



# New Teacher Symposium

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Marietta Conference Center  
October 17, 2005



# Mathematics: Day Three

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Learning to Assess  
and  
Assessing to Learn



# *First Grade Takes a Test*

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Think About:

- What do we assess?
- Why do we assess?
- How do we assess?



# Table Discussion

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- What should we assess?
- Why should we assess?
- How should we assess?



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**What should  
we assess?**



# “Reaching the Goal”

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- What mathematics is involved in this task?
- What standards are addressed?



# Is This a Good Task?

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Decide whether this **is** or  
**is not** a good task.

Justify your answer.



# Criteria for Good Tasks

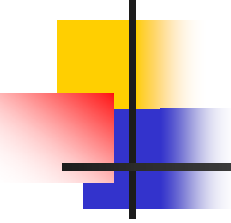
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- Involves significant mathematics
- Can be solved in a variety of ways
- Elicits a range of responses
- Requires communication
- Stimulates best performance
- Lends itself to a scoring rubric



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**Why should we  
assess?**



# “Rectangular Prisms: Explain the Concept”

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What could you learn about students based on their performance on this task?



# Assessing for Learning vs Grading

## Assessing

- Continuous process
- Provides feedback to improve student achievement
- May be formative or summative
- Provides a means of collecting evidence of student mastery of the standards
- Provides a photo album of student progress through which student growth can be observed

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## Grading

- A means of assigning numerical or alphabetical grade to a student's work to inform students, parents and other stakeholders
- May be formative or summative
- An attempt to quantitatively describe student achievement
- Provides a snapshot of student progress



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**How should we  
assess?**



# Analyzing Student Work

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1. Complete the assignment or task.
2. Identify the standards addressed by this assignment.
3. Specify the criteria of the assignment.



# Analyzing Student Work

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4. Generate a rough rubric or scoring guide based on the standards addressed and the criteria for this assignment.
5. Score the work or provide feedback on the work, using the rubric/scoring guide.
6. Plan a strategy for improving student performance based on the work.



# Rubrics

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- Holistic

- Analytical

- Longitudinal

# Task 3:

## "Grass for Goats"

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Analyze the four pieces of student work on pages 119 - 122 in your Balanced Assessment book.



# Self-Assessing

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- Feedback
- Commentary



# Commentary

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- Identifies the mathematics involved in the task
- Identifies evidence of understanding related to a specific standard
- Guides the teacher in understanding the depth, detail and rigor expected in work that meets the standard
- Guides students in comparing and judging the quality of their own work

# Classroom Assessment Strategies



## Selected Response

- Multiple Choice
- True-False
- Matching

## Constructed Response

- Fill-in-the-blank (words, phrases)
- Essay
- Short answer (sentences, paragraphs)
- Diagram
- Web
- Concept Map
- Flowchart
- Graph
- Table
- Matrix
- Illustration

## Performance Assessment

- Presentation
- Movement
- Science lab
- Athletic skill
- Dramatization
- Enactment
- Project
- Debate
- Model
- Exhibition
- Recital

## Informal Assessment

- Oral questioning
- Observation
- Interview
- Conference
- Process description
- Checklist
- Rating scale
- Journal sharing
- Thinking aloud a process
- Student self-assessment
- Peer review



# Sample Items

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- Correlate the sample items provided to the assessment strategies listed in the previous slide.
- Discuss how each of these items might be used in the classroom.



# Characteristics of Exemplary Assessment

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- Emphasizes learning process as well as product
- Requires active construction of meaning
- Assesses interdisciplinary and cross disciplinary skills
- Helps students self monitor
- Gives specific expectations for students



# Characteristics of Exemplary Assessment

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- Emphasizes the application and use of knowledge
- Has meaning and relevance to students
- Emphasizes complex skills
- Makes standards public and known in advance



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**Self-Assessment**

**Setting a Goal**



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