

Breakout Room 4

Names of participants:

At [this link](#), you will find a problem¹, sample solutions to it, as well as scores for and notes about each sample solution. Look at the problem, the samples, and the scores and respond to the following prompts in the given order. You may use this document to collect your group's responses to each prompt.

1. Unpack the problem: what **expectations or NORMS** does the problem itself set? In what ways does it allow for freedom of thought? In what ways does it restrict thought and the imagination? ***Think about how the problem invites students to structure and organize their response; make arguments and claims; represent their thinking (through words/pictures).***
2. Consider how the sample responses have been scored: how does the scoring reflect some of what you observed about the problem in prompt 1?
3. Unpack student responses: What creativity or queerness of thought do you see in these responses? How is this creativity received by the "scorer"?
4. Given our system's current educational focus on standardized testing, how do we provide space for our students to engage in creativity or queerness of thought, while setting them up for success within the limitations of the current system?

¹ All problems and sample solutions have been sourced from [previous iterations of the NY State Geometry Regents](#) exam.

Todos 2021
Queering the Unqueerable