



Building on Assessment (Virtual) – Session 3

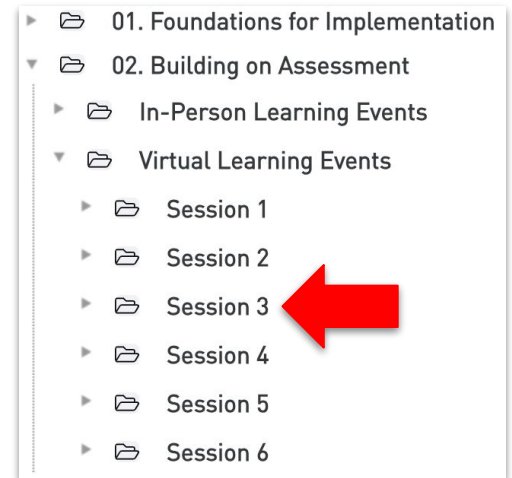
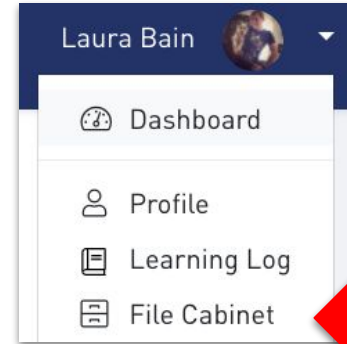
© CPM Educational Program. All rights reserved. cpm.org

Welcome!

Building on Assessment – Session 3

What should I do before we get started?

- + **Share** your favorite outdoor activity in the Public Chat
- + **Open** the resources from the File Cabinet.
 - + 00 Productive, Unproductive Beliefs Poster
 - + 01 How Testwise Are You?
 - + 02 Samples of Student Work (CC2)



Tech Tip



Viewing Options

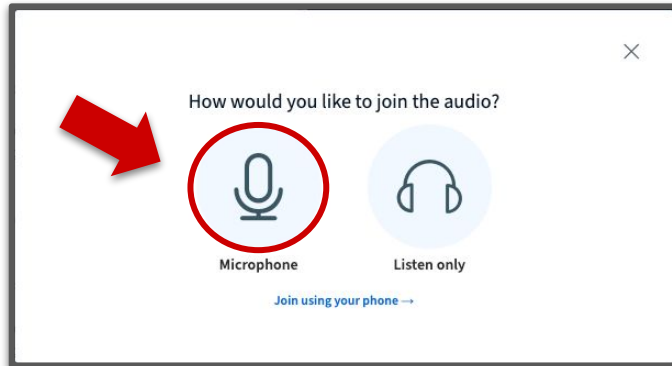
User list toggle

The screenshot shows a Zoom meeting interface with a dark blue background. At the top center, a white rounded rectangle contains the text "Viewing Options". In the top left corner, a user name "Ashley Boyd" is visible, with a red arrow pointing to it from a grey box labeled "User list toggle". In the top right corner, a red circle highlights the three-dot menu icon. A white menu is open, listing options: "Fullscreen Application", "Settings", "About", "Help", "Keyboard shortcuts", "Manage layout" (highlighted in blue), and "Leave meeting". A red arrow points from the "Manage layout" option to a "Layouts" dialog box. The dialog box shows four layout options: "Custom", "Smart layout", "Focus on presentation", and "Focus on video". At the bottom of the dialog are "Cancel" and "Confirm" buttons. The meeting controls at the bottom include a plus sign, microphone, video, and chat icons. The slide number "Slide 1" is visible at the bottom center.

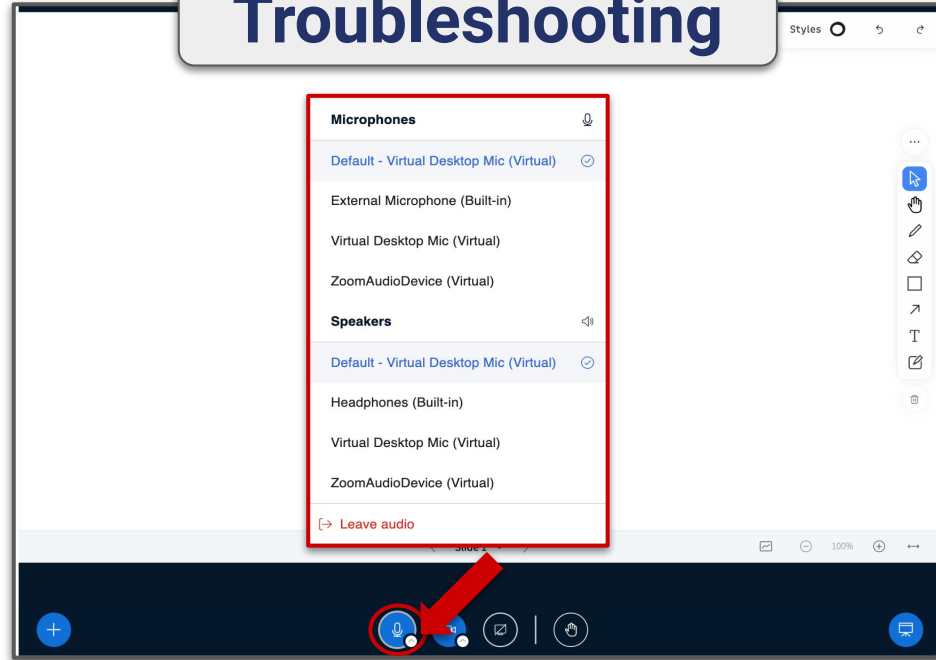
Tech Tip



Audio



Troubleshooting



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.



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 Agreements



Be willing to take **risks**.
Have a **visionary** mindset.
Stay **engaged**.
Explore and reflect on your **beliefs**.
Give **grace** to others and yourself.

Set your status to thumbs up when you are ready to begin.





How Testwise Are You?



Working individually
(5 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



Discussion in Team Rooms
(7 minutes)

Tech Tip



Task Card

Team Task: 5 Minutes

1. Review Team Rooms Agreement. (1 min)
2. Take turns introducing yourselves. (3 min)
 - Name
 - Location
 - Grade(s) you have taught
 - Highlight from your week
3. Write down your team room number.

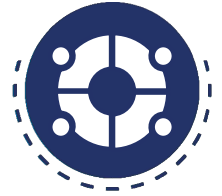
EXAMPLE

The screenshot shows a web browser with two tabs: 'BigBlueButton - IC EE - Default' and '1 - IC EE'. The active tab displays a meeting interface with a sidebar on the left containing 'MESSAGES', 'NOTES', and 'USERS (2)'. The main area shows a 'Public Chat' and a 'Shared Notes' section. A red box highlights a timer in the top right corner of the meeting area that reads 'Breakout room time remaining: 14:33'. A red arrow points to this timer.

Time

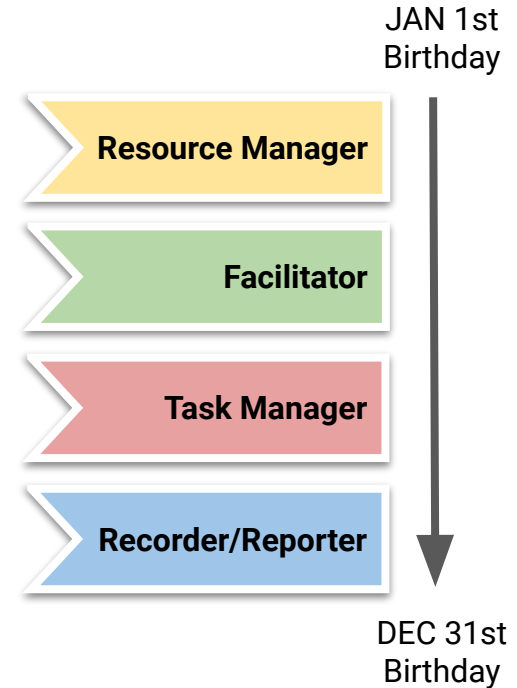
Opening – Icebreaker

Team Room Task Card



Team Task: 7 Minutes

1. Determine team roles by birthday and introduce yourselves. (2 min)
2. As a team, discuss your answers and justifications to “How Testwise Are You?” (5 min)



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



“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?

Feedback that Supports Student Ownership

Task 1



Team Task: 7 Minutes

- + Read your team role responsibility in the Public Chat. (1 min)
- + Discuss the **three** questions (see Google Slides). (6 min)

** Only complete Task 1 **

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?

Screen Break

Take a break and walk away from the computer.



Share your experience using

#MoreMath
#MOREMATH
#moremath

Feedback that Supports Student Ownership

Task 2



Team Task: 15 Minutes

1. Read your team role in the Public Chat. (1 min)
2. Refer to your team's answers from Task 1 to guide your thinking as you create a **general** rubric. (14 min)



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.

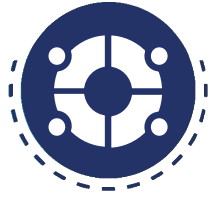


Assessment capable learners “are aware of their current level of understanding in a learning area.”

Developing Assessment Capable Learners

Feedback that Supports Student Ownership

Task 2



Team Task: 16 Minutes

1. Read your team role in the Public Chat. (1 min)
2. Discuss your student work rubric ratings. (15 min)
 - + As needed, make revisions to your team's **general** rubric.

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)?

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

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.

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



@CPMeducationalprogram



@CPMmath



@CPMmath