



Think Dots

What is it?

A kinesthetic, game-like activity that allows students to work in pairs and roll die to answer questions of increasing difficulty. It can be differentiated by changing the difficulty levels of questions or the type of partner - heterogeneous or homogeneous.

Critical Attributes

- Six questions - usually question 6 is harder than question 1
 - Differentiated based on Targeted Check
 - Can use a game like structure
 - Uses include review, vocabulary retention, partner discussion, skill practice
 - Focuses on key learning goals
 - If differentiated, groups/levels are determined by formative assessment
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Why use it?

To review information just learned or to help process information. It can also be used as an everyday check for understanding.

What are the guidelines for successfully implementing this strategy?

- Provide very clear procedures and expectations
- Use teacher determined partners
- Ask members to write down answers and check and perfect with partner to increase accountability
- Have an Anchor in place, if some pairs finish before others
- Establish die etiquette



Think Dots Directions- (Content Other Than Math)

1. Decide who will go first.
2. Roll the die to see which question will be answered.
3. Roller presents his/her answer to his/her partner.
4. Partner responds by saying:
 - a. "I agree because..."
 - b. "I agree, but I would like to add..."
 - c. "I disagree because...the correct answer should be..."
5. Both partners write their responses in the Think Dot square or on the answer sheet.
6. Continue until all Think Dot squares are answered.

****You may PASS once, but if you PASS, you must roll again. Hopefully you won't roll the same number!****

Think Dots Directions - (Math)


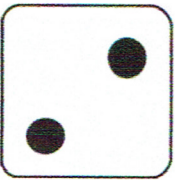
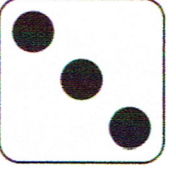
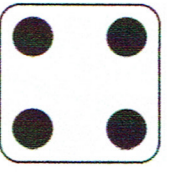

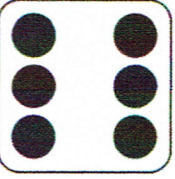
1. Decide who will go first.
2. Roll the die to see which question will be answered.
3. Individually write your own answer
4. Discuss answer with your partner by saying:
 - a. "I agree because..."
 - b. "I agree, but I would like to add..."
 - c. "I disagree because...the correct answer should be..."
5. Both partners must edit the correct answer in the Think Dot square or on the answer sheet.
6. Continue until all Think Dot squares are answered.

****You may PASS once, but if you PASS, you must roll again. Hopefully you won't roll the same number!****



THINK DOTS

ASSESSMENT-DRIVEN - for heterogeneous groups

 <p>List 5 examples of formative assessments (Scaffold: refer to Assessment section in DI Workbook)</p>	 <p>Give an example of when/how you would use each of the following:</p> <ul style="list-style-type: none">• Everyday Check• Targeted Check
 <p>What is the difference between a Targeted Check and Everyday Check?</p>	 <p>What does it mean to be assessment-driven?</p>
 <p>Which of the examples demonstrates being assessment driven? Place a check on the line before the ones that are assessment driven.</p>	 <p>Describe a lesson that is assessment driven.</p>

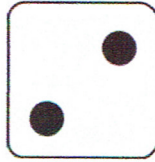


THINK DOTS ANSWER SHEET



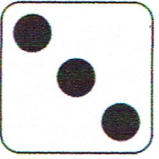
5 examples of formative assessments

1. _____
2. _____
3. _____
4. _____
5. _____

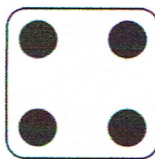


Everyday Check

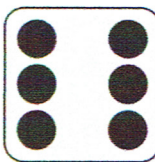
Targeted Check



Targeted Check vs Everyday Check

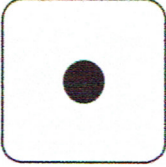
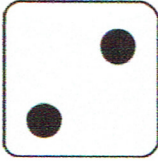

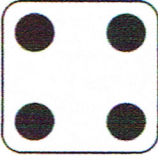

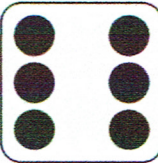


- _____ 1. Students took a quiz at the mid-point in the unit and the teacher recorded the points in the gradebook.
- _____ 2. Students took a quiz at a mid-point in the unit. The teacher analyzed the questions students got wrong and decided that 4 students needed to work with her for a few minutes the next day.
- _____ 3. After grading their own homework with an answer key, students gave themselves a score. Teacher collected the scores and formed heterogeneous partners to work on a few practice problems.
- _____ 4. Teacher asked students to give a thumbs up if they understood; most of the students indicated thumbs up, so the teacher proceeded to the next section in the chapter.
- _____ 5. Students took a pre-test in the beginning of the course. They took a post-test at the end of the course. The teacher analyzed student growth and reported it for an SLO.



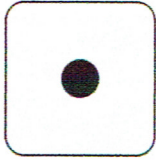


THINK DOTS ASSESSMENT-DRIVEN

 <p>List 5 examples of formative assessments (Scaffold: refer to Assessment section of DI Workbook)</p>	 <p>Label the following assessment examples as either an Everyday Check or a Targeted Check; explain why.</p> <ol style="list-style-type: none"> 1. Students complete an exit slip with a partner before leaving class. 2. When the teacher looks at each student's homework, she writes down whether they got problem #7 right or wrong.
 <p>What is the difference between a Targeted Check and Everyday Check?</p>	 <p>What does it mean to be assessment driven?</p>
 <p>Which of the examples demonstrates being assessment driven? Place a check on the line before the ones that are assessment driven.</p>	 <p>Read the following scenario: How was the lesson assessment driven?</p> <p>A teacher gave a quiz and did an item analysis on the results. The next day, she had students in groups based on the skill they struggled with the most. The students received additional practice with that specific skill.</p>

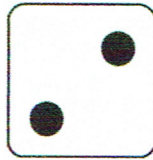


THINK DOTS ANSWER SHEET ●



5 examples of formative assessments

1. _____
2. _____
3. _____
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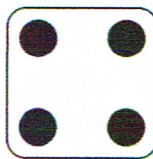


1. _____

2. _____



Targeted Check vs Everyday Check





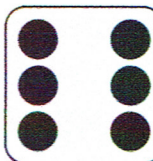
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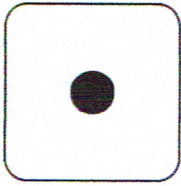
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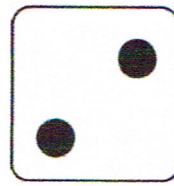


THINK DOTS

ASSESSMENT-DRIVEN ♦

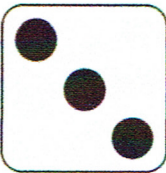


List 5 examples of formative assessments (Scaffold: refer to Assessment section in DI workbook) and label whether each is an everyday or a targeted check.

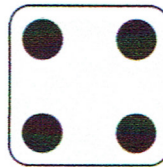


Give an example of when/how you would use each of the following:

- Everyday Check
- Targeted Check



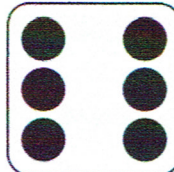
What is similar about a Targeted Check and an Everyday Check? What is the difference between a Targeted Check and Everyday Check?



What does it mean to be assessment driven?



Which of the examples demonstrates being assessment driven? Place a check on the line before the ones that are assessment driven. For the ones that aren't, explain how they could be.



Describe a lesson that is assessment driven.

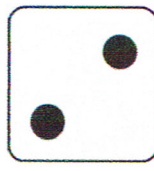


THINK DOTS ANSWER SHEET ♦



5 examples of formative assessments

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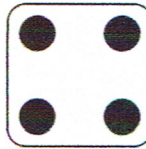
Everyday Check

Targeted Check



Similar: _____

Different: _____





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