9.8  Reflecting on Using a Diagnostic Interview

Instructions: Based on your experience in implementing a diagnostic interview, reflect on the following questions.

1. Which of the items seemed to be the most difficult for the student?
2. In what ways did the wording of the items influence the ability of the student to solve the problem(s)?
3. In what ways did your rewording or adding visuals affect the student’s ability to solve the problem?
4. Were problems with words or without words more challenging, and why do you think this might be the case for this student?
5. What are some things you learned through the diagnostic interview process …
	1. about the student?
	2. about interviewing?
	3. about mathematics and/or language?
	4. about teaching?
6. In summary, what are you learning about diagnostic interviews that you want to remember and use in future teaching and assessing?

*Previously published by Bay-Williams, J., McGatha, M., Kobett, B., and Wray, J. (2014). Mathematics Coaching: Resources and Tools for Coaches and Leaders, K–12. New York, NY: Pearson Education, Inc.*

Retrieved from the companion website for *Everything You Need for Mathematics Coaching: Tools, Plans, and A Process That Works: Grades K–12* by Maggie B. McGatha and  Jennifer M. Bay-Williams with Beth McCord Kobett and Jonathan A. Wray. Thousand Oaks, CA: Corwin, [www.corwin.com.](http://www.corwin.com/) Copyright © 2018 by Corwin. All rights reserved.  Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.