

Notice/Wonder

Learn how this strategy relates to the Formative Assessment Process.

[Formative Assessment Process Flier](#)



[Understanding the Formative Assessment Process](#)



Overview

Description

This strategy invites students to unpack problems and/or figures before they begin solving or using the figures. It creates access to the content for all students and promotes academic safety by encouraging students to share their thoughts without any expectation to answer or solve a problem.

Student Benefits

Using this tool can help students:

- become familiar with an image, figure, equation, graph, or problem before working with it.
- continue developing academic and content-specific language.
- activate background schema.
- take time to process new information prior to instruction.

Suggested Materials

- Poster paper or whiteboard
- Markers
- Graphic organizer for students to record observations or wonderings



Step-by-Step

1. Discuss the learning goal and success criteria with the class and explain how this activity aligns with them.
2. Display a text, picture, image, figure, equation, graph, problem, etc.
3. Ask students what they *notice*. Pause to let students think, then use a method to randomly call on a student or take volunteers to share. Record *noticings* for all students to see.
4. Ask students what they *wonder*. Pause to let students think, then randomly call on a student or take volunteers to share. Record *wonderings* for all students to see.
5. Invite students to ask for clarification and make connections.
6. Let students know how they will use the information to solve a problem.



Things To Consider

- Record noticings and wonderings using students' exact language, rather than rewording.
- Avoid praising responses. Rather, consistently thank students for sharing. This reduces students' sense that some responses are more valuable or better than others.
- Avoid re-stating, clarifying, or asking questions until the last step of the routine; and then, invite students to restate, clarify, and ask questions.
- Solicit and record noticings first. Then solicit and record wonderings. This helps open the conversation and leads to more sophisticated noticings.



Strategy In Action

Clarify

The teacher discusses the learning goal and success criteria with the class and explains how this activity aligns with them.

Elicit

The routine elicits students' noticings and wonderings about a text or a picture, image, figure, equation, graph, problem, etc.

Interpret

The students and teacher interpret what the students know or don't know about a text or a picture, image, figure, equation, graph, problem, etc. in relation to the learning goals and success criteria.

Act

The students and teacher act after listening to and interpreting what others know about a text or a picture, image, figure, equation, graph, problem, etc. For example, the teacher could ask guiding questions or students could ask clarifying questions. Gaps in a student's ability to notice details and to use language to articulate their observations can be identified and addressed.