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FW: Getting Into Assessment

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Subject: Getting Into Assessment
CC:



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

In This Issue

Assessment Season

Closing the Gap for Boys

Carol Dweck on "Yet"

Shout Out! OSSE, Washington, DC

Teaching Children Mathematics: Coaches Corner

Shout Out!

Office of the State
Superintendent of
Education,
Washington, DC



In an effort to
support
instructional
best practices

New! Quote of the Month

Assessment Season

It's High-Stakes Assessment time again! For best results, try these:

1. *Believe in your students.* Emphasize to students that they know more today than they have ever known in their entire lives.
2. *Empower students to use logical reasoning.* Math is not smoke and mirrors. It makes sense. Students should find reasonable, sense-making, logical solutions. They are typically correct.
3. *Encourage students to make educated guesses.* They can often use something they know to predict the outcome of something they don't know.
4. *Use the assessment experience as a learning tool.* There is much to gain from the activity itself, both for students and for teachers.



Closing the Math Gap for Boys, by David Kirp

In his New York Times article, Closing the Math Gap for Boys, David Kirp


The New York Times

startles readers with two sobering statistics: only 57% of young black men and 62% of young Latino men graduate from high school in four years. Dropping out is a "near-certain" ticket to poverty, and these young men leave at an astonishing rate.

Temple University Professor Laurence Steinberg points out that adolescence, like early childhood, is a "period of tremendous neuroplasticity" and provides solid potential to change through experience. In other words, the teen years may be as important as early childhood for shaping a person's future.

With that in mind, Match Education, an

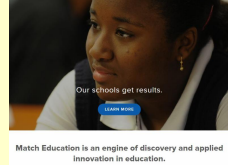


 and provide robust training in mathematics, OSSE, the Office of the State Superintendent of Washington, DC, has sponsored a PARCC/CCSS Professional Development Series of math events by Robyn. It is available for all District of Columbia educators. All-day sessions involve active explorations of the Common Core State Standards, complementary resources such as Progressions and Illustrative Mathematics, PARCC resources, Universal Design for Learning, and specific instructional tools designed by OSSE's staff. Workshops are designed to include time for perusing online and print resources as well as networking with colleagues. For additional details, contact the OSSE office or Robyn.

Did Students "Get" It?
Find Out Now!



intensive tutoring and mentoring program in Chicago, has intensified the effort in changing destiny for teen males. Working two-on-one, tutors individualize instruction to suit each student's needs and also focus on relating positively to their mentees. The result? Students make remarkable progress in math, which leads to better study skills in general and finally, a love for learning.



As Chicago Mayor Rahm Emanuel says, "Don't ever throw the towel in on the kids."

Ted Talk: The Power of Yet, by Carol Dweck



Carol Dweck, the pioneer of the Growth Mindset, shares The Power of Believing that You Can Improve in an engaging and informative Ted Talk. Dr. Dweck provides several strategies for helping students view their knowledge acquisition as "getting to yet." Among them:

1. Praise wisely. Praise the process--compliment perseverance, effort, focus, and improvement.
 2. Emphasize the brain growth caused by errors. Mistakes truly build brain power.
 3. Transform effort and difficulty from negative to positive. Equality happens when students embrace the concept of "yet."
- We are approaching the assessment season in virtually every state of the union. Utilizing Dr. Dweck's mindset strategies will undoubtedly help teachers and students embrace the opportunity to learn about themselves while rising above their expectations.

In the Next Issue...

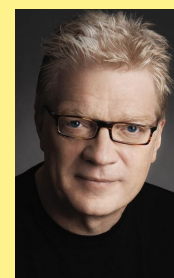


Book Review: Dataclism, by Christian

In the February Coaches' Corner of Teaching Children Mathematics, Robyn describes the advantages of closing a lesson by having *students* reflect on their learning. Students discover that as they summarize the day's knowledge by articulating it verbally, they reinforce their learning and take pride in their accomplishments. Math teachers and coaches are advised to emphasize the value of immediate feedback that lesson closers can offer--both to teachers and to students.

Robyn's article, including examples and guiding questions that can be used to close lessons, appear in the journal on page 327.

Quote of the Month



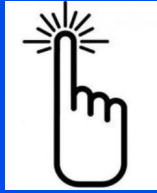
"For most of us, the problem isn't that we aim too high and fail--it's just the opposite--we aim too low and succeed."



Rudder
National Math Conferences: Boston
Preview

Coaches' Corner: Accessibility of the
Common Core Standards for Mathematical Practice
for students of all ages
--**And much more!**

and succeed.
Sir Ken Robinson



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