

## Assessment strategies to support mathematics and social justice discussions.

Strategies for Supporting Formative Assessment	Connections Between Formative Assessment Strategy and Discourse
Providing feedback that moves learners forward	<ul style="list-style-type: none"> <li>• Teachers are strategic about when to tell (e.g., when to show students what to do rather than letting them struggle through and figure it out).</li> <li>• Rather than rescuing their students when they are stuck, teachers have high expectations for how students should work with their groups.</li> <li>• Teachers sometimes explore incorrect answers.</li> <li>• Teachers monitor the room as their students are working.</li> <li>• Teachers use what they learned during monitoring to plan for productive discussions.</li> </ul>
Activating students as the owners of their learning	<ul style="list-style-type: none"> <li>• Teachers invite students to share their ideas.</li> <li>• Teachers position students as having the right to evaluate the reasonableness of one another's mathematical ideas.</li> <li>• Teachers position students as authors of mathematical ideas.</li> <li>• Teachers facilitate a growth mindset through discourse.</li> </ul>
Activating students as resources for one another	<ul style="list-style-type: none"> <li>• Teachers have students talk to one another in math class.</li> <li>• Teachers make strategic use of group work.</li> <li>• Teachers use the Think-Pair-Share strategy to give students an opportunity to think individually and to give all students opportunities to discuss their ideas.</li> <li>• Teachers provide students with accountable talk stems (Michaels, O'Connor, &amp; Resnick, 2008).</li> </ul>