



KENAN FELLOWS PROGRAM

FOR CURRICULUM AND LEADERSHIP DEVELOPMENT

Making Math Count

A project from the Kenan Fellows Program in conjunction with the Department of Public Instruction



Public Schools of North Carolina
State Board of Education
Department of Public Instruction



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Making Math Count: A three-part professional development series focusing on assessment and instruction in grades K-2.

Chapter 2: Diagnosing a Student's Level of Understanding, Day 2



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An Activity for You

- ▶ Before watching videos of students and determining their edge of understanding, try an activity that highlights how we should formatively assess our students.



Using the Hiding Assessment

Do

Treat like an interview—ask questions and record child's response rather than interject your thoughts and ideas

Reserve any expectations or judgments

Thank the child for working hard/sharing their thinking

Do NOT

Use this as a teaching time

Tell students they are wrong

Praise students for correct answers

As you watch...

- ▶ Decide where the student's edge of understanding lies:
 - What number(s) does the student know the combinations for with automaticity?
 - At what point does the student reach their frustrational level?



Student Assessment– Kindergarten

Watch the following clip of a kindergarten student working through numbers 3–6. What number(s) does the student understand? Where is the student’s frustrational level?



[Click to View Video:](https://docs.google.com/file/d/0B6spTSktQyQaNzBYVTBEMTd4WTg/edit?usp=drive_web)

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Student Assessment– First Grade

Watch the following clip of a first grade student working through numbers 3–6. What number(s) does the student understand? Where is the student’s frustrational level?



[Click to view video:](https://docs.google.com/file/d/0B6spTSktQyQaTkliVERacG1IX0k/edit)

<https://docs.google.com/file/d/0B6spTSktQyQaTkliVERacG1IX0k/edit>

Student Assessment– Second Grade

Watch the following clip of a second grade student working through numbers 3–6. What number(s) does the student understand? Where is the student's frustrational level?



[Click to View Video:](https://docs.google.com/file/d/0B6spTSktQyQaMVp0RFB5eF9DRkU/edit?usp=drive_web)

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