

## Math Introduction – March 2010

In order to assist teachers and students to better understand the Performance Expectations assessed on the Measurements of Student Progress (MSP), Northwest Educational Service District 189 has formed a Classroom-Based Assessment (CBA) Cooperative and developed 418 grade-level math tasks for use in the classroom at grades K, 1, 2, 3, 4, 5, 6, 7, 8, and Algebra 1. In addition, the Cooperative has recently developed Fall and Spring Assessments targeting critical specific math skills at grades 3, 4, 5, 6, 7, and 8.

*Each of the individual math tasks include:*

- One or more 2-point tasks in each of the three elements (Core Content, Additional Key Content, and Core Processes) of math.
- A prompt, a scoring guide, and an anchor response with a complete set of annotations for the responses for each task.

A variety of 1-point, multiple-choice tasks are also included.

Math tasks were drafted by teachers and then revised by math consultants with knowledge and experience in developing grade-level math tasks. Each task was reviewed by a Fairness and Bias Committee.

***As classroom-based assessments, these math tasks are intended to be:***

- Either formative or summative assessments.
- Primarily supportive of classroom instruction.

***It is suggested that teachers:***

- Use student responses and resulting data to guide classroom discussion and teacher instruction.
- Teach students useful math skills and strategies that will support their performance expectations.
- Allow enough time for all students to complete the tasks (these tasks are untimed, since the present MSP is not a timed test).
- Encourage students to reflect on their performance. Based on their reflections, students should set learning goals for themselves.

***Teachers can support students in reaching their goals by:***

- Administering all grade-level tasks during the year.
- Providing instructional support for targeted skills on an ongoing basis.

Students and teachers will benefit from class discussion of the questions, responses, and scoring.

## General Considerations

- Check the beginning of the scoring guide before administering each task to see if there are additional considerations.
- The following designations are found on the index page of each grade level:
  - **SA** – a 2-point short-answer task
  - **ER** – a 4-point extended-response task
  - **MC** – a 1-point multiple-choice task
  - **EMC** - a 2-point enhanced multiple-choice task

## Mathematics Assessments

*Each of the assessments include:*

- 1-point multiple-choice tasks with a response rationale
- 1-point completion tasks which will be a numerical answer only
- 2-point short-answer tasks with a scoring guide and anchor papers, annotations included

The formative assessments are intended to support classroom instruction. It is suggested that teachers use student responses and resulting data to guide classroom discussion and to teach mathematical concepts, skills, strategies, and processes. We also suggest that teachers encourage students to reflect on their performance, and based on their reflections, to goals for their learning.