | (Structured practice) The teacher directly supports (guides) students as they complete a given task in large or small groups or as individuals. | Structured work led by the teacher or supported by organizers, to follow a procedure to find answers, or complete work. Some guided practice involves having the whole class follow along and complete work together while others have the work completed in small groups or by individuals with the help of organizers. |
| f. Seatwork | Completing seatwork (minimal teacher involvement) | Seatwork is filling in blanks, solving problems, answering multiple choice, with little designed teacher involvement—it often looks like homework. Teacher will answer questions of what to do but not guide them through the process. |
| g. Reading | Students are reading alone or with others, either silently or orally. | Silent or oral reading alone or with others. |
| h. Writing | Students write to show thinking or communicate ideas and information (formal or informal task). | This is not filling in blanks or writing short responses (seatwork or guided practice). Writing should be in paragraph form and is to communicate ideas in prose or rhyme |
| i. Experiment | Students conducting an experiment or doing research to develop or test hypotheses. | Students are engaged in conducting the experiment or completing investigations alone or in a group. |
| j. Construct Manipulatives | Students construct solutions to problems while using manipulatives to support their understanding. | Done by the student to solve problems or to hold answers in their hands. Manipulatives can be either three dimension objects or two-dimensional representations. |
| k. Construct Solutions | Constructing solutions to (real-world) problems | Open ended—no set answers, not just solving a problem, but focusing on process as well as the answer. |
| l. Assessing | Assessing a student's own work or the work or others. This does not include simply correcting work for the purpose of obtaining a score. | Critiquing work against criteria, completing an error analysis looking for faulty logic, attacks, weak reference or misinformation. |
| m. Illustrating | Illustrating ideas visually by drawing or creating other displays. | Drawing, creating illustrations, constructing data displays to convey information If there is an expected correct way of doing something, it is likely guided practice. |
| n. Presenting | Presenting a simulation, role play or performance | Students are the actors that are conveying information to others. |
| o. Research | Students conduct research from multiple sources to explore an idea or topic or to test a hypothesis. | Students look for relevant information using various print or electronic sources in order to complete other tasks such as writing or illustrating. |
| p. Student Selected | This code is used when students are allowed to randomly select an activity or station in which to participate and other codes do not describe what the students are doing. | Most often found in classrooms divided into learning stations. |
| q. Reflection | Reflecting on learning content, process or body of work products. | Often a culminating activity that can be done by writing in a journal or done orally in class or in groups |
| r. Review Work | Review solutions/responses of a previously assigned task | Review solutions/responses of a previously assigned task |
| s. None Apparent | Completely unstructured time with little or nothing expected from the students | Time with no designed purpose or outcome. |
| t. Transition | Students are in transition to the start or end of class or from one activity to another. | Between classes or between activities |
| u. Disruption | The learning of the class is interrupted by announcements, phone calls or behavior | The learning of the class is interrupted by announcements, phone calls or behavior |