



Building on Assessment (Virtual) – Session 3

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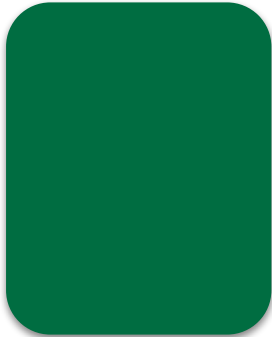
Rev 5/15/23 (ce)

Welcome!

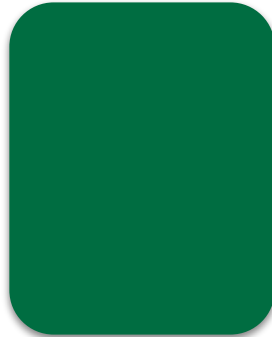
CPM Virtual Learning Series



Session Facilitators

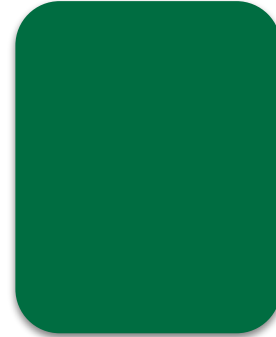


Name



Name

Support



**Regional
Professional
Learning
Coordinator**

Tech Tip

Viewing Options

The screenshot shows a Zoom meeting interface. At the top, a dark blue header contains a profile icon on the left and a menu icon on the right. A red arrow points to the profile icon, and another red arrow points to the menu icon. A light gray box labeled 'Viewing Options' is positioned over the menu icon. The menu is open, showing options: 'Make fullscreen' (highlighted in blue), 'Settings', 'About', 'Help', 'Keyboard shortcuts', 'End meeting', and 'Leave meeting' (in red). A red arrow points to the 'Make fullscreen' option. A circular callout with a dashed border highlights the 'Make fullscreen' option. The main content area displays a 'Welcome!' message for 'CPM Virtual Learning Series' and 'Foundations for Implementation - Session 1'. Below this is a list of instructions: 'What should I do before we get started?' followed by four bullet points. A 'Virtual Routines' sidebar is on the right with four items. At the bottom, a dark blue bar contains icons for a plus sign, mute, video, chat, and hand raise. The page number '1' is centered at the bottom of the content area.

Welcome!
CPM Virtual Learning Series

Foundations for Implementation - Session 1

What should I do before we get started?

- + Feel free to test your mic, then mute.
- + In the Public Chat, share your location, school name, and the CPM course(s) that you teach.
- + Review our Virtual Routines.

Virtual Routines

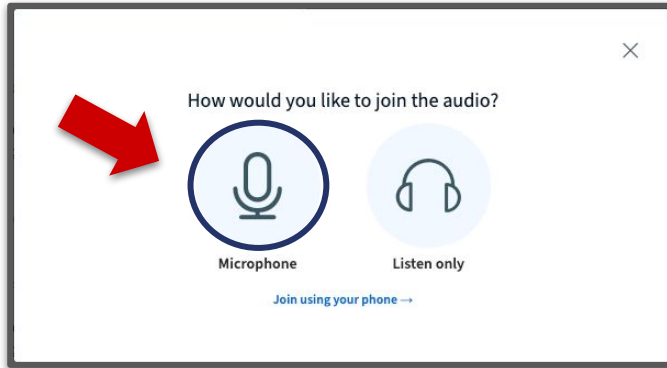
- Join with microphone.
- Private chat facilitator for individual support.
- Share your ideas.
- Be supportive to others.

1

Tech Tip



Audio



Join with microphone

Troubleshooting



Use options below presentation to troubleshoot audio issues.

Opening

Outcomes



Participants will:

- + Plan, implement, and share assessment methods that allow all students to demonstrate understanding (*addressed in the On-Demand Module*).
- + Develop assessment success criteria.

Assessment Methods



Using different methods of assessment allows students to demonstrate their strengths, letting you look for what they know rather than focusing on what they don't know.

CPM Principles of Assessment

**Performance
Tasks**

Presentations

Interviews

Portfolios

Opening

Agenda



Assessment for Learning



- + Opening
- + Feedback that Supports Student Ownership
- + Writing Rubrics & Assessments
- + Closure

Opening



Be willing to take **risks**.

Have a **visionary** mindset.

Stay **engaged**.

Explore and reflect on your **beliefs**.

Give **grace** to others and yourself.

Change takes time, effort, and support!



How Testwise Are You?



Working individually
(5 minutes)



Discussion in Team Rooms
(7 minutes)

Strategies for “outsmarting” the test

- Eliminating obviously wrong options
- Eliminating options that mean the same thing
- Looking for repetition between the stem and options
- Looking for an option that includes all other options
- Looking for grammatical inconsistencies between the stem and options
- Looking for absolutes
- Looking for clues and other items
- Looking for the longest, most precise option

Opening

How Testwise Are You? Answers



1. B: “can cause” indicates “usually”; the others are absolutes
2. C: Longest answer
3. D: Only singular answer
4. A: Only one starting with a vowel – grammatical agreement
5. B: Only answer with two reasons
6. D: Only single answer and all other answers contain “Krem”
7. B: Use the answer from #4 to connect “portar” and “raver”
8. A: This answer includes all others
9. D: Longest answer

Opening

Beliefs about Mathematics Assessment



PRODUCTIVE BELIEF		
N C T M	1	The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.
	2	Assessment is an ongoing process that is embedded in instruction to support student learning and make adjustments to instruction.
	3	Mathematical understanding and processes can be measured through the use of a variety of assessment strategies and tasks.
	4	Multiple data sources are needed to provide an accurate picture of teacher and student performance.
	5	Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.
	6	Ongoing review and distributed practice within effective instruction are productive test preparation strategies.

C P M	7	Authentic assessment means assessing in a manner that mirrors the way the students have learned, and focusing on what the students know, rather than what the students do not know.
	8	Assessment, as with the learning, should focus on the big ideas and the connections to assess for understanding, and not on the fine grain-sized skills.
	9	Assessment and teaching should be seamlessly interwoven, and time should be spent on both. Because of the lack of time most teachers have, it is important to assess wisely, and use the supports that are in place.
	10	Assessment is the process of understanding student learning, and grading is evaluating that understanding. The bulk of the teacher's time should be spent on assessing rather than grading.

Opening

Effective Math Teaching Practices



Implement tasks that promote reasoning and problem solving.

Facilitate meaningful mathematical discourse.

Pose purposeful questions.

Support productive struggle in learning mathematics.

Elicit and use evidence of student thinking.



The primary purpose of assessment is to inform and improve the teaching and learning of mathematics.

Principles to Actions, pg. 91

Feedback that Supports Student Ownership

Silent Debate



- + Students work in pairs.
- + Partner 1 is assigned the pro (for) position, Partner 2 takes the con (against) position.
- + A prompt or topic is given.
- + Partner 1 makes a pro, or supportive statement, in writing.
- + Partner 2 reads the statement and writes a comment against.
- + Process continues three or four times.

Feedback that Supports Student Ownership

Silent Debate: Prompt

5:00



“Negative pointing” is an effective marking strategy that helps students become more assessment capable.

Partner 1: How do you **agree** with this statement?

Partner 2: How do you **disagree** with this statement?

Feedback that Supports Student Ownership

Productive Assessment Belief



Assessment is a process that should help students become better judges of their own work, assist them in recognizing high-quality work when they produce it, and support them in using evidence to advance their own learning.

Principles to Actions, pg. 92

Feedback that Supports Student Ownership

Rubric Categories



- + What characteristics would be included in a complete, high-quality response/solution?
- + What is an efficient number of categories to effectively communicate feedback to students in a rubric?
- + What might be appropriate descriptors for each category?



Evaluating Student Work with a Rubric

Open *Samples of Student Work (CC2)* from the File Cabinet.

Use your team's general rubric to rate the student work.

Keep track of your ratings. These ratings will be shared in the next team room.



Assessment Capable Learners “are aware of their current level of understanding in a learning area.”

Developing Assessment Capable Learners

Writing Rubrics & Assessments

Learning Log



Title: Using Rubrics for Assessment



How can the use of a rubric support students in becoming assessment capable learners (recognizing and demonstrating high quality mathematics)?

4:00

How will your assessment culture (practices) shift to maximize student learning potential?

Closure

Session 3 Outcomes



Participants will:

- + Plan, implement, and share assessment methods that allow all students to demonstrate understanding.
 - + (Asynchronous: Assessment Methods)
- + Develop success criteria for their formative assessment.
 - + (Rubrics)

Closure

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Closure



- + Parking Lot
- + Attendance
 - In the Portal
- + Continuing Education Credit
- + **Homework:** On-Demand Module
 - Activity 1: Prior to Session 1
 - Activity 2: Prior to Session 3



QR CODE HERE

