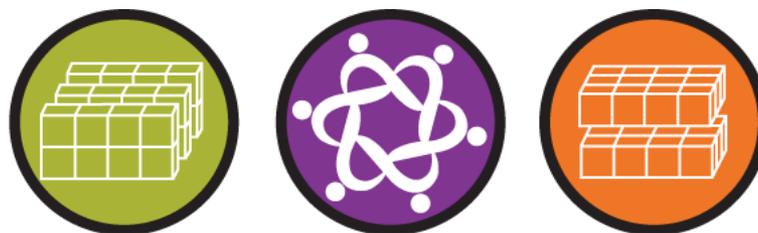


Welcome to ...



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Common Core for Mathematical Proficiency in Grades 6 – 8



Agenda

- Number Talk
- Worthwhile Task Reading
- Formative Assessment
- Lunch
- Formative Assessment
- Mathematical Exploration

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NUMBER TALKS

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$$36 \times 15$$

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Math Professional Teaching Standards

- **Standard 1:** Knowledge of Mathematics and General Pedagogy
- **Standard 2:** Knowledge of Student Mathematical Learning
- **Standard 3:** Worthwhile Mathematical Tasks
- **Standard 4:** Learning Environment
- **Standard 5:** Discourse
- **Standard 6:** Reflection on Student Learning
- **Standard 7:** Reflection on Teaching Practice

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Reading Assignment – Discuss and Report Out

1. Find and discuss with your partner 3 things that you found significant noting the page and quotes that refer to this significant idea.
2. As a group, decide on one significant idea to share out.

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AssessToday

Workshop on the Use of Short Cycle
Formative Assessment
Observation Protocol

Colleen M. Eddy
August 6, 2015

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Agenda

Define Formative
Assessment
Background
Information
Assess Today Components

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Defining Formative Assessment

- Using evidence about student understanding
- By teachers, learners, and peers
- Make decisions on next step based on the evidence rather than just following a prescribed plan

(Black & Wiliam, 2009)

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Cycles of Formative Assessment

Type	Focus	Time Frame
Long Cycle	Across marking periods, semesters, or years	4 weeks to 1 year or longer
Medium Cycle	Within a teaching unit	1-4 weeks
Short Cycle Day by day Minute by minute	Within and between lessons Over 1 to 2 classes During instruction	A few seconds to 2 days 1 to 2 days A few seconds to a few minutes

Timeframe for formative assessment (William & Thompson, 2007)

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Focus:

Short-cycle Formative Assessment

Type	Focus	Time Frame
Short Cycle Minute by minute	During instruction	A few seconds to a few minutes

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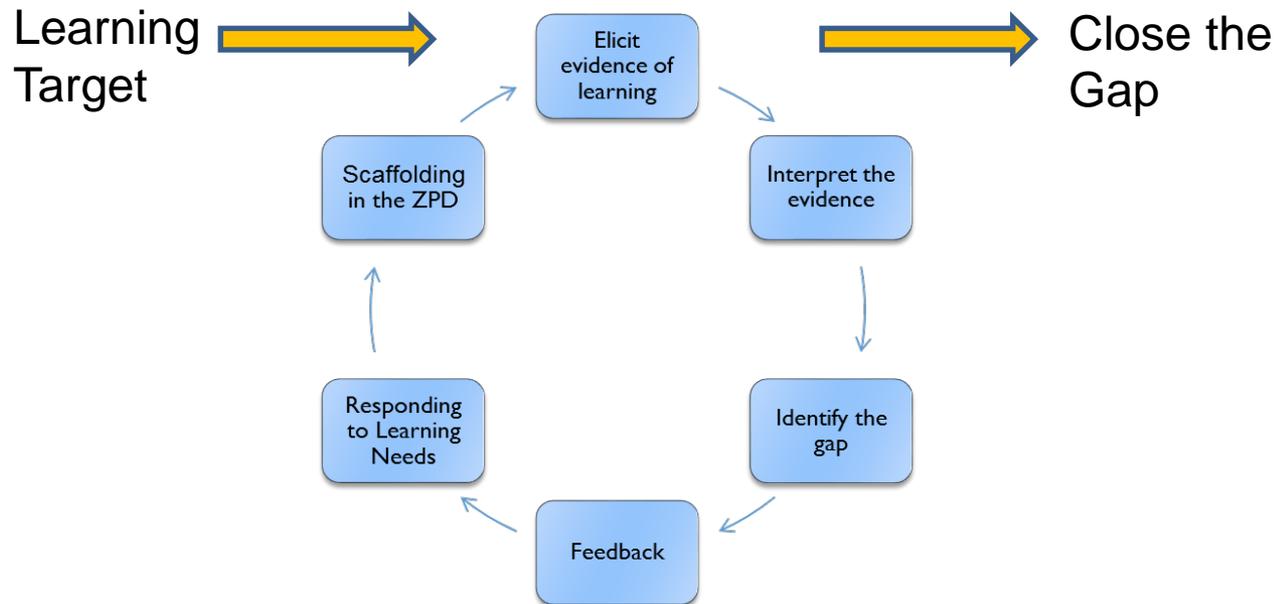
Foundation of AssessToday

- Differentiation of summative and formative (Scriven 1966)
- Mastery learning (Bloom 1971)
- Student actively monitoring their work; quality (Sadler 1989)

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Purpose:

Close achievement gap



Adapted from the “Process of Formative Assessment” (Heritage, 2010, p. 11)

Outcomes

- Improve student self-regulation
- Increase student success
- Support teachers developing sustaining formative assessment practices

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Reasons for Using AssessToday Observation Protocol

- Written with practitioners in mind
- Limited to observable actions in the classroom
- Short-cycle formative assessment affects student achievement.

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The Big Ideas of Short-Cycle Formative

- Learning Target
- Classroom Questioning
- Student Responsibility
- Feedback
- Instructional Adjustment

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AssessToday Observation Instrument

Seven Components

- Learning Target
- Question Quality
- Nature of Questioning
- Self-evaluation
- Observation of Student Affect
- Instructional Adjustment
- Evidence of Learning

Stages of Teacher Growth

- Novice
- Apprentice
- Practitioner
- Master

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Learning Target Indicators

- Learning target matches lesson
- Teacher states learning target
- Teacher writes the learning target in student friendly terms
- Students write learning target
- Learning target is revisited

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Example

1. By the end of class today, I will be able to formulate a system of equations.
2. By the end of class today, I will be able to solve systems of equations using concrete models, graphs, tables, and algebraic methods.

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Learning Target



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Self-evaluate on your use of this component – choose one

- Novice
- Apprentice
- Practitioner
- Master

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Question Quality Indicators

- Open ended questions
- Mix of Bloom's high and low questions
- Connect to students' prior knowledge

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Question Quality Indicators

Examples

- Open ended questions

Why does this part not count?

- Mix of Bloom's high and low questions

What are we looking at as far as quarters and dimes? (Understanding)

How many quarters and dimes, total, combined is equal to what?
(Remembering)

What's missing up there? (Applying)

- Connect to students' prior knowledge

What have you been doing when you solve systems of equations?

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Questioning Quality



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Nature of Questioning Indicators

- Follow up questioning
- Wait time

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Nature of Questioning Indicators

Examples

- Follow up questioning

What were your two equations?

What is missing?

What were your 2 equations?

- Wait time

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Nature of Questioning



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Self-evaluation Indicators

- Initiate self evaluation
- Self evaluation tools and strategies
- Student action

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Self-evaluation



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Observation of Student Affect Indicators

- Student behavior
- Teacher focus
- Student interactions
- Teacher behavior

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Observation of Student Affect



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Instructional Adjustment Indicators

- Instructional Audience
- Grouping strategies
- Instructional strategies
- Instructional timing

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Instructional Adjustment Indicators

Examples

- Instructional Audience

Class brought back to whole group to clarify directions for self evaluation

- Grouping strategies
- Instructional strategies
- Instructional timing

Instructional Adjustment



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Evidence of Learning Indicators

- All student responses
- Individual responses
- Artifacts

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Evidence of Learning



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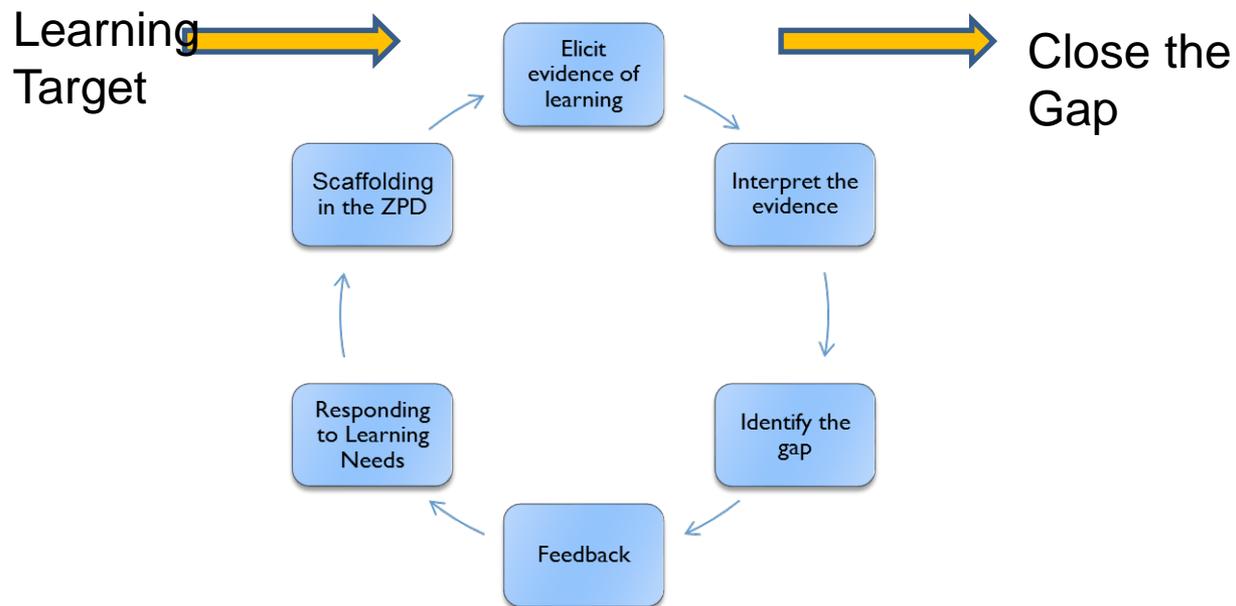


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Purpose:

Close achievement gap



Adapted from the “Process of Formative Assessment” (Heritage, 2010, p. 11)



Thank you!

QUESTIONS?

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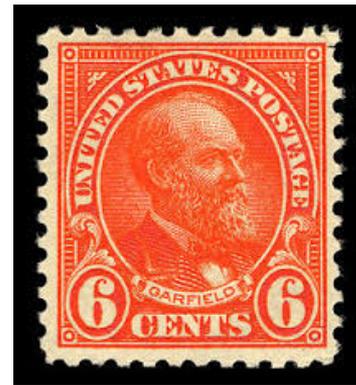
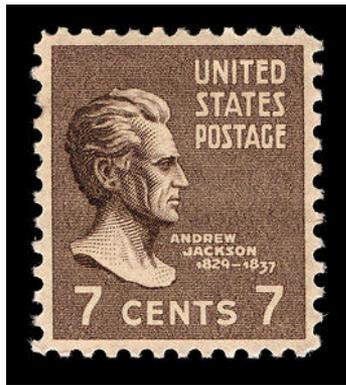


Lunch

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Math Exploration

Postage Stamp Task



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COMP Class Visits

- Class Visits – one in the fall and one in the spring
- Please complete the information sheet and give to Sandy before leaving today.



Reflection – Exit Ticket

Take a few moments to reflect on our time of thinking and learning today.

-- Exit Ticket - How will you utilize today's knowledge and experiences in your classroom practice?

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Stay Safe

- Please help us put the room in proper order.
- Please leave your name tags for next time.