Math Assessment Preview Agenda

This guide is designed to help educators engage in assessment previews that help them better understand the way the standards come to life through high-quality tasks and questions. Takeaways from this process can help teachers reflect on and make adjustments to their planning and instruction in order to better support their students to meet the demands of grade-level standards. Teacher teams can use this collaborative process in planning meetings or data meetings.

Outcomes

- Deepen your understanding of what the standards expects of students and how this is similar and different to your materials/curriculum using an upcoming unit or module assessment
- Think about what you will want to look at/learn about your students after they take the assessment in student work and data

Materials

- Curricular materials including upcoming lessons
- A limited set of items aligned to 1-2 standards from the upcoming unit or module assessment & constructed response rubrics (if applicable)

Agenda (45-60 minutes)

1. **Set focus for the time**: By the end of this meeting, you should walk out having defined what you want to keep the same or change in your next 6-8 weeks of instruction based on what is expected of students.

2. **Review purpose of instructional assessments**:
    - Skim and discuss "Flipping the way we think about assessments" by John Maycock.
    - Discuss: How are the ideas in this post similar to or different than how I typically use assessments?

3. **Take a portion of your upcoming unit or module assessment:**
    - Select 1-2 standards on the assessment to focus on. Read over the language of the cluster and standard(s) for those you are reviewing, and take note of the aspect(s) of rigor.

- Complete the items for the standard(s) you selected on the assessment including any constructed response items and the rubric: What would students need to know/do for this standard?

4. **Think about what this means for your planning and instruction**: How similar and different are how the standards are approached in your materials and in the assessment? What will you consider in your upcoming materials or instruction based on what's expected of students?

   One thing to consider is the aspect of rigor of the standards and the instructional approach in your materials:

   - **Conceptual understanding:** discussion and reflection, use of concrete or visual models, multiple representations, error analysis
   - **Procedural skill and fluency:** connecting procedures to conceptual understanding, explicit instruction, opportunity to practice with teacher feedback
   - **Application:** problem-solving opportunities, multiple solution methods, Intentionally integrating content from related standards

5. **Consider what you'll look for in your data**: When I review student work and data from the assessment, what do you want to learn or focus on?