

# TECHNIQUE 10. OWN AND TRACK: A FOUR STEP PROCESS



$$4x(2x-9) - 2(5x-6)$$

$$8x - 36x - 10x + 12$$

$$-38x + 12$$
 not correct!

an x times an x is x-squared!

Reworked:

$$8x^2 - 36x - 10x + 12$$

$$8x^2 - 46x + 12$$
 correct

Markup 1

$$4x(2x-9) - 2(5x-6)$$

$$8x^2 - 36x - 10x + 12$$

$$8x^2 - 46x + 12$$

Points for:

(A) making x times x an exponent  
 (B) neg. times neg. = positive

Markup 2

$$4x(2x-9) - 2(5x-6)$$

$$8x - 36x - 10x + 12$$

$$-38x + 12$$
 This is good! neg. times neg. = positive!

Reworked

$$8x^2 - 36x - 10x + 12$$

$$8x^2 - 46x + 12$$
 no! see below

x times x has to be x-squared!

Markup 3

## 1. Lock down the "right" answer

Make sure students have marked the correct answer and distinguished it from alternatives. As in Markup 1, label "correct" and "not correct."

## 2. Improve the work

After discussing right and wrong answers, ask students to use what they learned to improve their work. If a full revision isn't needed, ask them to markup a specific step, sentence, or phrase.

## 3. Think metacognitively about wrong answers

Have your students create a written record of the technical process and thinking that led them to "right." Eg. ask student to circle an error and tag a correction with a clear label. See circle at top left of Markup 1.

## 4. Do meta-work for right answers too

Letting students know what parts of a solution they got right can be just as useful as showing them what they got wrong. In Markup 2 the teacher asked a student to circle key points that led to right.

For a full example of what student work could look like with Own and Track, see Markup 3.