

Group Members: Micahel, Xavier

[Link to Student Work Selected](#)

Conceptual Understanding:

- How and What: *What explanation does the student give for "how" and "why" what they did "works"/makes sense?*
 - *The student listed examples of sequences.*
 - *Based on how they labeled the terms, they also created the labels themselves.*
 - *Student is trying to say that 'Adding' sequences uses the + sign as the change. And uses the x sign as the change for 'multiplying' sequences.*

Procedural Fluency:

- What strategy did the student(s) use/develop? Evaluating expression
- Accuracy: *In what ways does the student "apply" the procedure accurately?*
- Efficiency: *In what ways does the student "apply" the procedure efficiently?*
- Flexibility: *In what ways does the student "apply" the procedure flexibly?*
- Appropriateness: *How does the student determine that this is an appropriate strategy to use?*

Probing and Eliciting Student Thinking:

List prompts/questions you would like to ask the student about their work and what information you aim to find out about the students' conceptual understanding and/or procedural fluency

- What are you trying to say in line 2 of the adding section. What does the (+2) mean to you and is it true?