

## Formative Assessment Conversation Guide

### BEFORE CONDUCTING THE WHOLE CLASS DISCUSSION

1. **Remind** yourself about the items in the assessment and what they are intended to measure about student thinking (perhaps predict student responses and compare your predictions to the scoring exemplar). Use the scoring exemplar and the construct map as a guide, but don't limit yourself to the exemplar and construct.
2. **Score** the student responses to the items or score a representative sample of student responses to the items. Based on the student responses, select one or two items for the formative assessment conversation that you think will advance student thinking (move it to higher levels on the construct). It may help to work with one or more colleagues to get a sense of how students are thinking.

### CONDUCTING THE WHOLE CLASS CONVERSATION

3. **Select item(s) for the conversation** based on student responses on the assessment. Your learning goal and the items selected will be determined by the student responses in each particular class period.

What is your learning goal?

4. **Select student responses** for each question in each item that you will compare and use to frame the conversation. Try to compare responses at adjacent levels of the construct map to “ladder” the conversation and help students make connections. Do not start the conversation with the most sophisticated student response! The curriculum often has suggestions about what types of responses to look for based on the constructs.

List the student responses you will use in the planned order:

5. **Prepare questions** to guide and support student thinking during the conversation. The curriculum has suggested questions for some items, but you will need to adapt these questions to reflect the specific student responses you have selected. Don't hesitate to create additional context or props (e.g., what if scenarios using TinkerPlots, or some other data etc.)

List possible questions or scenarios:

6. **Reflect** about what happened. What progress did students make? What additional teacher moves did you make that are not documented in step 5? Who didn't get it? Why not? What's next?