



# EMTP 8 - Elicit and Use Evidence of Student Understanding

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- 1 EMTP 8 - Elicit and use evidence of student thinking.
- 2 Effective mathematics teaching is rooted in understanding what and how students think about the
- 3 math. It uses evidence of student thinking to assess progress toward mathematical understanding
- 4 and to adjust instruction continually in ways that support and extend learning.
- 5 Gathering evidence of student thinking provides a window into their understanding. By eliciting and
- 6 using evidence of student thinking, teachers can assess progress, support learning, and make
- 7 meaningful instructional decisions. This process requires intentional action. Teachers must identify
- 8 what counts as evidence, plan ways to elicit it and interpret student thinking to assess
- 9 understanding, reasoning, and methods. Teachers can use this evidence to evaluate progress
- 10 toward the learning goals and adjust their teaching accordingly. Students also play an active role by
- 11 revealing their understanding through written work, explanations, and discussions. Reflecting on
- 12 their mistakes helps them grow and monitor their own progress.
- 13 Using evidence doesn't stop at analysis. Teachers respond "in the moment" with probing questions,
- 14 scaffolding for support, or extending tasks to challenge students. These actions deepen students'
- 15 conceptual understanding and move them toward fluency.
- 16 Eliciting and using evidence of student thinking is about more than assessment. It's a dynamic
- 17 process that supports growth by identifying where students are, responding to their needs, and
- 18 helping them take ownership of their learning. By valuing mistakes and fostering reflection, we
- 19 foster opportunities for real understanding and progress.

