

Original Discussion Question: Let's dream for a moment about what STEM assessments could look like or feel like for kids. Can you imagine an assessment that does one of these things?

- Center cultural and community funds of knowledge and lived experiences within and through mathematics and science exploration.
- Elevate student voice and agency to honor diverse ways of thinking, knowing, and doing.
- Assume children's brilliance and innate curiosity.
- Assume family and community expertise to support learning.
- Employ a strengths-based view of learning.
- Deepen teacher and student critical consciousness.
- Take action on critical social issues utilizing the tools of mathematics and science.

Tzou, C., Gyles, S., Aguirre, J., & del Rosario Zavala, M. (2024). *An Urgent Need for Transformation: Culturally Responsive and Sustaining Math and Science Education Towards Thriving Futures*. Culturally Sustaining and Relevant Education Approaches: The Spencer Foundation.

Redesign #1: Could you share a story about a time when a STEM assessment leveraged one of these commitments from our culturally sustaining assessment framework? How did it make you feel?

Redesign #2: Many of us have experienced harmful STEM assessments. But what if we take a moment to dream about a STEM assessment that could make kids feel good, talented, capable, proud... Which one of these commitments from our culturally sustaining assessment framework stands out to you? Why? Thinking about your own experiences, what is coming up for you?