Making Rich Tasks Work: Assessment for Learning in Action

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Scaling the Teaching Curve

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Schedule For the Workshop

- Do/ Analyze the math task (Part I)
- Designing (Part II)
- Give receive Feedback (Part II)

Goals to take away from this

- See how analyzing the mathematics of a task influences how you'll engineer classroom time with your students.

- Use "five non-negotiables" of assessment for learning as a framework to use rich tasks effectively in *your* classroom

Park City Mathematics Institute/IAS

Teacher Leadership Program

A 3-week residential program for secondary school teachers:

Do meaningful mathematics

Reflect Deeply on effective teaching

Become a Resource for other teachers

To learn more: http://pcmi.ias.edu/program-sstp/

OR

http://mathforum.org/pcmi/

What I don't plan to do

- Give handouts of lessons.
- Tell you what will work in your class.
- Be an authority

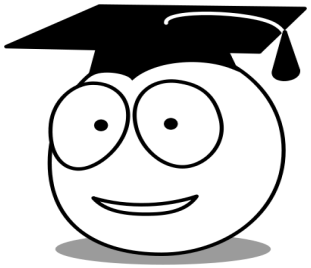
Norms for Participants

- Ask, Don't Tell. Share.

- Focus: what can I learn from those next to me? What do I have to offer?

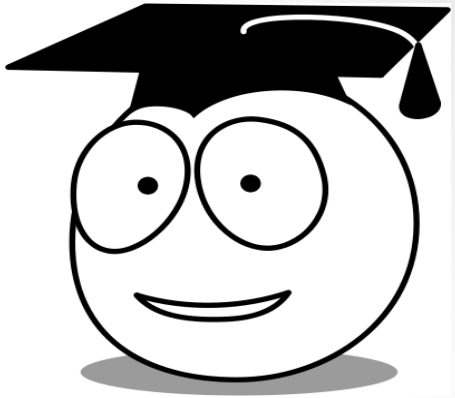
- Keep the right Hat on this session:

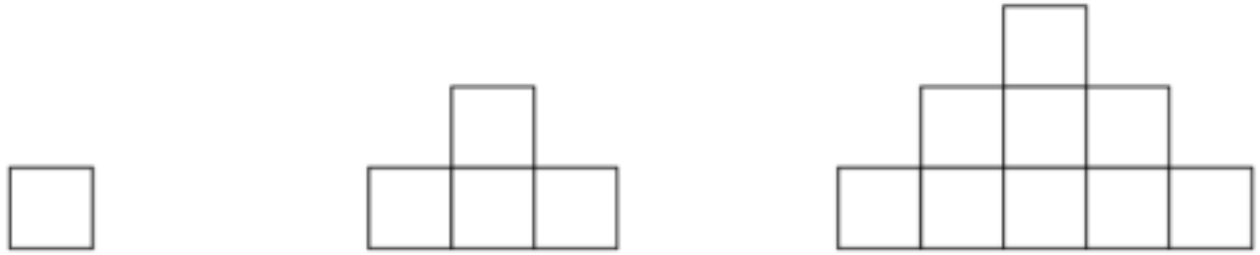
Student Hat?



Teacher Hat?

Doing the Math:





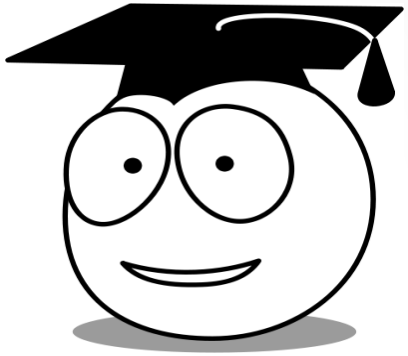
Step 1 Step 2 Step 3

As the step changes, _____ also changes.

Our Task:
Mathematical TOPICS?

Mathematical Practices?

What's in this task? Mathematical PRACTICES



Brainstorm.

PS Common Core mathematical practices in your packet.

Using the patterns problem to help students learn

- ~~“This is a cool problem.”~~
- ~~“ I will use this in my class.”~~

- Let’s go beyond this. … HOW? With what goal in mind?

Non-negotiables describing Effective Assessment for Learning

- Clarify and share learning intentions and criteria for success with students.
- Engineer effective classroom discussions, questions, and learning tasks.
- Provide feedback that moves students forward.
- Activate students as the owners of their own learning.
- Encourage students to be instructional resources for one another.

From

Leahy, et al., *Classroom Assessment, Minute by Minute, Day by Day. Educational Leadership* : November 2005, Volume **63**, Number **3.** URL: http://bit.ly/Leahyarticle5nns

Making it Work:

1. GOALS (*many are possible)*:
   - One mathematical content goal, and
   - One mathematical practice to design around.

2. CRITERIA FOR (EVIDENCE OF) SUCCESS:
   - What does it *look* like in student work? Possible Errors?
   - What does it *sound* like in student comments? Possible Misconceptions?

The Design

3. QUESTIONS / CHECKPOINTS:

- Plan at *one or two* questions/checkpoints that will give you good feedback about student progress on your goals. *Why will these work?*

4. FEEDBACK to students:

- How will students receive feedback about their progress? *Who will deliver the feedback? How can it be delivered?*

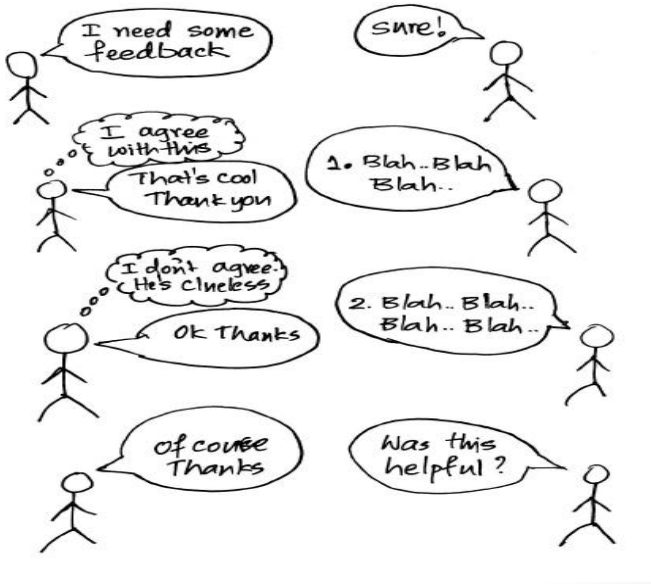
On Poster Paper

- Goals

- Questions / Checks

- Evidence

- Feedback



Gallery Walk (Post-its)

- Specific Feedback on the LINKAGE between:

Their goals ← → *Their Evidence, Questions, Feedback*

- Then see what your colleagues said about your design work

My Experience with another task

- The mathematics I saw in this task
- Goals for my students topics and practices
- What I looked for in student work
- What I learned about student understanding
- What I would do differently

Exit Task

- What did you take away from your time thinking about this rich task?

To Learn More:

- Leahy, et al., *Classroom Assessment, Minute by Minute, Day by Day*.

Educational Leadership : November 2005 | Volume **63** | Number **3**

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