

Chemistry		
<p>I see that the student...</p> <ul style="list-style-type: none"> ➤ “Only repeated the question” ➤ “Student did not address the most important difference order by atomic number” ➤ “Poor sentence structure” ➤ “Poorly organized thoughts” ➤ “Higher level questions are difficult for our students” ➤ “Responses lack details” 	<p>The student might be thinking...</p> <ul style="list-style-type: none"> ➤ “Student was likely happy with their answer... because it's good, but the main difference is not addressed.” ➤ “Just writing what comes to mind” <p>Student thinks...</p> <ul style="list-style-type: none"> ➤ “That the periodic table ends with noble gases” ➤ “That the periodic table is arranged by atomic mass and atomic #” ➤ “Student thinks that more is better” ➤ “Students sticks to straight definitions and cant connect ideas” 	<p>Students should practice...</p> <ul style="list-style-type: none"> ➤ “Teacher needs to emphasize most important differences between tables” ➤ “How the periodic table is arranged” ➤ “Student needs more practice in setting up and solving conversion problems” ➤ “Teach to read instructions carefully” ➤ “Teach relationships...” ➤ “Push for greater detail” ➤ “Provide different resources and expose students to a variety of info.” ➤ “Push correct sentence usage”

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