Methods of STEM – Live Session #4 – Ashley Condra Moore

Argumentation & Assessment

- I currently use argumentation most in Math class. I have students share, explain, and defend their answers – especially when I see students with different responses.

- Must provide opportunities for students to talk to us and their classmates so they can make sense of what's being discussed/learned.

- Classroom norms are a must! Students must know what is expected and feel safe before they will share their thinking/risk being wrong.

- Wrongs aren't always bad. They are opportunities for learning and growth.

- A claim is a statement of a student's understanding.

- Evidence is data that supports a claim.

- Reasoning shows how and why data supports a claim.

- I loved using JamBoard sticky notes! It's a great way for all students to have a voice in a conversation/discussion.

- Modeling means to make thinking visible.

- Assessment aids the teacher in classroom decision making. It should always be used to improve instruction – or it's a waste of time.

- We must be sure that our assessments match our classroom goals and objectives.

- Our objectives must use words, such as verbs, that make it possible for us to assess and measure. We must stay away from using the words "Student will know…understand…become familiar with…" etc.

- We should always be striving to ask questions, set objectives, and design assessments that go deeper than the first two levels on Webb's DOK chart. We want more than a "yes or no" or strictly information recall from our students.

- I look forward to looking into conceptual storylines! It is not something I am familiar with, but it definitely interests me.