

EIST Early Childhood Observation Tool

Features of Eliciting and Interpreting Students' Thinking	Evidence / Comments
<input type="checkbox"/> Poses questions <ul style="list-style-type: none"> • Uses student-friendly, developmentally appropriate, and clear academic language • Asks initial elicitation questions that are open and neutral • Attends to how the student might hear and respond to the questions • Develops hypotheses to test about the student's thinking (e.g. "what I think you're saying is _____") 	
<input type="checkbox"/> Observes and interprets the student's nonverbal responses <ul style="list-style-type: none"> • Watches the student carefully in order to notice nonverbal engagement with the content, e.g. moving lips or fingers, looking at a manipulative or toward a number line posted in the room • Acknowledges and interprets the mathematical thinking in the student's nonverbal communications • Names the student's nonverbal communications verbally in order to narrate the student's thinking as well as to check for understanding 	
<input type="checkbox"/> Listens to and interprets the student's responses <ul style="list-style-type: none"> • Provides the student with time to think and speak • Refrains from filling in the student's thinking or interrupting the student • Notices features of the student's thinking such as strengths, strategies, novel ideas, areas of particular interest or engagement, weaknesses, and possible misconceptions 	
<input type="checkbox"/> Develops additional questions to probe and unpack what the student says <ul style="list-style-type: none"> • Identifies elements of the mathematics that the student has said little about • Works to clarify aspects of the student's thinking that may be confusing or unclear • Identifies interesting aspects of the student's thinking • Purposefully sequences questions • Uses this information to formulate new questions 	

