# A

Actionable feedback, 253-263 context-dependent, 258, 261 defined, 254 examples, 256, 262 individual vs. group feedback, 258-261 Jackson Hole's Annual Tugof-War Contest, 254-256 oral vs. written feedback. 261-262 reflection, 262, 273-274 rubrics, and, 267-268 teacher actions, and, 257 - 258Analysis and revision of work, 188-189 Analytic rubrics, 40, 264. See also Rubrics Analyzing, 57 Anecdotal records, 97-105 calendar grids, 98, 100, 101 index cards, 102–103 journals, 104-105 mailing labels, 101-102 observation checklists, 97-98,99 photographs, 103–104 sticky notes, 101-102 videos, 103-104 Anthologies, 187 Applying, 57 Approaches and strategies, 229 Arithmetic problems. See Problem

Assessment iceberg, 121 Assessment methods, 82 Associative property, 60

### B

Beliefs vs. actions, 4, 5, 11 Benchmark tests, 37–38, 246–252 basic characteristics, 246 charts, 248, 249 improving, 252 questions to ask, 250 reflection, 251, 270–272 summative assessments, as, 250–252 Bloom's taxonomy pyramid, 57 Boekaerts, Monique, 304 Book, overview, 9–10, 280 Books, resource. *See* "Learn More" sidebars

# С

Calendar grid, 98, 100, 101 Centerville Pet Shop problem, 95 Chapters, overview, 9–10, 280 Checklists, 186 Choosing mathematically rich tasks, 137–163 benefits, 139 complexity of task, 151–156 differentiated instruction, 152 engaging the students, 143–147

how to use the task, 141 importance, 138-139 **INFORMing My Practice**, 156, 163 interventions, 152–153 mathematics knowledge requirement, 141-142 parallel tasks, 153-156 questions to ask, 140 reflection (evaluating tasks), 142, 157–159 reflection (fractions of regions), 154, 161–162 reflection (Marika's misconceptions), 149, 160 rich tasks, defined, 142 students' thinking, 147-151 where to find them, 139 - 140Chronological portfolios, 187 Class conversations, 178 Class discussion, 24–25, 85-86 Classroom routines, 185 Classroom structures, 184 Cognitive processes, 57 Cognitively Guided Instruction problem types, 190 Common formative assessments, 19 Communicating learning targets to students, 67-70 Communicating with parents, 281 - 283Communities of learners, 193 Commutative property, 60

Computation exercises, 113–114 Concept maps, 26 Conceptual knowledge, 59–60 Confidence, 71 Constructed-response assessments, 112–120 Cost of Potatoes problem, 177 Covey, Stephen, 283 Creating, 57 Curiosity and hypotheses, 231

### D

Data, 35 Data graphs, 247 Decision making, 15–51 benchmark tests, 37-38 class discussion, 24-25 concept maps, 26 diagnostic assessments, 19 - 23evaluating learning, 39-41 grades, 39-40 **INFORMing My Practice**, 41, 51 KWL charts, 25 pretests, 19-23 private teacher-student assessment conversation, 26 - 29reflecting on data, 35-38 reflection (anticipating students' responses to instruction), 33, 48 reflection (conversation with student), 29, 46 reflection (scoring student work), 37, 50 reflection (student responses as representative of class as a whole), 21, 22, 42-45

reflection (supporting student learning), 35, 49 reflection (what to teach guiding questions), 30, 47 rubrics, 40 scoring student work, 35 - 37strategies, listed, 18 students responding to instruction, 31-34 supporting student learning, 34–35 what students already know, 18–29 what to teach, 29–31 Developmental rubrics, 265 Diagnostic assessments, 19-23, 141 Differences of opinion, 170 Differentiated instruction, 152 Digital camera, 104 Dignity, 170 Distributive property, 60 Dual-processing theory of student motivation, 304

## E

Electronic portfolios, 188 Encouraging collaboration, 172–173 Equivalence, 59–60 Evaluating, 57 Example questions, 228–232 approaches and strategies, 229 communication, 230 curiosity and hypotheses, 231 equality and equity, 231 examining results, 231–232 flexibility, 230 mathematical learning, 232 problem comprehension, 229 relationships, 230 self-assessment, 232 solutions, 231 Exit cards, 120 Expectations, 171–172 Extended interview, 91

#### F

Factual knowledge, 58-59 Farm animal problem, 212, 213 Feedback, 253, 302-304. See also Actionable feedback Feedback—INFORMative loop, 31 Fiddles Fudge Factory problem, 143–146 Fifth-grade problem, 21, 22 Flexibility, 230 Folders of student work, 124-125 Formalizing preparation, 70,77 Formative assessment. See INFORMative assessment Formativeness of teaching, 283-292 Fraction pretest, 217 Fractions of regions, 154, 161 - 162

# G

Gallagher, Mike, 66 Generic rubrics, 264 Goals *vs.* objectives, 71 Grades, 39–40, 281–282 Graphs, 247 Group charts, 97–98 Group work, 173 Growth portfolios, 187 Guiding student thinking, 210–214

# Η

Habits of highly effective teachers, 284 Habits of mind, 62 High inference procedures, 251 High-quality student work, 178 Holistic rubrics, 264

Iceberg, 121 Improving responses in daily work, 183–184 In-class interview, 87-90 Index card, 26, 27, 102–103 Individual interview, 91-93 Individualized instruction, 151 Inferences benchmark tests, 246-252 defined, 246 interventions, 253 Inferences and actionable feedback, 245-276 feedback. See Actionable feedback inferences. See Inferences **INFORMing My Practice**, 269, 276 intersections of feedback and rubrics, 267-268 reflection (actionable feedback), 262, 273-274

reflection (inferences benchmark tests), 251, 270 - 272reflection (rubrics), 267, 275 rubrics, 264-267 Informal conversations, 83-85 Informal oral assessments. See Oral INFORMative assessments **INFORMative** assessment basic concept, 151 decision-making, and, 192 - 193journey perspective, overview, 9, 286-287 questions to ask, 7 teacher's current practice, 169, 174 traditional classroom, compared, 286-287 what is it, 6–8 **INFORMative** assessment model, 9 **INFORMing My Practice** decision making, 41, 51 final reflections and goals, 292-293, 298 inferences and feedback. 269, 276 learning targets, 73, 78 oral assessments, 106, 109 questioning, 233, 242-243 supporting student selfassessment, 192-193, 203 tasks, choosing, 156, 163 teacher's beliefs, 4, 11 written assessments. 125-127, 135 Instructional structures, 184 Interventions, 152–153

Interview in-class, 87–90 individual, 91–93 probing questions, 223–225 reflection (making the most of interviews), 107 Inviting participation, 209–210

#### J

Jackson Hole's Annual Tug-of-War Contest, 254–256 Jelly bean problem, 182 Journal, 104–105, 119 Journal prompts, 119

#### K

Kindergarten fraction pretest, 217 Kings' Melon problem, 218, 219 Knowledge, types, 58–62 KWL charts, 25

LAP, 151 "Learn More" sidebars About Teaching Mathematics: A K-8 Resource, 3e (Burns), 72 Accessible Mathematics: 10 Instructional Shifts That Raise Student Achievement (Leinwand), 40 Assessment for Learning: Putting It into Practice (Black et al.), 176 Assessment for Learning: Putting it into Practice (Black et al.), 40 Changing the View: Student-Led Parent Conferences (Austin), 191 Classroom Discussions: Seeing Math Discourse in Action, Grades K-6: A Multimedia Professional Learning Resource (Chapin et al.), 209 Classroom Discussions: Using Math Talk to Help Students Learn, Grades *K*-6, 2e (Chapin et al.), 209 *Classroom Discussions:* Using Math to Help Students Learn, Grades K-6, 2e (Chapin et al.), 85 Collection of Math Lessons from Grades 1-3, A (Burns/Tank), 118 Collection of Math Lessons from Grades 3-6, A (Burns), 118 Facilitator's Guide to Groupwork in Diverse *Classrooms: A Casebook* for Educators (Shulman et al.), 190 50 Problem-Solving Lessons: The Best from 10 Years of Math Solutions Newsletters (Burns), 140 Good Questions for Math Teaching: Why Ask Them and What to Ask, Grades *K*-6 (Sullivan/Lilburn), 208

How to Assess While You Teach Math: Formative Assessment Practices and Lessons, Grades K-2: A Multimedia Professional Learning Resource (Islas), 191 *How to Differentiate* Instruction in Mixed-Ability Classrooms, 2e (Tomlinson), 152 How to Give Effective Feedback to Your Students (Brookhart), 256 Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning (Stevens/Levi), 265 Investigations, Tasks, and Rubrics to Teach and Assess Math, Grades 1-6 (Lilburn/Ciurak), 265 *It All Adds Up! Engaging* 8-to-12-Year-Olds in Math Investigations (Skinner), 190 Let's Talk Math: Encouraging Children to *Explore Ideas* (Lilburn/ Rawson), 85 Math for All: Differentiating Instruction, Grades 3-5 (Dacey/Lynch), 152 *Math for All: Differentiating* Instruction, Grades 6-8 (Dacey/Gartland), 152 *Math for All: Differentiating* Instruction, Grades K-2 (Dacey/Salemi), 152

Sampler: Items Aligned with NCTM's Principles and Standards for School Mathematics, Grades 3-5 (Gawronski et al.), 140 Mathematics Assessment Sampler: Items Aligned with NCTM's Principles and Standards for School Mathematics, Pre-K-Grade 2 (Huinker et al.), 140 So You Have to Teach Math? Sound Advice for K-6 Teachers (Burns/Silbey), 176 Teaching Student-Centered *Mathematics: Grades 3-5* (Van de Walle/Lovin), 72 Uncovering Student Thinking in Mathematics: 25 Formative Assessment Probes (Rose et al.), 140 Learning activity packet (LAP), 151

Mathematics Assessment

Learning log, 119 Learning targets, 30, 53–78 categorizing, by knowledge type, 57–67 communicating, to students, 67–70 conceptual knowledge, 59–60 connecting, to mathematical goals, 70–71 factual knowledge, 58–59 INFORMing My Practice, 73, 78 knowledge types, 58–62 metacognitive knowledge, 61–62

overview (figure), 56 procedural knowledge, 61 reflection (formalizing preparation), 70, 77 reflection (intersection of knowledge types/ cognitive processes), 63, 75-76 reflection (types of knowledge), 58-62, 74 teacher vs. student perspective, 67 what are they, 55 Listening, 84-85, 106 Long-term learning goals, 55,70 Long-term success, 279–298 chapter-by-chapter interview, 286-287 communicating with parents, 281-283 formativeness of teaching, 283 - 292grades, 281-282 habits of highly effective teachers, 284 **INFORMing My Practice**, 292-293, 298 NCTM key strategies, 292, 299 - 306parent conferences, 283 putting beliefs into action, 284 - 285reflection (grades), 281, 294 reflection (mentoring Mrs. Hanley), 290, 296-297 reflection (teacher selfassessment), 288, 295 scenario (Mrs. Hanley), 288-292, 296-297

## Μ

Mailing labels, 101–102 Matching assessments, 124 Math journal prompts, 119 Mathematical applications, 71 Mathematical facts, 71 Mathematical goals, 55 Mathematical reasoning and proof, 71 Mathematics concepts, 71 Mathematics content, 71 Mathematics problems. See Problem Mathematics skills and processes, 71 Mathematics vocabulary, 58 Mathematics yellow pages, 190 Mawhinney, Katherine, 293 Menus, 190 Metacognitive knowledge, 61 - 62Minute-math cards, 119 Modeling analysis and revision, 188 Modeling self-assessment, 168 - 169Moment-to-moment decisions, 31 Motivating students, 174–176 Multiple-choice questions, 122 - 123Multiplication, 60 Multistep questions, 115 Mutual respect, 169–171

# Ν

Naked number computations, 72, 113 National Research Council

Adding It Up (2001), 82 *How Students Learn:* Mathematics in the Classroom (2005), 16 Knowing What Students Know: The Science and Design of Educational Assessment (2001b), 261 The Research: An Environment to Support Learning (2001a), 193 NCTM Assessment Standards for School Mathematics (1995), 93, 112, 258 Principles and Standards for School Mathematics (2000), 16, 138, 141strategies. See NCTM key strategies NCTM key strategies, 292, 299-306 eliciting evidence of student learning, 301–302 feedback, 302-304 goals/success criteria, 299-300 students as learning resources, 305-306 students as owners of their own learning, 304-305

# 0

Objectives vs. goals, 71 Observation checklists, 97–98, 99 Observation record-keeping calendar grid, 100 Observation record-keeping checklist, 99

Observation record-keeping journal, 105 Observing students at work, 93 One-on-one conferences, 91 Ongoing classroom assessment, 8 Open-ended questions, 115-118 **Operational structures**, 184 Oral INFORMative assessments, 81-109 anecdotal records. See Anecdotal records class discussion, 85-86 in-class interview, 87-90 individual interview, 91-93 informal conversations. 83-85 **INFORMing My Practice**, 106, 109 observing students at work, 93 reflection (interview), 90, 107 reflection (Tory's misunderstanding), 94-96, 108 Order of operations, 58–59 Overview of book/chapters, 9-10,280

#### P

Parallel tasks, 153–156 Parent conferences, 283 Partner work, 172–173 Partnerships with students, 69 Pass-along portfolios, 125, 187 Personal attitudes, 71 Photographs, 103–104 Physical structures, 184 Place-value learning targets, 63 Planning questions, 226–228 Popsicle problem, 180 Portfolios, 124-125, 186-188 Positive learning environment, 169-174 benefits of, for teachers, 173 expectations, 171-172 group work, 173 mutual respect, 169-171 partner work, 172-173 Potato problem, 183, 184, 196-197 Praise, 180 Pretests, 19-23 Printer's New Book problem, 263, 268 Private teacher-student assessment conversation, 26 - 29Probing questions, 220–225, 234-239 Problem Centerville Pet Shop, 95 cost of Potatoes, 177 farm animal, 212, 213 Fiddles Fudge Factory, 143 - 146fifth-grade, 21, 22 jelly bean, 182 Kings' melon, 218, 219 popsicle, 180 potato, 183, 184, 196-197 printer's new book, 263, 268 Rainbow Robots, 115, 116 second-grade, 20, 22 shaded area, 301 soccer camp, 288 soccer league, 218, 220 tangram, 181 Problem comprehension, 229 Procedural knowledge, 61

Progress portfolios, 125, 187 Promoting student responsibility, 184–192 analysis and revision of work, 188–189 checklists, 186 classroom routines, 185 menus, 190 portfolios, 186–188 scaffolding, 191–192 student-developed yellow pages, 190 student-led conferences, 191

#### Q

Quality student work, 176–183 Questioning, 207-243 encouraging extension of ideas, 225-226 guiding student thinking, 210 - 214helping students rethink their responses, 214 - 216**INFORMing My Practice**, 233, 242-243 inviting participation, 209 - 210planning, 226–228 probing student thinking, 216 - 225reflection (planning questions), 227, 240-241 reflection (probing questions - fourth grade), 221, 227, 235-237 reflection (probing questions - kindergarten), 220-221, 234

reflection (probing questions - sixth grade), 221, 238–239 sample questions. *See* Example questions

# R

Rainbow Robots problem, 115, 116 Redoing assignments/ assessments, 188 Reed, Judith, 306 Remembering, 57 Resource books. *See* "Learn More" sidebars Respect, 169–171 Rich tasks, 142 Rubrics, 40, 177, 264–267

## S

Sadler, Royce, 300 Sample questions. See Example questions Scaffolding, 191–192 Scoring student work, 35–37 Second-grade problem, 20, 22 Selected-response assessments, 120-124 Selecting tasks. See Choosing mathematically rich tasks Self-assessment, 232. See also Supporting student selfassessment 7 Habits of *Highly Effective People:* Powerful Lessons in Personal Change, The (Covey), 283 Shaded area problem, 301

Short-answer questions, 113 - 114Showcase portfolios, 125, 187 Signs for operations, 61 Similar figures, 58 Slope, 58 Small group activity, 24 Soccer Camp problem, 288 Soccer League problem, 218, 220 Sticky notes, 101–102 Student conferences, 91–93 Student-developed yellow pages, 190 Student error analysis, 188, 202 Student-led conference, 191 Student misunderstandings, 90, 94-96, 108 Student perceptions, 186 Student responses, 90 Student responsibility. See Promoting student responsibility Student self-assessment. See Supporting student self-assessment Student thinking, 90 Students responding to instruction, 31-34 Subtraction facts, 72 Supporting student learning, 34-35, 147 Supporting student selfassessment, 167-203 goal, 174 improving responses in daily work, 183-184 **INFORMing My Practice**, 192-193, 203 modeling self-assessment, 168-169

motivating students, 174–176 positive learning environment, 169-174 quality student work, 176 - 183reflection (characteristics of quality work), 183, 195 reflection (evaluating teacher's current practice), 169, 194 reflection (improving responses in student work), 183, 196–197 reflection (student error analysis), 188, 202 reflection (test-taking checklist), 186, 200–201 reflection (work-habits checklists), 186, 198, 199 student responsibility. See Promoting student responsibility

#### T

Table, 58 Tangram problem, 181 Tasks. See Choosing mathematically rich tasks Teacher beliefs vs. actions, 4, 5, 11 decision making. See Decision making effective, how to be, 284 expectations, 171-172 key strategies, 292 learning targets, 67 questions to ask, 73, 126 reflecting on chapter contents. See **INFORMing My Practice**  reflection (evaluating current practice), 169, 174 supporting student learning, 147 Test-taking checklist, 186, 200–201 Thinking, levels of, 57 Tiered tasks, 153–156 Traffic lights, 305 True-false questions, 123–124 *Two Stars and a Wish*, 178 Types of knowledge, 58–62

# U

Understanding, 57 Universal assessment probes, 19 Unpacking conversations, 215

# V

Venn diagram, 179 Videos, 103–104 Voting devices, 86

#### W

What students already know, 18 - 29What to teach, 29–31 Wiliam, Dylan, 306 Work-habits checklists, 186, 198, 199 Written INFORMative assessments, 111-135 computation exercises, 113-114 constructed-response assessments, 112-120 exit cards, 120 **INFORMing My Practice**, 125-127, 135 journals, 119 learning logs, 119 multiple-choice questions, 122-123 multistep questions, 115 open-ended questions, 115-118

portfolios, 124-125 reflection (comparison of assessment methods), 126, 132-134 reflection (numbers with two forms), 114, 128-129 reflection (Rainbow Robots), 115, 130–131 selected-response assessments, 120-124 short-answer questions, 113-114 students explaining their answers, 118 true-false questions, 123 - 124yes-no questions, 124

## Y

Yellow pages, 190 Yes-no questions, 124