

Week 2 Day 4

Participants will:

- Become more aware of various tools to collect evidence of student learning.
- Better understand the linkage between goals, checkpoints, and exit tasks to inform instruction for student learning.
- *Reason abstractly and quantitatively.*
- *Look for and make use of structure.*

Looking at the given lesson:

- Based on the questions asked in the textbook, what do you believe to be the **mathematical learning goal(s)** of the learning?
- What are **key checkpoints and questions** along the way that will serve as evidence of their understanding or alert you to misconceptions? Where would you place them in the lesson? (Students not reading the problem correctly, etc.)
- **Design an exit task** that will provide you with evidence of the learning and/or misconceptions.

Learning Goals

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### Key Checkpoints and questions

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Exit Task

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Your Focus:

*Checkpoints* and *Exit Tasks* are meant to provide feedback to inform instruction and uncover misconceptions.

Does the poster accomplish this?

Consider how the  
comments might enhance  
your learning goals,  
checkpoints and exit tasks.

# TIMSS Video

- The TIMSS Video Study was created in 1999 as a result of the Third International Mathematics & Science Study. This is a series of videos in 8<sup>th</sup> grade classrooms in 6 countries and the United States.
- All videos are available free of charge at:  
<http://timssvideo.com>

## Focus Question:

***“I observed (something the students said/did) and I believe/wonder (something about what the students did or did not understand about the mathematics.”***

*You have heard the responses.  
The teacher's intentions were  
to move on to laws 2 and 3.  
Some of the students clearly  
don't get law 1. What do you  
do now?*

## TASK:

*Your task is to design an intervention that the teacher could use before she moves on to laws 2 & 3. After 2 min of private think time, come together as teams of 2-3 to share your strategy. As a team, describe an intervention you think would be effective and be ready to share in 10 minutes.*

Enjoy your afternoon off.

Go do something fun.

That's an order!!

# ***5 NON-NEGOTIABLE STRATEGIES FOR EFFECTIVE FORMATIVE ASSESSMENT***

***Clarify and share learning intentions and criteria for success about the math with students.***

***Engineer effective classroom discussions, questions, and learning tasks.***

***Provide feedback that moves learners forward.***

***Activate students as the owners of their own learning.***

***Encourage students to be instructional resources for one another.***

What were the activities and purposes for each day this week?

1. Monday
2. Tuesday
3. Wednesday
4. Thursday/Friday

# JOURNAL WRITE:

As you consider your own classroom practice:

1. How are you engaging in effective formative assessment?
2. How might you change your current practice to make your formative assessment more effective?