CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT

Assessment Conference for Mathematics Teachers

Saturday, February 8, 2014 • 9am – 2pm
LAWRENCE HALL OF SCIENCE • UC BERKELEY

Conference Program

Check-in and closing are in Room 150 (on the C level of LHS).
Rooms for talks will be announced at Check-in.

9:00am – 9:15am	**Check-in, Welcome**
9:15am – 10:30am	**Session A Breakouts**
10:35am – 11:50am	**Session B Keynote**
11:50am – 12:35pm	**Lunch**
12:35pm – 1:50pm	**Session C Breakouts**
1:55pm – 2:00pm	**Closing**

CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT

ASSESSMENT CONFERENCE FOR MATHEMATICS TEACHERS

Session A Breakouts 9:15am – 10:30am

Grades 3-6:
Using Formative Assessment to Deepen Students' Understanding

Harold Asturias Director, Center for Mathematics Excellence and Equity (CeMEE)

Feedback is essential to help students become mathematically proficient as expected by the Common Core State Standards for Mathematics. Feedback can help students make better sense and gain deeper understanding of academically demanding mathematics content. In this session we will discuss how teachers can use formative assessment day by day, minute by minute to provide students with feedback that moves their learning forward.

Grades 7-12:
MDTP Materials as Tools in the Formative Assessment Process

Emiliano Gómez Site Director, CSU/UC Mathematics Diagnostic Testing Project (MDTP)

We will illustrate how MDTP tests and written response materials can be used to inform instruction during the ongoing process of formative assessment.

We will also discuss how MDTP's written response materials can help students engage in the CCSS-M Standards for Mathematical Practice.

Finally, we will provide information about the new tests being developed by MDTP in light of the CCSS-based content for Grade 7, Grade 8, and Algebra.

CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT

ASSESSMENT CONFERENCE FOR MATHEMATICS TEACHERS

Session B Keynote 10:35am – 11:50am

Assessing Mathematics Practice Standards with Smarter Balanced Assessment

Jane Liang, Ed. D California Department of Education

This session will provide the information about how Mathematics Practice Standards (MPS) in the Common Core State Standards for Mathematics (CCSSM) are assessed by the Smarter Balanced assessment. Topics included are listed below:

- Mathematics practice standards
- Mathematics content specifications: claims, targets
- Mathematics item specifications: selected-response, short constructed-response, extended constructed-response, technology-enhanced, performance tasks

Jian-Hua (Jane) Liang, Ed.D. is a mathematics consultant for the California Department of Education (CDE). She was responsible for contract oversight for the development and administration of the Standardized Testing and Reporting (STAR) tests in mathematics between 2005 and 2013. Currently, she serves as a member of the mathematics review panel for the Smarter Balanced Assessment Consortium. She is also a member of the California Leadership Team for the Smarter Balanced Digital Library. Prior to joining the CDE, Dr. Liang was a math teacher and an administrator for many years. Her first teaching assignment in the United States was at Abraham Lincoln High School in the San Francisco Unified School District in 1986.

CSU/UC MATHEMATICS DIAGNOSTIC TESTING PROJECT

ASSESSMENT CONFERENCE FOR MATHEMATICS TEACHERS

Session C **Breakouts** **12:35pm – 1:50pm**

Grades 3-6:
Using Formative Assessment to Create Equitable Practices

Karen Mayfield-Ingram — Associate Director, EQUALS and Family Math

Assessment is often used to evaluate and separate students. It can narrow instead of enhance a students' perception of their ability to do and succeed in mathematics. Come experience formative assessment strategies that allow all students to deepen their mathematics understanding, utilize multiple mathematical competencies, and affirm their learner identities.

Grades 7-12:
Responding to Students in Ways that Improve Their Learning

Lew Douglas — Co-Director, Bay Area Mathematics Project (BAMP)

Research shows that teaching is more effective when it assesses and uses prior learning, thereby helping teaching adapt to the needs of students (Black & Wiliam, 1998). We will use activities from the Formative Assessment Module developed by the Shell Centre to consider what this kind of teaching looks like in the classroom.