



Facilitative Discourse Moves to Reveal Student Thinking For Formative Assessment & Instruction: Cross-Content Inventory of Strategies

Facilitative discourse moves, derived from research and literature, emphasize the importance of various discourse strategies for revealing student thinking and enhancing student learning, especially for English learners. The purpose of facilitative discourse moves is to reveal new information on student thinking as a way to obtain formative data about students. Teachers use discourse moves to encourage student talk and engagement in the lesson. Through students' responses to a teacher's facilitative discourse moves, students communicate their level of understanding of the content as well as their English language development to the teacher and themselves, allowing for formative assessment opportunities and contingent instruction to push students toward achieving lesson and individual language learning goals.

	DEFINITION	EXAMPLES
Eliciting connections CONNECT	Eliciting connections to children's own experiences/home lives/lived experiences; having students connect prior knowledge to current learning to display their new understanding (e.g., McIntyre, Rosebery & González, 2001).	"Like the narrator, does anyone want to share a time when they felt let down?" "Who remembers when we studied the circulatory system? How is respiration also a system?"
Explaining Question EXPLAIN	Questions that invite students alone or in groups to describe what they are doing or did to respond to a task/question.	"What images did the poem create for you?" "Explain how your group solved the fraction problems."
Inviting INVITE	Soliciting multiple solution strategies, often with the goal of "making diverse solutions, available for public consideration" and/or "including multiple students in the discussion." (Herbel-Eisenmann et al., 2013, p. 183).	"What do you know about the main character's motives..?" "What did you notice about the heights of the plants?"
Justifying JUSTIFY	Questions that elicit how students are convinced that their responses/answers are correct (e.g., Maher & Martino, 1996).	"Would you rather read a book than watch a movie? Why?" "How do you know your mathematical solution to this division question is correct?"
Modeling Disciplinary Register MODEL REGISTER	Using the register of the disciplines (i.e., mathematics, science, ELA) when probing student thinking and speaking or writing about concepts and ideas of the disciplines (e.g., Wilkinson, 2015).	"The primary root is the main root of the plant. Now, observe the secondary roots. Describe what you see." "Imagery is important to this novel. What moods does the author achieve with her non-literal uses of language?"
Motivating MOTIVATE	Encouragement of student participation in revealing their understanding; celebrating students' work through praise or encouragement (McGowan, 2016).	"Thank you for making your thinking clear to me." "I like how you are all contributing to making your group's theme progression."
Monitoring MONITOR	Checking for students' understanding as they are working on a task/question. The instructor monitors to make decisions about which solutions or strategies to make public without direct interaction (Smith & Stein, 2011).	"How do you know your leaves needed more sunlight? [Few correct responses] Class let's check our observations - How did the plants in the closet compare to those in our window box?" "I'm noticing how some of you are highlighting the text in different colors as examples that show how the main character is feeling."



Facilitative Discourse Moves to Reveal Student Thinking For Formative Assessment & Instruction: Cross-Content Inventory of Strategies

	DEFINITION	EXAMPLES
Probing Question PROBE	Questions that invite students "to elaborate on particular ideas" (Herbel-Eisenmann et al., 2013, p. 183).	"What do you think happened next?" "What else was the author conveying with his choice of emotion verbs?" "What does equal parts mean?"
Revoicing REVOICE	Restating or rephrasing a student's oral contribution (O'Connor & Michaels, 1993).	"[Student] That one has more." [Teacher] Yes, this is four percentage points higher than the other bar in our chart." "[Teacher] What does that word mean?" [Student 1] We're all different. [Student 2] Stand out. [Student 3] Being our own way. [Teacher] Yes, we're all unique."
Selecting SELECT	Choosing to share a particular student's work to provide feedback to class (Smith & Stein, 2011).	"Everyone, let's listen to Anna as she explains what she did to decompose the number 287. Be ready to say what she did first." "Jose is going to share his writing on whether he agreed with Dahl that Mrs. Pratchatt was a horror. Listen to how Jose used and described specific details from the text as evidence."

Adapted from Alison L. Bailey, Carolyn A. Maher, Louise C. Wilkinson & Usufu Nyakoojo. (2021). THE ROLE OF ASSESSMENT IN LEARNING AND TEACHING MATHEMATICS WITH ENGLISH-SPEAKING AND ENGLISH LEARNER (EL) STUDENTS. In S. Nichols & D. Varier (Eds.). Teaching on Assessment: Theory to Practice (151–172). AERA Educational Psychology for Teachers and Teaching Series. Charlotte, NC: Information Age Publishing.



The ExcEL Leadership Academy is a program of UCLA SEIS and UCLA Center X, supported by funding from the US Department of Education's Office of English Language Acquisition through the National Professional Development program awards #T365Z170196 and #T365Z160244. For more information, please contact Alison Bailey: abailey@gseis.ucla.edu