

Correcting Mistakes and Preparing for the One-to-One Conference

Share these steps with students to use when correcting the problems they missed on assignments.

1. Use the Practice/Test Summary to find problems you got right and wrong.
2. Circle the question numbers for problems you got wrong.
3. Look for any mistakes in your work.
4. Correct the problems, showing all work. Use a different color pencil or pen for correcting work. Circle new answers.
5. Use peer help, textbook, notes, or other math resources.
6. Write down questions to ask the teacher during discussion.
7. When finished, indicate you are ready to conference.

To Consider

What changes would you make to these steps for your students?

What challenges might you encounter with students completing corrections?

What will be the best way to make these steps visible in your classroom?

- a) Paste math journal in student notebooks
- b) Create a wall chart
- c) Other _____

Sample Questions to Ask Students When Conferencing

What was your thought process as you worked this problem?

What strategies did you use?

What error did you make when solving this problem?

Could another strategy be used to solve this problem?

What questions do you have about this problem?

What are some things you struggled with on this assignment?

What are some things you now understand?

To Consider

| What is the student's response during conferences? | How frequent are the student's mistakes? | What strategy should I use during conferences? | How long will this conference likely last? | What should I do next? |
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| Students can identify errors, self-correct, and explain without prompting. | Sporadic | Teach self-correction strategies | 1-5 minutes | Teach self-correction strategies. Students note problem steps in a math journal. |
| Students can identify errors and make corrections with teacher's verbal cues or other support. | Roughly half of the answers are correct | Reteach | 5-10 minutes | Briefly reteach or assign a peer tutor for the student to work with on the concept. |
| Students have no understanding of their errors. | Few (if any) answers are correct | Remediate | 1-5 minutes | Identify missing skills. Create a plan to close the learning gap as soon as possible. Reteach, set goals, intervene, progress-monitor. |