

# 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.   |