

Reflections

1–1:	INFORMing My Practice: My Beliefs	11
2–1:	Focus on the Mathematics	42
2–2:	Assessment in a Grade 2 Classroom	46
2–3:	Making Decisions About What to Teach	47
2–4:	Key Questions in Anticipating Students’ Responses to Instruction	48
2–5:	Making Decisions That Support Student Learning	49
2–6:	A New Approach to Scoring Student Work	50
2–7:	INFORMing My Practice: Making Tough Decisions About “What’s Next?”	51
3–1:	Learning Targets to Illustrate Types of Knowledge	74
3–2:	Classifying Problems	75
3–3:	Formalizing Preparation for Instruction and Assessment	77
3–4:	INFORMing My Practice: Looking Back to Plan Ahead	78
4–1:	Making the Most of Interviews	107
4–2:	Tory’s Misunderstanding	108
4–3:	INFORMing My Practice: Gathering Information About Students’ Thinking	109
5–1:	Numbers with Two Fours	128
5–2:	Rainbow Robots	130
5–3:	Comparison of Assessment Methods	132
5–4:	INFORMing My Practice: Using a Variety of Assessments	135
6–1:	Evaluating Tasks	157
6–2:	Plan for Addressing Marika’s Misconceptions	160
6–3:	Fractions of Regions: Task in Three Levels of Difficulty	161
6–4:	INFORMing My Practice: An Action Plan for Tasks	163
7–1:	Evaluating My Current Practice	194
7–2:	Establishing Characteristics of Quality Work with Students	195
7–3:	Improving Responses in Daily Student Work	196
7–4:	Student Self-Assessment of Everyday Work Habits	198
7–5:	Student Self-Assessment of Test-Taking	200
7–6:	Student Error Analysis of Tests	202

Reflections

7–7:	INFORMing My Practice: Supporting Student Self-Assessment and Responsibility	203
8–1:	Writing Probing Questions for a Kindergarten Student	234
8–2:	Writing Probing Questions for Fourth-Grade Students	235
8–3:	Writing Probing Questions for Sixth-Grade Students	238
8–4:	Planning Questions for a Variety of Mathematical Purposes	240
8–5:	INFORMing My Practice: Self-Evaluation of Questioning Techniques	242
9–1:	Inferences: Using Benchmark Tests Thoughtfully	270
9–2:	Giving Actionable Feedback	273
9–3:	Creating a Specific Rubric	275
9–4:	INFORMing My Practice: Making Inferences, Giving Feedback	276
10–1:	What’s in a Grade? The Case of Maia and Marissa	294
10–2:	Moving Toward INFORMative Assessment Practices	295
10–3:	Mentoring Ms. Hanley	296
10–4:	INFORMing My Practice: Final Reflections and Goals	298