

Robyn Silbey <robyn@robynsilbey.com>
To: benjventura@gmail.com
Assessment: Value and Variety

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Robyn Silbey Professional Development Raising Teacher Quality and Student Achievement in Mathematics

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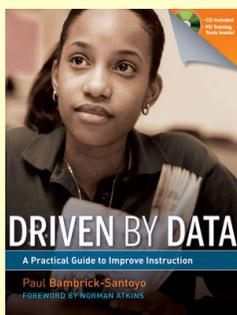
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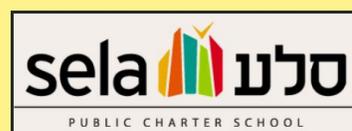
Driven by Data, by Paul Bambrick-Santoyo



In Driven by Data, Paul Bambrick-Santoyo provides clear, practical tips and guidelines about data driven instruction. Bambrick-Santoyo uses *interim assessments* as a jumping off point; explaining how to create, administer, analyze, and utilize them for focused instruction.

One unique feature of the book is that Bambrick-Santoyo confronts the push-back that occurs with most new paradigm shifts, providing reasonable strategies for bringing everyone on board with his processes.

Shout Out!
Sela Public Charter
School



The primary teachers at Sela Public Charter School added to their formative assessment toolboxes during Robyn's campus visits in April and August.

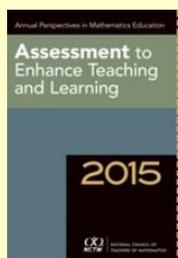


In April, Robyn observed the students in action during their math block. At the teachers' request, Robyn shared strategies for assessing students *in the moment* to guide the flow of the

Driven by Data is particularly valuable because in addition to the book, the resource includes a CD containing the actual teaching tools that Bambrick-Santoyo developed to elevate his schools, along with a well-defined and mapped out professional development plan for implementation.

Classroom-Based Formative Assessments-- Guiding Teaching and Learning, by Fennell, Swartz, Kobett, and Wray

"Assessment must be linked to the planning and instruction of a lesson--every day," assert Fennell, Swartz, Kobett, and Wray. Their research appears unabridged in NCTM's Annual Perspectives in Mathematics Education, 2015; and is summarized in the February, 2015 Teaching Children Mathematics News and Views. The authors provide five techniques to be considered daily as teachers plan and implement instruction:



- Observations
- Interviews
- Show Me* activities
- Hinge questions
- Exit tasks

Observations, Interviews, and Show Me activities monitor and guide classroom instruction *in the moment*. The Show Me activity involves a performance-type demonstration of understanding. Students may be asked to use blocks to show different ways to represent a number, or show how to divide 32 by 4 on a number line.



Hinge questions (Wiliam, 2011) provide a check for understanding and proficiency at a "hinge point" of a lesson. Students' responses reveal the success of the lesson and provide guidance in future planning.

For additional information, view the authors' website or purchase the article on the NCTM website.

lesson. When Robyn returned the following day, she observed teachers asking strategically worded hinge questions* and were asked to perform Show Me* demonstrations during the lesson. Students' responses provided teachers with excellent *real-time* data and informed the direction of the remainder of the lesson.

During Robyn's August visit, teachers were ready and able to embed several types of formative assessments into daily lesson planning. Well done!

*See Classroom-Based Formative Assessments article, left column.

COACHES' CORNER The Structure of Mathematics



In the August, 2015 Coaches' Corner of Teaching Children Mathematics, Robyn describes the structure of mathematics as the fusion of procedural skills and mathematical understanding--noting the emphasis on reasoning and sense-making.

A responsibility of a coach or instructional specialist is to

Quote of the Month



"The first fundamental principle of effective classroom feedback is that feedback should be more work for the recipient than the donor."

Dylan Wiliam, Embedded Formative Assessment

develop a deep, conceptual understanding of mathematics in teachers. This, in turn, gives teachers the power to provide their students with a stimulating, logical, and coherent math program.

Robyn provides specific examples and tools for accomplishing this in the article, found on page 7 of the journal.

Shout About *Your* Progress!

Invite Robyn to your district or campus!

Phone: 301-802-5285

Email: robyn@robynsilbey.com



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Robyn Silbey Professional Development | 5 Tuckahoe Court | Gaithersburg | MD | 20878