

DISCOURSE
THE WINNING PLAY

The background is a grayscale image of a football stadium. Hand-drawn graphics include a large white 'X' in the top left, a red spiral in the top left, a purple checkmark in the top right, a red lightning bolt in the bottom left, a white arrow pointing up and to the right in the bottom right, and several red circles at the bottom center.

FORMATIVELY ASSESSING THROUGH DISCOURSE

GET CREDIT

**Make sure you fill out the
survey at the end of the
session to receive credit
for the session!**





LEARNING TARGET

T O D A Y I W I L L

explore & engage in different
types of discourse activities,

S O I C A N

see how discourse can be used to
effectively formatively assess students
throughout the lesson cycle,

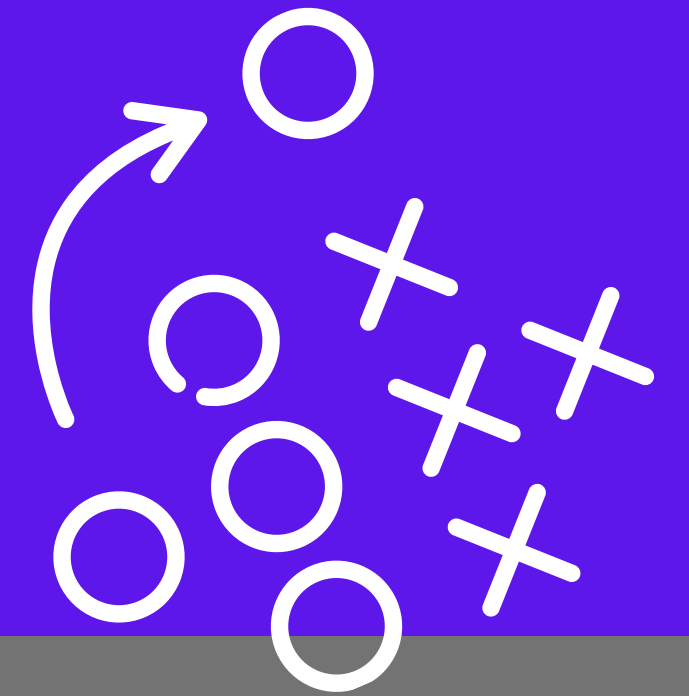
I ' L L K N O W I H A V E I T W H E N

I can explore these activities with my
students and plan for discourse and other
formative assessments in PLCs

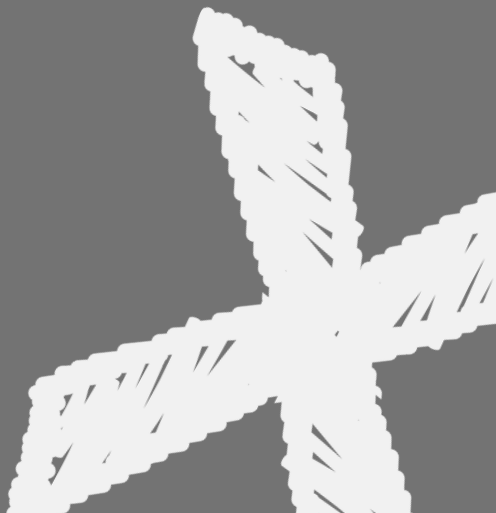
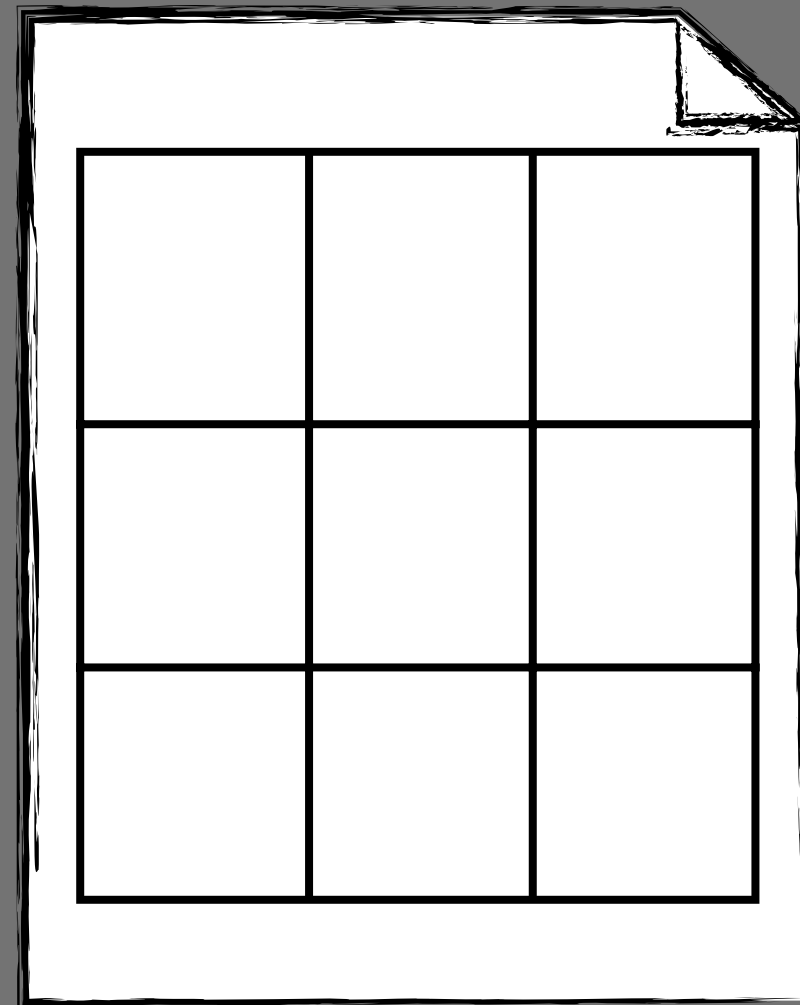


NOTECATCHER

As you learn today, reflect on how you might use these activities in your classroom to engage students in conversation and check for understanding during their learning. (Keep the last row blank!)



GIVE & GET



TALK A MILE A MINUTE

STUDENT DISCOURSE

Formative Assessment

Instructional Framework

Content Literacy

LET'S

TALK



THE BENEFITS

TIME

How long did that
take for us to do?

STUDENT BENEFITS

How does this
protocol benefit
students?

TEACHER BENEFITS

How does this
protocol benefit
teachers?

FROM THE PLAYBOOK

What might this look like in
your classroom.

ELA

- Give E+C and students talk through the Reasoning
- Justifying text evidence you used in writing or with MC

SCIENCE

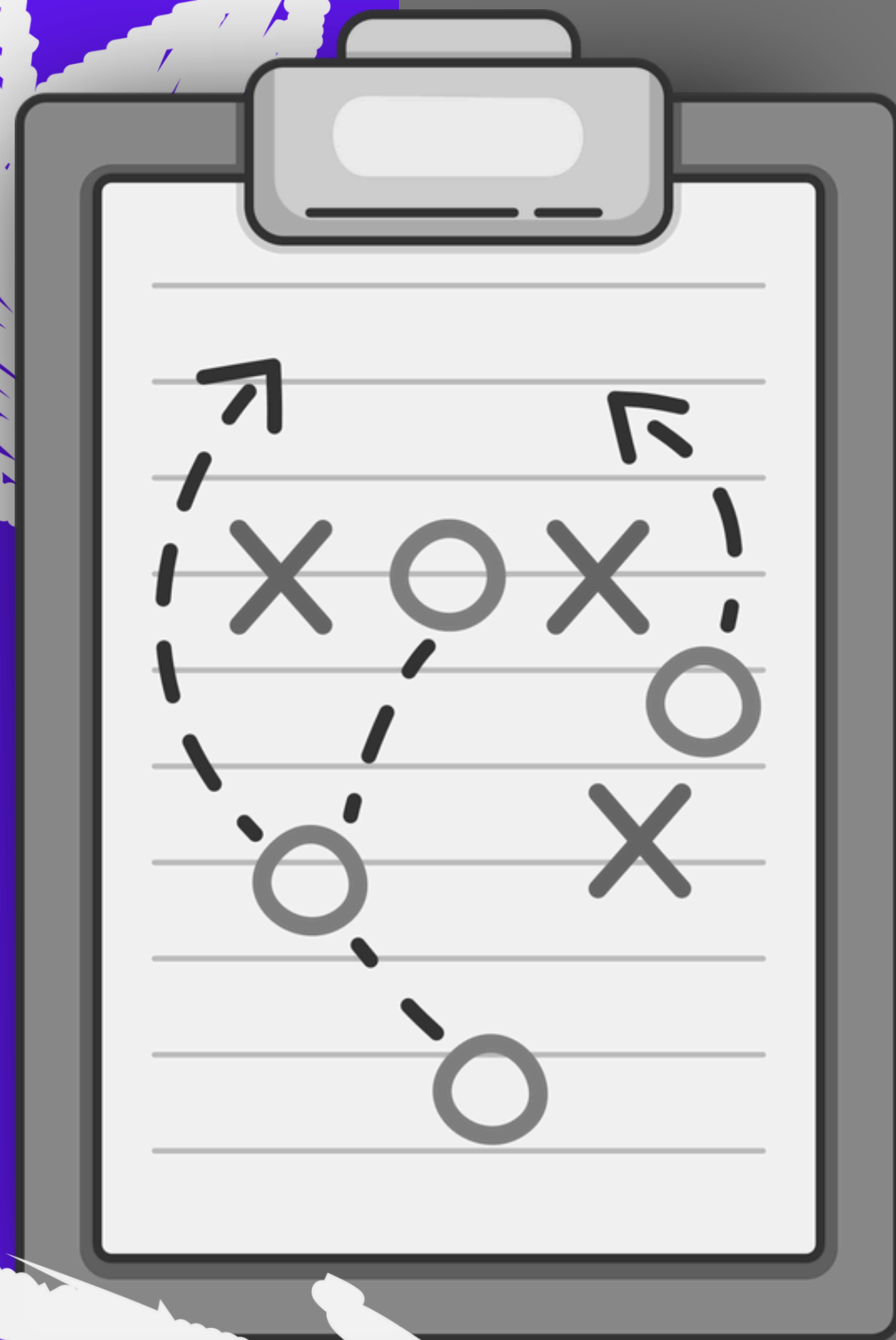
- Phenomena with I notice/I wonder
- What patterns, cause/effect

MATH

- Number Talk - students share how they would solve a problem
- Explore graphs or stimuli on test items

SOCIAL STUDIES

- Visual from political cartoons
- DBQ document implications

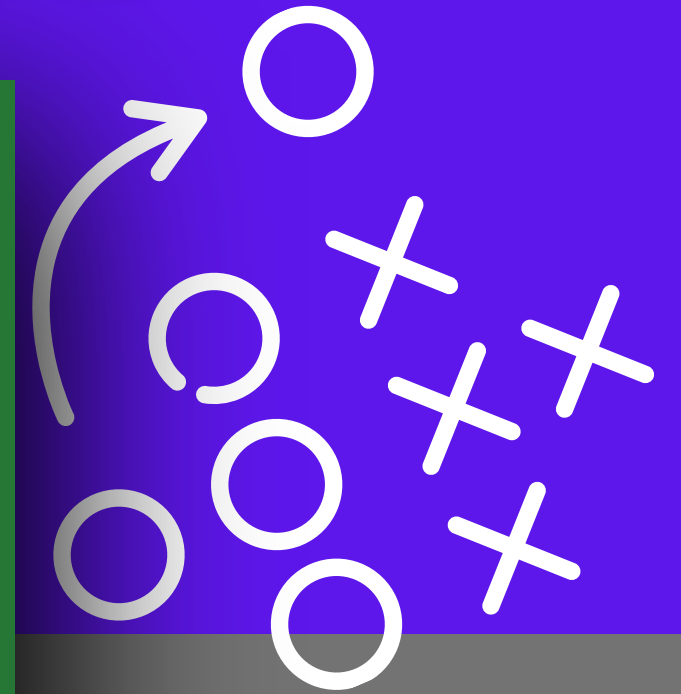


FORMATIVE ASSESSMENT



Which one is a Formative Assessment?

- A Quiz
- An Exit Ticket
- A Student Debate
- A Group Discussion



FORMATIVE ASSESSMENT =
REAL-TIME EVIDENCE + INSTRUCTIONAL DECISIONS



FORMATIVE ASSESSMENT



STUDENT DISCOURSE PROVIDES IMMEDIATE INSIGHT INTO:

- MISCONCEPTIONS
- REASONING PROCESSES
- VOCABULARY AND LANGUAGE DEVELOPMENT
- DEPTH OF UNDERSTANDING

IT IS A FAST (LOW PREP) WAY FOR TEACHERS TO GATHER DATA



**FORMATIVE ASSESSMENT =
REAL-TIME EVIDENCE + INSTRUCTIONAL DECISIONS**



WHAT IS FORMATIVE ASSESSMENT

Ongoing purposeful process used during all stages of the lesson cycle to gather evidence of student understanding toward mastery of the learning target

The goal is not to grade, but to gather real-time student understanding to adjust instruction and provide feedback.



TYPES OF STUDENT DISCOURSE

EXPLORATORY TALK

BRAINSTORMIN
G & INITIAL
SENSE-MAKING

HYPOTHESIZIN
G,
SPECULATING,
UNFINISHED
IDEAS, ORAL
REHEARSAL

METACOGNITIVE TALK

SELF-
ASSESSMENT &
REFLECTION

THINKING
ABOUT
THINKING

ACCOUNTABLE TALK

EVIDENCE
BASED
REASONING

EVIDENCE +
BUILDING ON
OTHERS

ARGUMENTATIVE TALK

DEBATE &
PRESENTATION

CLAIMS +
REASONING +
COUNTERCLAIMS

TALK A MILE A MINUTE

STUDENT DISCOURSE

Formative Assessment

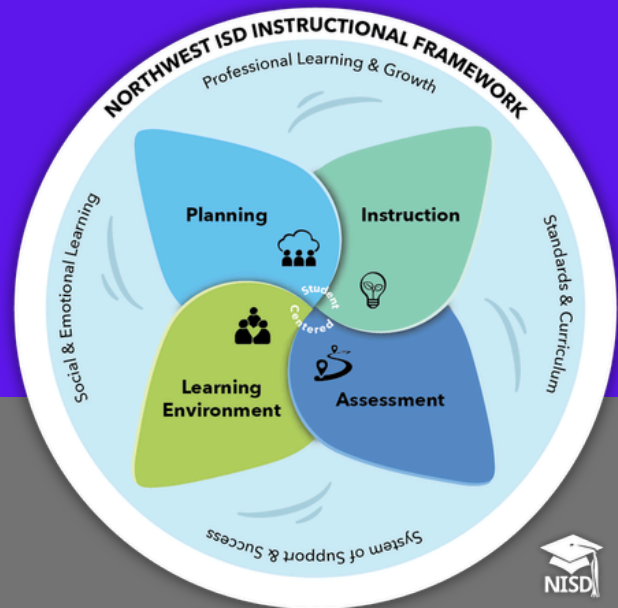
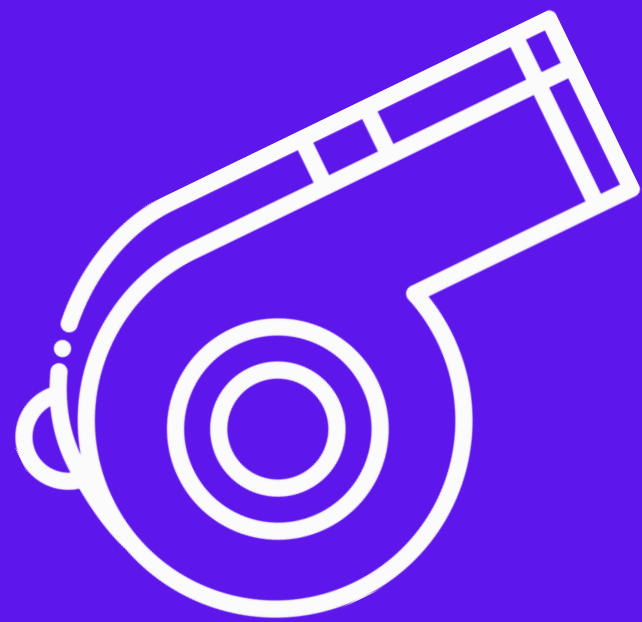
Instructional Framework

Content Literacy

LET'S

TALK





Formative Assessment (Checking for Understanding)

IN ONE SENTENCE:

- Formative assessment is an ongoing, purposeful process used during all stages of the lesson cycle that provides information about student understanding toward mastery of the [learning target](#) and/or TEKS.

RESEARCH:

- John Hattie's research states providing formative assessment has an [effect size of 0.90](#). Anything over 0.40 has an impact on student learning which can lead to at least a year's growth in one year's time.
- Using assessment tools in the process of learning creates a learning culture in which students can transfer knowledge to new learning experiences. ([Educational Researcher, Vol 29, No. 7](#)).
- Teaching metacognitive strategies has a .69 effect size. This concept involves learning about one's own learning. It involves teaching and encouraging students to self-assess and reflect.

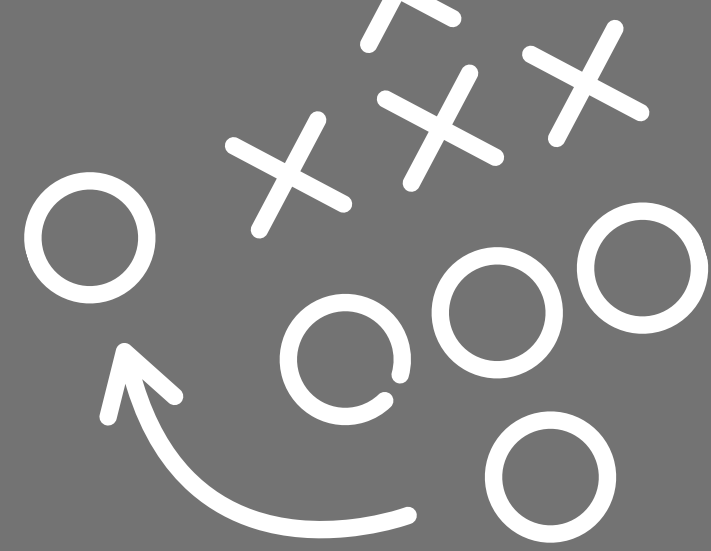
WHAT'S THE POINT?

- Formative assessment is used to guide or modify instruction during teaching so teachers and students can be responsive during the learning process.
- Specific feedback about learning is given to the student so the student can make adjustments during their learning process.
- Scaffold toward mastery of skills, content, and individual accountability.
- Impact future assessments to see the need for additional spiraling or changes for future lessons.
- Provide a clear and measurable success criteria understood by both teacher and student
- Provide evidence of student progress toward learning targets.
- Formative assessments may or may not be something that is graded.

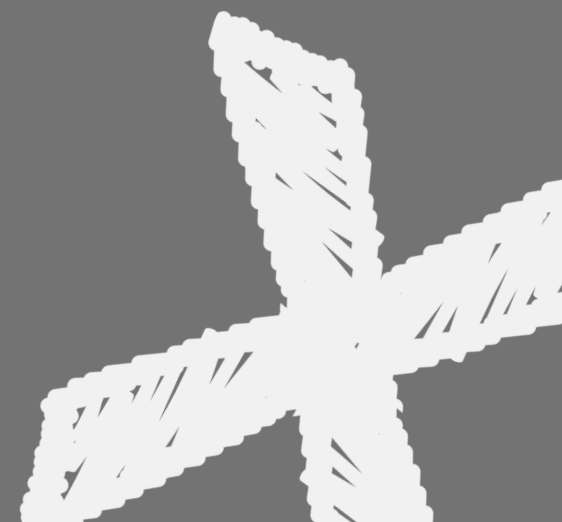
HOW ARE FORMATIVE ASSESSMENTS USED BY TEACHERS?

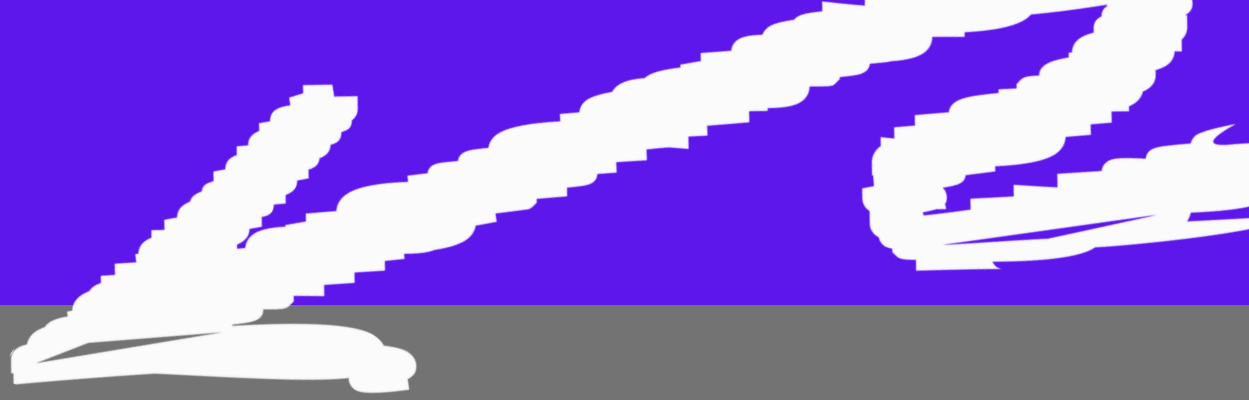
Teachers use formative assessments:

- To check for student understanding and mastery of skills and content using a variety of methods (e.g. verbal, written, informal and formal (graded or not graded)).
- To make observations, gather data, form valid and reliable inferences regarding students' current learning status, provide feedback, and then adjust instruction accordingly.
- During all stages of the lesson cycle.
- Integrated into daily teaching practices.
- Teachers may use a variety of checklists, rubrics, or other checks for understanding to assess student learning.



AS YOU READ,
THINK ABOUT
THE
CONNECTION
BETWEEN
FORMATIVE
ASSESSMENT
AND
DISCOURSE.





TALK MOVES

As we discuss the article, use these talk moves or others to keep the conversation going.

- Say more...
 - Who can restate what they heard?
 - Do you agree or disagree, and why?
 - What makes you say that?
- 

Debrief

How do talk moves show evidence of student thinking?

How can they better help a teacher learn about participants' understanding?

How can moves double as formative assessment strategies?





TYPES OF STUDENT DISCOURSE

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BRAINSTORMING
& INITIAL
SENSE-MAKING

HYPOTHESIZING,
SPECULATING,
UNFINISHED
IDEAS, ORAL
REHEARSAL

METACOGNITIVE TALK

SELF-
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THINKING
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ACCOUNTABLE TALK

EVIDENCE
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EVIDENCE +
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ARGUMENTATIVE TALK

DEBATE &
PRESENTATION

CLAIMS +
REASONING +
COUNTERCLAIMS

FACT

FIB

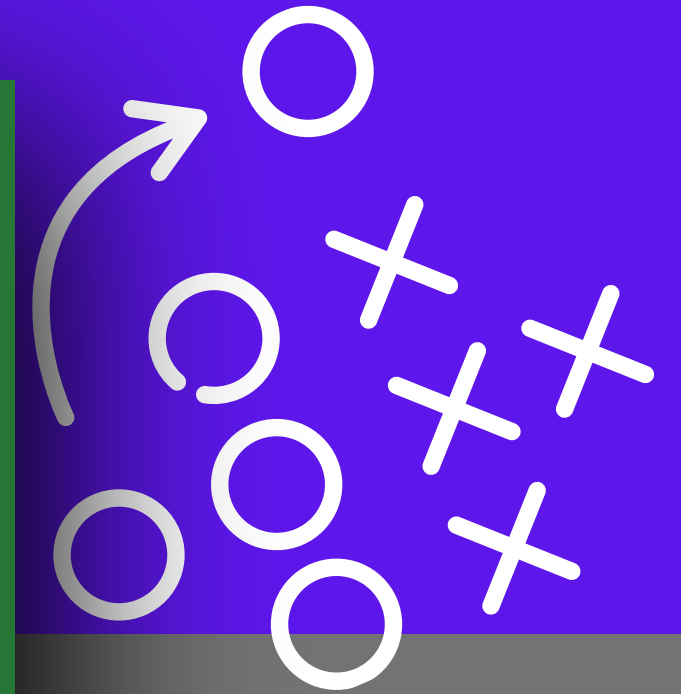
Instructions

1. Assign each student a thinking partner.
2. Students create a **fact** card and a **fib** card and hold one in each hand.
3. Present students with a statement (fact or fib) relating to a concept, word, visual, text, or test item.
4. Allow students 5-8 seconds to infer if the statement is a fact or a fib.
5. Say, "One! Two! Three! **Showdown!**"
6. At the same time, students slap down the card that represents their answer.
7. Students take turns justifying their answers with their partners by saying, "This may not be totally right, but I think this is a fact (or fib) because _____."
8. Allow students to change their minds after talking with their partners.
9. Observe students' thinking and clarify/verify the appropriate answer.
10. Ask students to turn to their partner and finish this stem verbally or in writing: "The correct response was _____ because _____."
11. Repeat steps 3-10 with another statement.

FACT OR FIB



- Requires students to justify
- Teachers can quickly spot misconceptions
- Teachers can clear up misconceptions
- Students teach each other & revise thinking
- Students use lesson concepts and vocabulary



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ARGUMENTATIVE TALK

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CLAIMS +
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COUNTERCLAIMS

FROM THE PLAYBOOK

What might this look like in
your classroom.

ELA

- Similarities & differences found in paired passages
- Evidence selection to support a thesis

SCIENCE

- End of topic review/spiral review
- Anticipation guide questions

MATH

- Examine a visual rep and determine whether or not it accurately represents the task.
- Use “always/sometimes/never” statements from resources

SOCIAL STUDIES

- Debates from DBQ document
- Geography statements using map skills to justify



LEAD4WARD PLAYLIST



Movement and Discourse

get students moving and talking with each other about the content

Ball Toss Boogie

Café Conversations

Choose and Chat

Dance It – Chance It

Fan Favorite

Follow the Leader

Learning Loops

Musical Mix-Freeze-Group

Notable Quotables

Pair-Square-Share

Positive Pings

Rise and Shine

Stand, Stick, or Stray

Texas Two-Step

Think and Throw

Vote with Your Feet



Rehearsal and Practice

check students' comprehension through collaborative work and self-correction

Each One Teach One

Fact or Fib Showdown

Jig Saw "Self"

Just the Facts

Mystery Bag

Mystery Sequence/
Re-sequence

Play It – Say It

Stick-Stack-Study

Stop, Plop, and Roll

Summary Salad

Tour of Knowledge

Triple Play

Undercover Agent

Vocabulary Pyramid Game

Who Am I?

Word Whack



Extending Thinking

engage students in thinking about a topic in multiple ways and justifying their answers

Card Sort

Compare/Contrast Model

Connect the Dots

Focused Listing

Idea Shuffle

Justified List

Matching Double Trouble

Nine Squares

Odd One Out

Password

Rock and Roll Vocabulary

Talk a Mile a Minute

Three's a Crowd

Tic-Tac-Tally

Vocabulary Dominoes

Would You Rather



Learning from Mistakes

help students discover and correct thinking errors and mistakes

3-2-1 Test Review

Balloon Bop

Brain in the Game

Catch and Release

Chatterbox

Fixer Upper

Hand Up – Hand Over

IQ Slap Down

Make the Case

Pick Up the Slip Up

Presto – Chango!

Rock and Roll Item Review

Thinking Inside/Outside
the Box

Toss a Question

Triad Trades

Yes, No, Maybe So



Evidence of Learning

collect evidence of students' understanding of their own learning

3-2-1 Summary

Connect 4 Thinking

High-Five Summary

Independence Day

Insta-GRAPHIC

Mind Bender

One Minute Paper

Real to Reel

Show and Tell and Teach

Show-Glow-Grow

Snap and Chat

Team-Two-One

Thought Bubbles

Total Recall

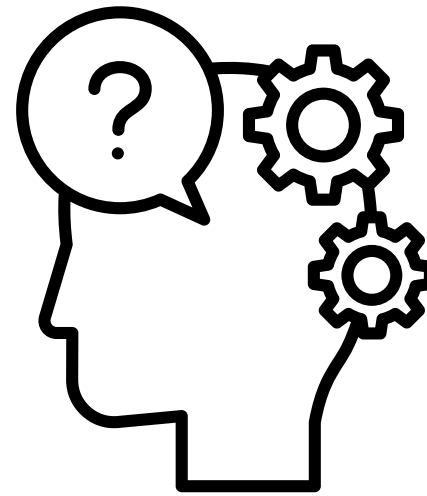
What's On Your Plate

Wishful Thinking

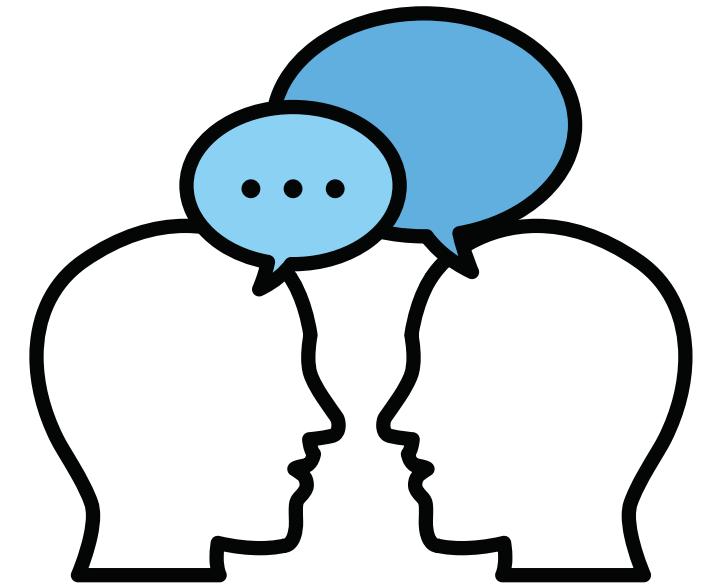
THE RESEARCH SAYS



90 Effect Size of
formative assessment

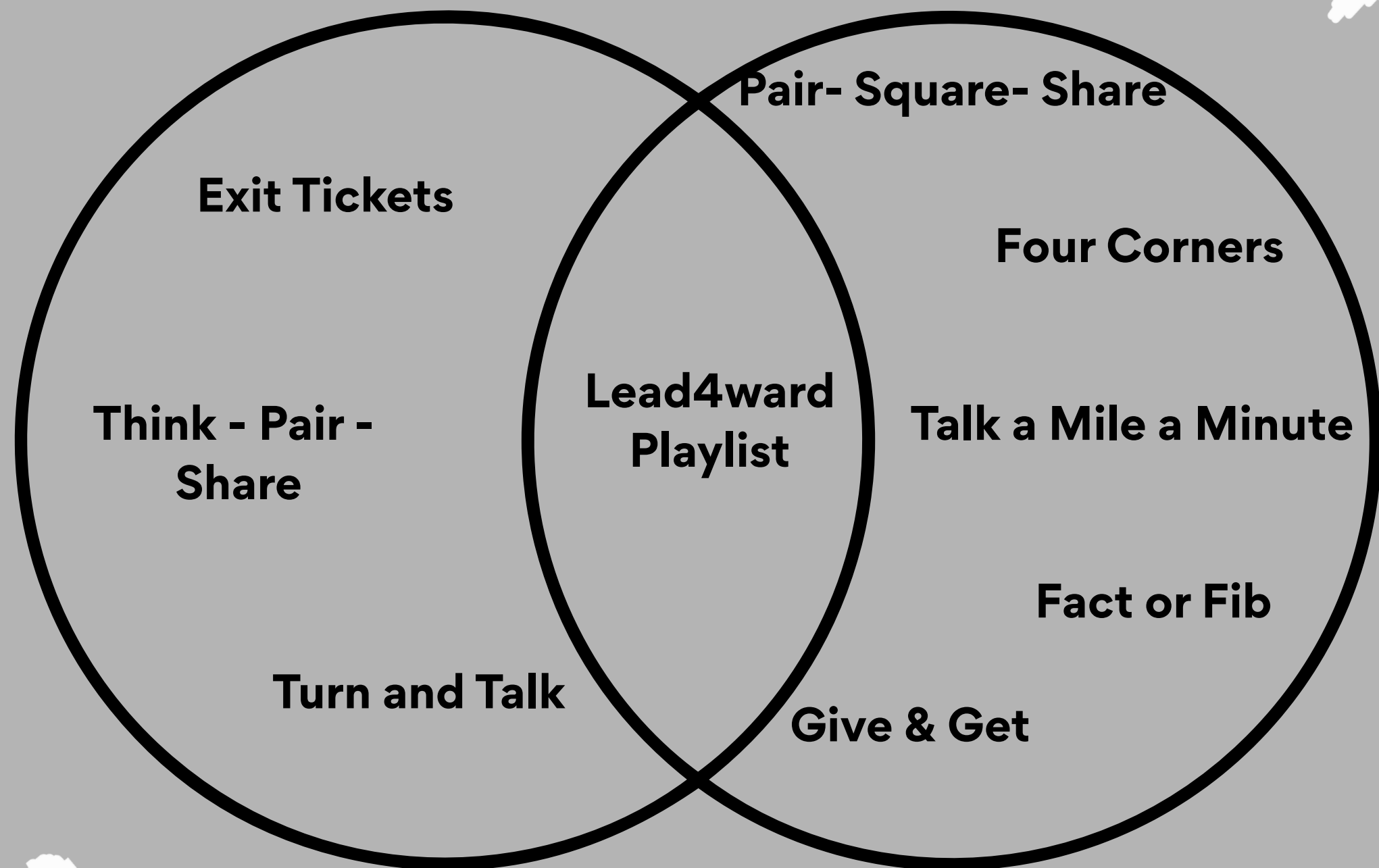


.69 Effect Size
Teaching students to
self-assess and
reflect
(Metacognition)



.82 Effect Size for
classroom discussion

COMMON & UNCOMMON



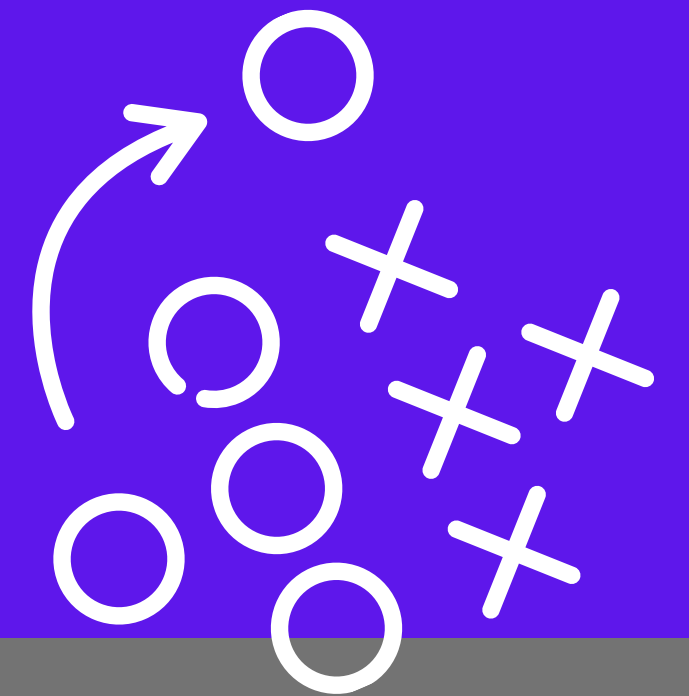
IMPACT

- What will student discussion reveal about their progress toward the learning target?
- Are the questions you plan to ask open-ended enough to provoke genuine discussion rather than just quick, factual answers?
- How will you document the evidence of student learning that emerges during the discourse? What are you looking for/listening for specifically?
- When the discussion stalls, how do you plan to re-engage students without giving away the answer?

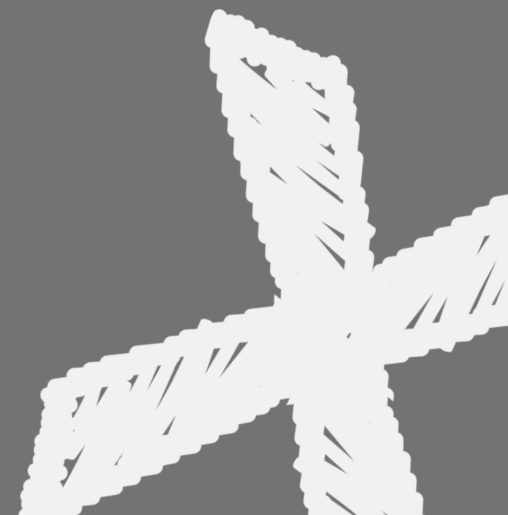
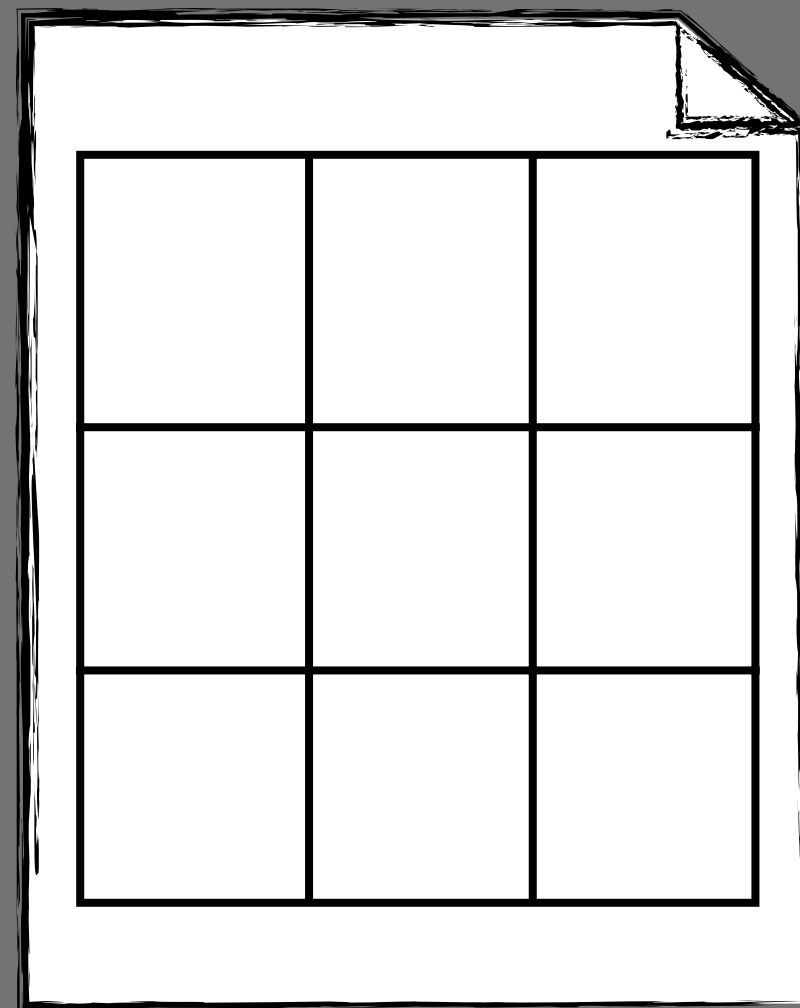


NOTECAATCHER

As you learned today, you reflected on how you might use these activities in your classroom to engage students in conversation and check for understanding during their learning. Add any other thoughts, still keep the last 3 boxes blank.



GIVE & GET



FROM THE PLAYBOOK

What might this look like in
your classroom.

ELA

- ECR Planning sheet
- Different perspectives on a text

MATH

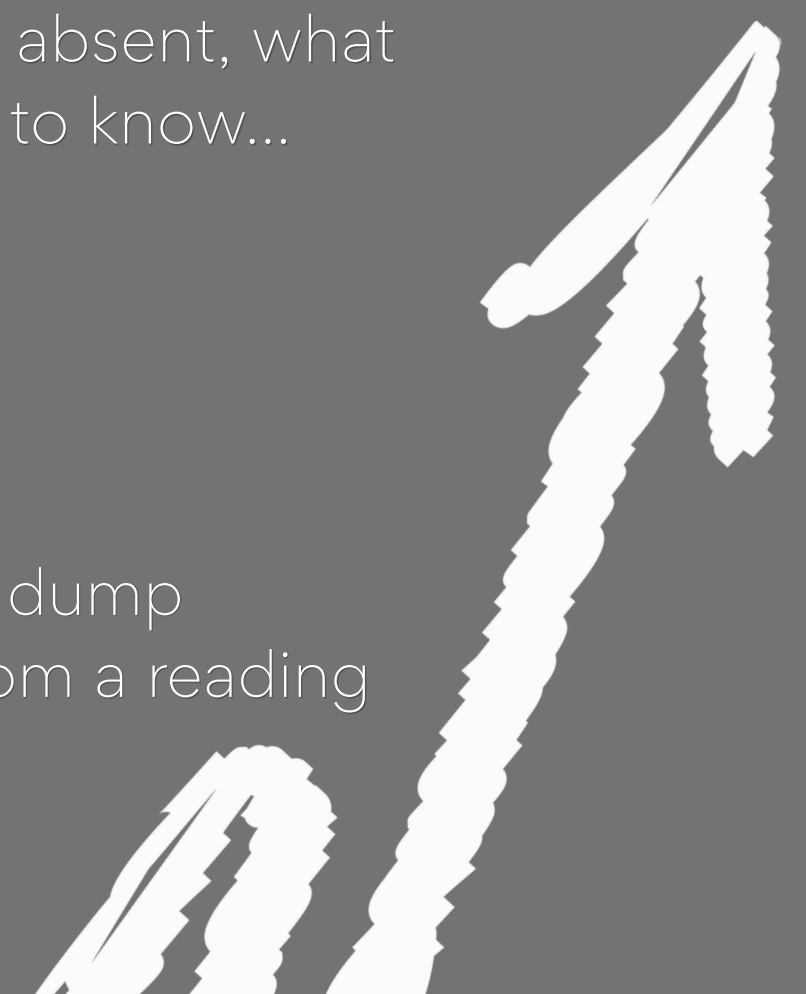
- Share different ways to represent the same task or problem
- If your friend was absent, what would they need to know...

SCIENCE

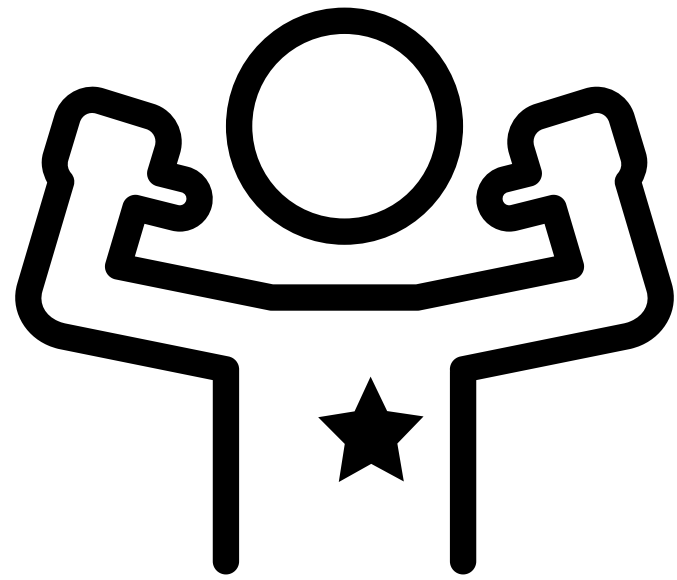
- Literacy station activity/notes
- Use to debrief after Explore activity to note takeaways

SOCIAL STUDIES

- Test review brain dump
- Key takeaways from a reading



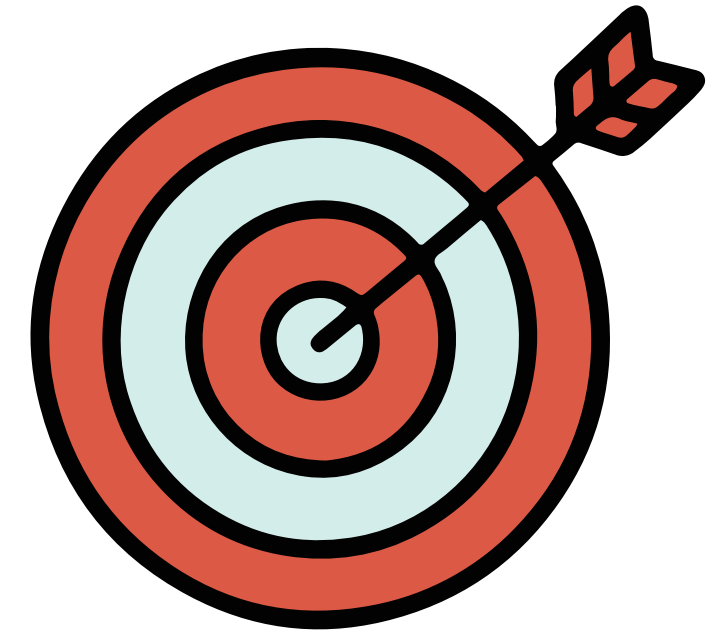
3 TAKEAWAYS



Oral Rehearsal allows for students to be more confident before **YOU DO** portion.



Discourse should be purposeful in order for it to not just be “talk”



Plan formative assessment to support success criteria of Learning Target



WANT ATTENDANCE CREDIT?

To receive attendance credit for all sessions, you **must fill** out the feedback form after each session. You can get to the feedback form by using the tinyurl below or scanning the QR code. Please do so within 30 minutes of the session ending. You will receive a copy of your response, so you can make sure you did your survey and to check attendance. **Save this for your records!**

<https://tinyurl.com/ENGAGE26FB>

SCAN HERE ➤

