

# Math Interview

## Applying Constructive Conversation Skills

### Step 1

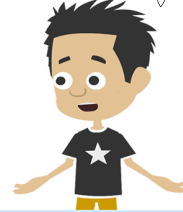
Use your Constructive Conversation Skills to interview your partner and learn about their thinking.

How did you approach the problem?

First I... Then I...

Why did you... ?

I thought that... So I...  
Do you agree?



Paraphrase what your partner said and ask questions to make sure you understand their thinking.

In other words... Is that what you meant?

Not exactly. Let me explain further.

I noticed that you used... to represent...

Yes, that's correct. I also...



### Step 2

Switch roles with your partner.  
Now, your partner interviews you.



### Step 3

Repeat the interview process with a new partner.



### Step 4

Time to reflect.

- Did your thinking change? Why?
- What strategy or tool is best? Why?
- Will this strategy always work?
- What new questions do you have?

At first I thought... but now...

Next time I will... because...





# Math Interview

## Applying Constructive Conversation Skills

The MATH INTERVIEW protocol supports students as they participate in academic discussions during Integrated ELD/Math instruction. It may be used to support ELs in the “During Phase” of a Three Phase math problem solving lesson. Students can engage with the MATH INTERVIEW protocol after they have solved a problem to learn more about the mathematical thinking of others. Throughout the protocol, students will justify/explain their mathematical thinking and listen/ask questions to understand the thinking of others. Students apply Constructive Conversation Skills during the MATH INTERVIEW to have a productive math discussion.

### **Why use this protocol?**

This protocol supports all students, but is especially critical for reducing barriers and providing access to ELs as they engage in academic discussions in math. The student who is interviewing must listen to the arguments of others, decide whether they make sense, and ask useful questions to clarify or improve the mathematical arguments. The student being interviewed must justify his/her conclusions, communicate them to others, and respond to the arguments of others. Using the MATH INTERVIEW protocol helps to ensure all students are evolving into mathematicians.

### **How does this protocol support standards-based instruction?**

The CA ELD Standards are designed and intended to be used in tandem with the CA CCSSM to support ELs in mainstream academic content classrooms. The MATH INTERVIEW protocol supports ELs as they engage in the following CA CCSSM Standards for Mathematical Practice and CA ELD Standards:

- MP1: Make sense of problems and persevere in solving them.
- MP3: Create viable arguments and critique the reasoning of others.
- MP6: Attend to precision.
- Part I: A1 Exchanging information/Ideas
- Part I: C11 Supporting opinions

### **How do I plan for this protocol?**

Consider the language needs of your ELs, and the language skills/academic language you want students to apply in the MATH INTERVIEW. Plan strategically for how you will prepare students to engage in an academic mathematical conversation with peers. Reflect on the following questions:

- How will you orient students to the Conversation Norms and Constructive Conversation Skills?
- What scaffolds will you provide? (e.g. Model Constructive Conversation, Prompt & Response Starters, etc.)
- How will students know what academic language they can use? (e.g. word wall, language objective, etc.)
- How will you pair/group students to ensure they are all cognitively engaged?
- How will you support students during the protocol and monitor student progress? (e.g. language sample)
- How will you debrief the protocol? What feedback will you provide to students?

### **LAUSD Teaching and Learning Framework Connection**

- ✓ 3a4. Use of Academic Language
- ✓ 3b2. Discussion Techniques and Student Participation
- ✓ 3c2. Purposeful and Productive Instructional Groups
- ✓ 3d2. Monitoring of Student Learning
- ✓ 3d3. Feedback to Students

