

SUGGESTIONS FROM THE FIELD

- Consider your students
- “Easy” tasks first
- Engage
- Pictures/Recent Experiences/News Stories
- Prepare your own probing questions
- Keep up the momentum
- Record
 - For assessment purposes
- DON’T ANSWER THE QUESTION
- Don’t give up!
 - 2 - 4 “training” sessions

Authentic Assessment Questions

1. What do you need to assess?
2. How do they show you?
3. How do they obtain points?
Is anything worth more?
 - a. I.E. Are procedural skills worth more points than multiple representations?
 - b. Show the students the rubric
4. What about students that don’t speak as much?
5. Should they do the problem independently prior to the S.S.?

Socratic Seminar in Math: Development of Math Reasoning Collaboratively

S.S. Student Expectations

Student led - with a little assistance of course

- Respect & Consideration for each other
- Agree/Disagree with statement, not people
- Right & Wrong answers are all important
- EVERYONE contributes (we aren’t finished until everyone talks)
- Speaking limits – 2X until everyone talks

Suggested Resources:

- 1) UT Dana Center - <http://www.utdanacenter.org/>
- 2) NAEP Questions Tool - <http://nces.ed.gov/nationsreportcard/itmrlsx/landing.aspx>
- 3) PARCC website - <http://www.parcconline.org/samples/item-task-prototypes>
- 4) PBS Questioning Card - http://www.pbs.org/teachers/_files/pdf/TL_MathCard.pdf

Statement – Question Examples

- I agree that the formula for area of a rectangle is...but what if I divide the shape into triangles? Does anyone know the formula for Area of a triangle?
- I can’t remember what a function is, can anyone tell me?
- I think a function can also be...but does anyone know how to use the data from the chart to find the function formula?
- I don’t think the formula for area of a square and area of a rectangle are the same because...can anyone help me figure out if that is true?