

Questions

1. What questions do you still have about formative assessment?
2. What are the political aspects of preparing teachers to assess in the socio-constructivist paradigm at a time of intense teacher “deskilling” through curricular scripting and test prep?
3. What role should formative assessment have when high-stakes, large-scale assessments are receiving so much attention?
4. What research questions do you have about the formative assessment of ELLs in the mathematics classroom?
5. What should be done in teacher education to prepare prospective teachers to be able to align formative assessment practices with the new socio-constructivist paradigm?