

This webinar guide is designed for use by instructional leaders and professional learning communities or as a self-paced study to explore Assessment in Elementary Mathematics.

Assessment has the power to inform instructional decisions, support student learning, and provide teachers with evidence about their students' progress.

**Full Webinar: 61:19 minutes**

Start Times

Teacher as a Planner:	7:48
Teacher as a Coach:	29:38
Teacher as a Judge:	48:22
Learning Guide:	54:22



**Synopsis:** This webinar provides a framework for examining learner outcomes as a key part of the planning process, examples of formative assessment strategies and accompanying classroom samples, and reflections on the qualities of an accurate and fair summative assessment plan.

## Key Understandings

- The ultimate goal of assessment is to support student learning.
- Teachers plan for assessment, with the end in mind, at the beginning of a unit of instruction.
- Formative assessment is built into every lesson.
- Teachers gather evidence of learning in a variety of ways to ensure fair and accurate judgements.
- The teacher as Planner:
  - Understands outcomes
  - Define goals
  - Knows your students
  - Plans for instruction and assessment
- The teacher as Coach:
  - Analyzes feedback from multiple sources in order to inform further instruction
- The teacher as Judge:
  - Interprets results
  - Makes a fair judgement of student learning

## Reflection

- What am I already doing in my classroom to support every student?
- What is one assessment strategy I can add to my "classroom toolbox"?

## Consider an Upcoming Unit in Math

- What are some specific goals you have for your students? What will they be able to do to show you they have achieved the learner outcomes?
- What kinds of evidence might you collect to help you judge whether or not they have met the goals?
- How might you provide scaffolding for those who may need it in order to meet the goals?

## Consider an Upcoming Lesson in Math

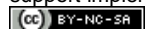
- How might you make the learning goal(s) clear to your students?
- What are some ways you could collect feedback on whether or not students are experiencing success?
- How might students receive feedback on whether or not they're being successful? Who could provide that feedback? (Teacher? Peer? Self?)

## Consider Your Gradebook

- What might you do if the mark in your gradebook for a particular student does not tell the same story as the evidence you have collected through day-to-day formative assessment?

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### For more information

- Please visit our online learning guide at: <http://learning.arpdc.ab.ca>
- Visit your local consortium's website to view upcoming learning opportunities, or to discuss customized follow-up possibilities.

