

Name: _____

Preparation

Directions: A fifth-grade student's work on division problem is shown below. In the simulation, your goal is to

- elicit *what* the "student" did to produce the answer, and
- probe what the student *understands* about the process used and the mathematical ideas underlying that process.

You do not need to begin the simulation by "breaking the ice" with the student, you should not teach the student how to do the work, and you do not need to find out about any alternative methods that the student knows how to use for the same problem. You will be assessed on your skill in

- eliciting the student's process;
- probing the student's understanding of the process and underlying mathematical ideas;
- attending to the student's ideas; and
- using a professional tone and manner during your interaction with the student.

Following the simulation, you will be asked some questions about the student's process and understanding of the process being used. Then, you will be given a similar division problem and asked to anticipate how the student would respond. You will be assessed on your interpretation of the student's thinking during the simulation, your anticipation of the way the student would respond to the new problem, and your ability to justify these based on evidence from the simulation.

Preparation: You have 10 minutes to prepare for the simulation. On the attached sheet, record your anticipations about what the student was likely thinking. You can also prepare some questions you might find helpful to use. You can use your notes during the simulation.

Student work:

$$\begin{array}{r}
 81.3 \\
 \hline
 10 \overline{)813} \\
 \underline{-80} \\
 13 \\
 \underline{-10} \\
 3
 \end{array}$$

(1) Anticipations about what the student was likely thinking

(2) Potential questions to ask