



NEXT INSTRUCTIONAL MOVES

A critical part of the formative assessment cycle is determining the next Instructional move based on student work. Brookhart and Oakley (2021) describe a continuum of potential instructional moves that goes from evaluative to descriptive. The continuum also moves from no student participation to student co-participation in the instruction. The instructional moves include:

LEAST FORMATIVE

- Provide correct answer with no explanation. (Evaluative, no student participation)
- Make physical changes in the classroom or temporal shifts in the discussion of topics without explanations to the students. Reclarify the task. (Descriptive, no student participation)
- Model/review how to solve the problem/task without the help of the student. Provide correct answer with an explanation. (Descriptive, no student participation)
- Solve the problem/task with the help of the student(s). Help to reinforce the strategies used in that type of problem/task. (Descriptive, student participation)

- Co-construct with student(s) the bigger idea or the strategy that is the focus of a type of problem, something that goes beyond the task at hand. (Descriptive, student participation)

MOST FORMATIVE

The continuum also aligns with the feedback cycle. “Giving effective feedback . . . can be the beginning of a next instructional move if it is coupled with planning opportunities for students to use the feedback to revise their work as part of subsequent instruction” (Brookhart & Oakley, 2021, p. 74).

Reference

Brookhart, S. M., & Oakley, A. (2021). *How to look at student work to uncover student thinking*. Alexandria, VA: ASCD.