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**Module: Supporting Decisions with Assessment**  
**Exercise for In-the-moment Assessment**

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For this exercise, imagine you are a teacher of an integrated physics and chemistry course. Your students are 9<sup>th</sup>- and 10<sup>th</sup>-graders, who have been engaged in ambitious science teaching methods. On the first day of a unit on chemical elements, you show students the introduction to an episode from the classic series, *Cosmos: A Personal Voyage*, where the host, Carl Sagan, makes the claim “We’re made of star stuff.” Following this viewing, you arrange students into small groups, where they are tasked with responding to this claim. They may agree and support the claim with evidentiary reasoning or attempt to refute the claim. Each group is given a large sheet of paper and a set of markers to create a visual representation of their thinking and argumentation. While students discuss their ideas, you circulate through the room, observing, listening, and probing.

How could you leverage this activity to support decisions on guiding student conversations and planning or tailoring instruction for the unit?