

PTCNET SURVEY RESULTS - 2019

Topic: Assessment Practices in Mathematics	Date conducted: 11-27-18
Number of responses: 20	Submitted by: Vania Brumley

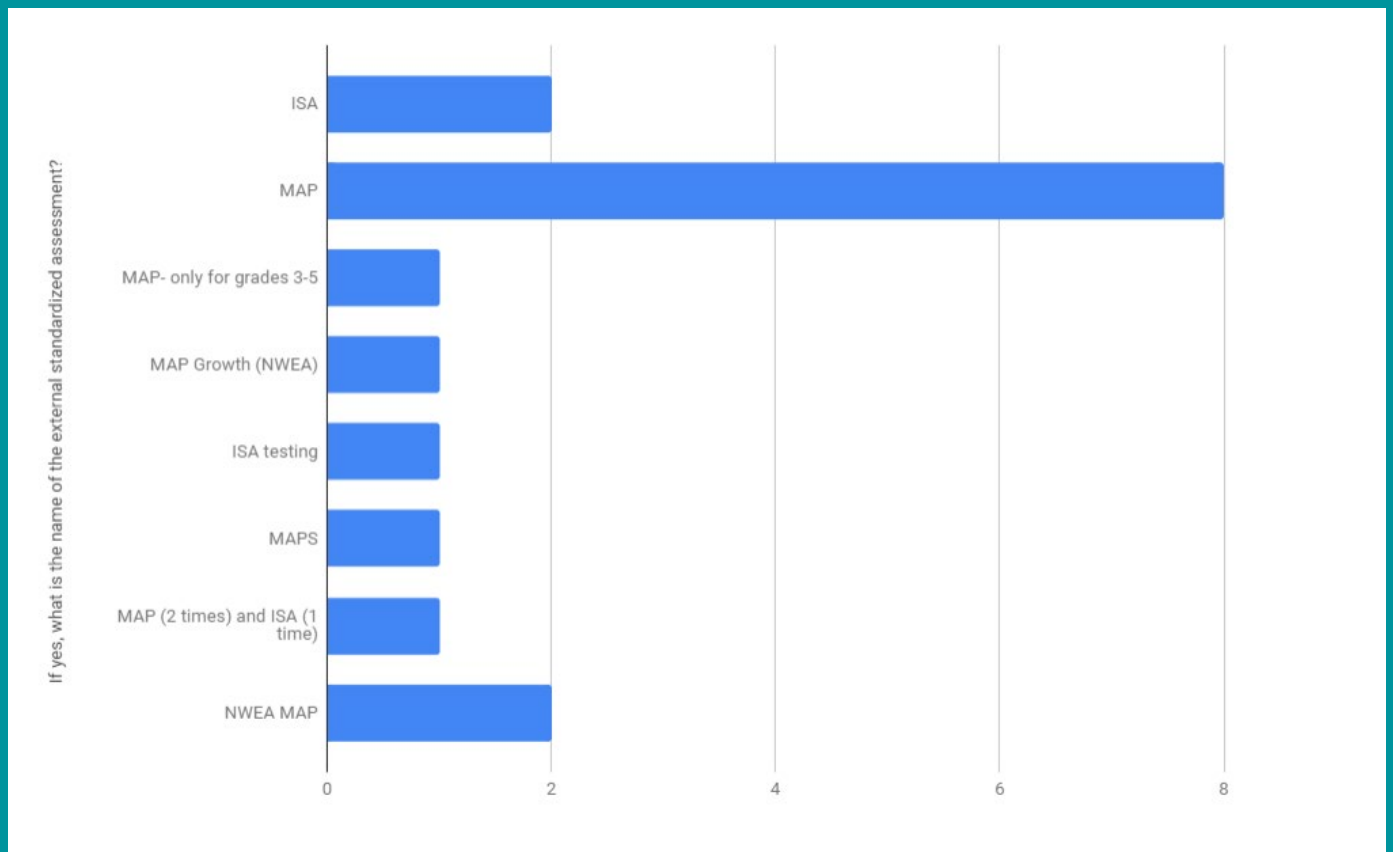
Does your school have an external standardized math assessment?

90% of respondents indicated Yes.

If yes, how often is it administered?

- 1 times a year - 5
- 2 times a year - 9
- 3 times a year - 1
- Other - 1

If yes, what is the name of the external standardized assessment?



Which of the following do your teachers use to assess students' development in math?

- unit pre-assessments, mid year grade level assessments, end of year grade level assessments
- beginning of the year grade level assessments, end of year grade level assessments
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, Performance Tasks. Also for 'unit post assessments' we have common questions that teachers administer but they do not need to be administered under 'test circumstances' on the same day or by pen and paper. Rather we have common questions so that we can moderate but teachers administer in whatever way best suits the student.
- unit pre-assessments, unit post-assessments, mid year grade level assessments, end of year grade level assessments, standardized test mentioned previously, NB: mid and end of year assessments given due to local ministry requirements - not our choice!
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, Unit Check ups (formatives during the units)
- beginning of the year grade level assessments, end of year grade level assessments, SENA from Australia for number fluency
- unit pre-assessments, unit post-assessments, standardized test mentioned previously
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, formative assessments
- unit pre-assessments, unit post-assessments, beginning of the year grade level assessments, mid year grade level assessments, end of year grade level assessments, mid-assessments like exit/ entrance tickets, feedback notes,...
- unit pre-assessments, unit post-assessments, standardized test mentioned previously
- unit pre-assessments, unit post-assessments, beginning of the year grade level assessments, end of year grade level assessments, standardized test mentioned previously
- unit pre-assessments, beginning of the year grade level assessments, end of year grade level assessments, formative assessment tasks from MARS and Kentucky's MDC, and AVMR,
- unit pre-assessments, unit post-assessments, formative assessments on an ongoing basis
- unit pre-assessments, unit post-assessments, end of year grade level assessments, Ongoing formative discussions with individual students to help plan next steps. Observations during student sharing sessions (math congress) as part of the Context for Learning math units (Kathy Fosnet & Martin Dolk)
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, Individual interviews to place students on mathematical trajectories
- unit post-assessments, end of year grade level assessments, standardized test mentioned previously, Common Formative assessments throughout each unit, typically only one or two questions, created by the teachers and instructional coach.
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, ongoing assessment against standards
- unit pre-assessments, unit post-assessments, beginning of the year grade level assessments, ongoing formative assessments
- unit pre-assessments, unit post-assessments, standardized test mentioned previously, a few common formatives per unit across teams
- unit pre-assessments, unit post-assessments, End of year common course assessments (not limited to grade levels), also adaptive electronic assessment tools

Are your internal assessments:

Published resource – 2

Teacher created – 4

Both – 14

If you use published resource assessments, please let us know which one(s) you are using:

- NZ Maths Number - Gloss and JAM
- We draw from K-5 Resources and Engage but we make our own
- Bridges
- SENA, Ontario Diagnostics
- Everyday Math
- Howard County Number Readiness, AVMR, MARS
- Interviews are created at our school, but based on the Learning and Teaching Early Math by Clements and Sarama and Children's Mathematics CGI by Carpenter et. al.
- Everyday Mathematics with adjustments according to our units.
- All of our internal assessments were created by the Teaching and Learning Office

Which data points are most informative? you use published resource assessments, please let us know which one(s) you are using:

- Number strategy stages from NZ Maths
- We are also seeking effective maths assessments - would love a copy of the results.
- internal assessments created by teachers, but MAP if looking at growth patterns is helpful
- Pre-assessment and check ups
- SENA
- We look at all data points, a student can demonstrate achievement of a standard at anytime and not necessarily only on an assessment.
- MAP data as well as formative assessments
- mid-assessment tools help us the most
- Triangulation of all three
- Beginning and end of year as well as ISA test results
- beginning and end of the year
- we look at growth (we are standards based)
- Rubrics that describe how students are working in math
- Interviews
- Formative assessments throughout the unit are the most informative when examining student progress and to inform teaching. Unit post-assessments are more thorough and provide a bigger picture idea of what the student understands and is able to do based on the standards from the unit, it also helps inform the teaching moving forward.
- ongoing, pre and post unit assessments, but MAP data does give us a school wide view
- end of unit common assessments

Beyond unit assessments, is it necessary to have more than one data point to show growth within an academic year?

- No
- yes
- Depends on the assessments and how the data is being used
- Yes. We use unit assessments, anecdotal notes and MAP results to triangulate student progress.
- We are happy with SENA for number flexibility and fluency
- Yes
- yes
- We would like to find an assessment that we could use at any time during the year to assess Math.
- Not necessarily
- Absolutely
- The internal end of year math assessment shows what unit specific (number, measurement etc) learning students have truly understood, been able to hold on to, make connections between and use in a new context.
- Yes
- Yes, we try to use at least three data points when examining students' progress throughout the school year so that we are not depending on data from a single test given on a single day.
- With the transient nature of our population - yes I think we need more than one point
- Yes