

Question Re-Design: Working towards more expansive prompts



Original: 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?

Redesign: 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?

- 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.

My Goal for Critically-Informed Dialogic Facilitation:
To identify narrow prompts and redesign them to be more expansive by framing questions in ways that connect content to who is in the room and make space for multiple perspectives, ideas, and lived experiences.

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