

TEACHER LEARNING PRACTICE PROTOCOL

Examining Assessments for Supporting Students and Teachers

Goal: Help participants see how different types of assessments will provide them with different information about their students' understandings.

Before PD Planning:

- 1) Determine 3 different assessments/tasks to use for this analysis (Examples: see below)
 - a) District Required Assessments - [IAB](#)- administer the whole interim assessment or select certain problems
 - b) Classroom assessments already used – Routine assessments such as weekly or unit curriculum assessment, teacher created unit assessment or problems
 - c) Other type of assessment – looking at problems from math journal, notes from conference with student, Kendra Lomax's problem solving assessment - <https://learningfromchildren.org/listening-to-childrens-thinking/resources/>
- 2) Teachers administer each assessment with 2-3 students and bring results to PD meeting

Analyzing assessments at PD:

(Have the teachers sit in groups of 3-4. This could be grade level groups or across grade levels to discuss thoughts within or across grades.)

- 1) Teachers bring back student work/ notes from three assessments.
- 2) Individual teacher reflection time to look at one of the students' work from each of the assessments – noting what was learned about the student's mathematical thinking from each.
- 3) Teachers each get about 3-4 minutes to share with table group what was learned about the student from step 2. Items to share:
 - a) What did you learn about your student's understanding from each of the assessments?
 - b) How could what you learned from each assessment help you to support or extend this student's learning?
- 4) After sharing about individual student. Teachers discuss with group:
 - a) What does each assessment afford for understanding student learning?
 - b) How does each assessment inform instruction?
 - c) What would teacher do next to support particular student based upon the three different assessments?



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5) Debrief with whole group- What is learned about student thinking from varying assessments? How do our conversations on these varying assessments inform our instruction?

- Document group learnings from assessment discussion – Group google doc, chart paper, etc.

6) OPTIONAL EXTENSION – Examine details of student strategies from assessments based upon CGI frameworks, then connect those strategies to where they may fit within the Common Core State Standards (CCSS)/CA Mathematics Framework

