

Got Authentic Assessment?

A journey toward authentic, student-led assessment through
portfolios of student work & student-generated rubrics

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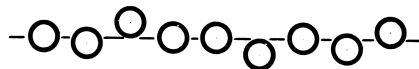
Introductions

In partners, share your thoughts on the following questions:

1. What are your goals for your students (know and be able to do)?
2. What ways do you assess students?
3. How do your assessments align with the goals you stated in question 1?



in ALIGNMENT



out of ALIGNMENT

Goals: Students can....

Assessments....

×

×

Do math

Now we are going to step into the shoes of our students and follow a self/peer/teacher assessment process. Thank you for putting your thoughtful “Student” cap on for the next 15-20 minutes!

- × 5 minutes of individual think time
- × 5 minutes of group work time



Developing our “quality work” rubric

- What do you notice about the work in front of you?
- What are the attributes of “high quality mathematics” work based on what you’re looking at?

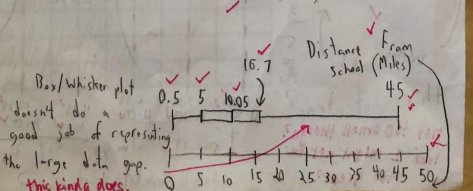
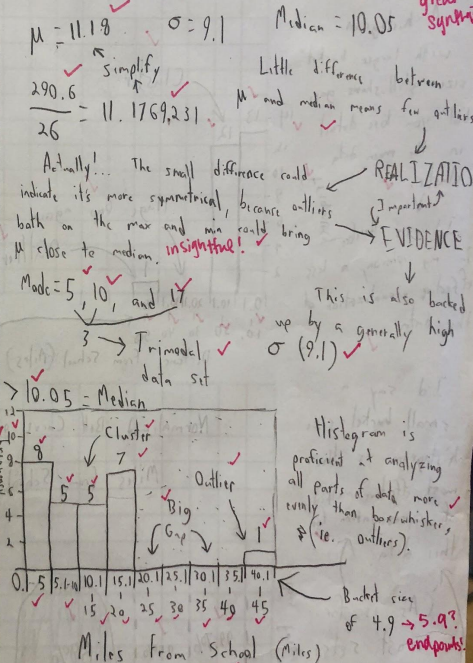
Fri-YAY 10! (#5)

Univariate Statistics

rompt: Give a complete analysis of this dataset. Include mean, median, mode and discuss which is the best measure for this dataset. Also create a box and whisker plot and as many histograms as you have time for and describe their shape using words like skewed, gaps, clusters, etc! Lastly, (if you have time) describe how spread out the dataset is with range, standard deviation, and possibly (Eventually?) a normalized bell curve!

How many miles do you live from school?	
0.5	
1.2	
1.8	
1.9	
2.5	
4.1	
5	
5	
6.9	
7.3	
7.5	
10	
10	
10.1	
10.1	
11.2	
12	
12.9	
13	
14	
16.1	
16.7	
17	
17	
17.2	
17.6	
20	
45	

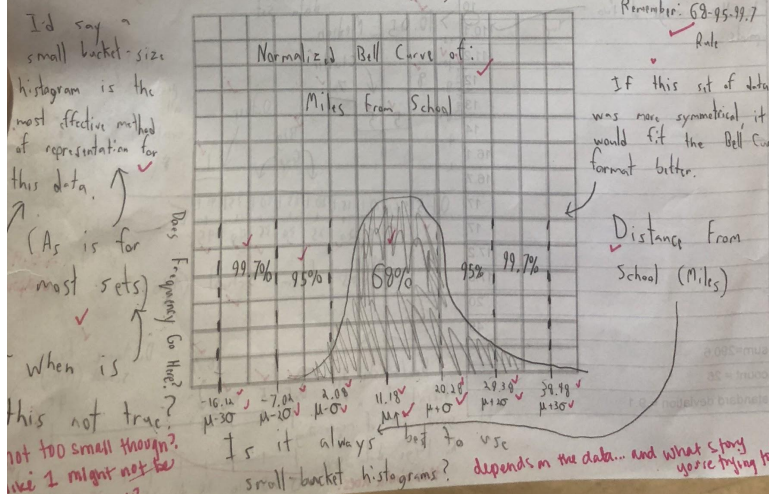
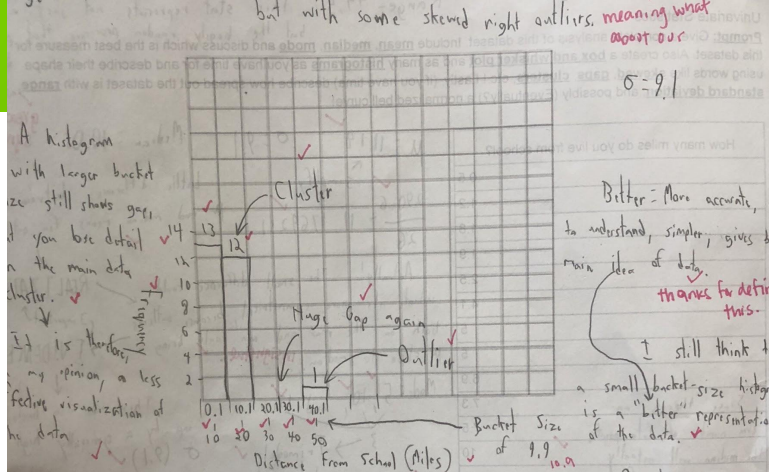
sum=290.6
count = 26
standard deviation = 9.1



Prediction: the data will have a semi-symmetrical main cluster but with some skewed right outliers.

range = 44.5

$\sigma = 9.1$



Attributes of high quality work

x

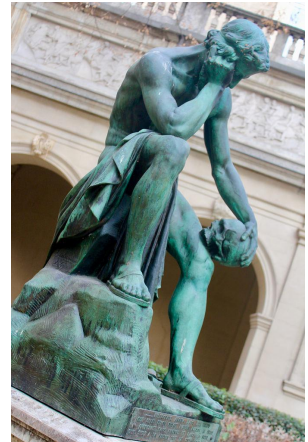
Our rubric for quality mathematics work

Exceeds expectations (4)	
Meets expectations (3)	
Revise (2)	
Incomplete (1)	

Self-Assessment

At the top of your paper, write:

- × Your self-assessment score
- × 2-3 revisions you will make during revision time



Peer Assessment

Pass the paper and look at your peer's self-assessment.

Share:

- × “I agree with your assessment because...”
- × “Your assessment needs modification because...”



This same process could be used for mathematical behaviors...

- Are students enjoying (finding value) the math?

 - Scale of 1-3

- Personal rubrics?

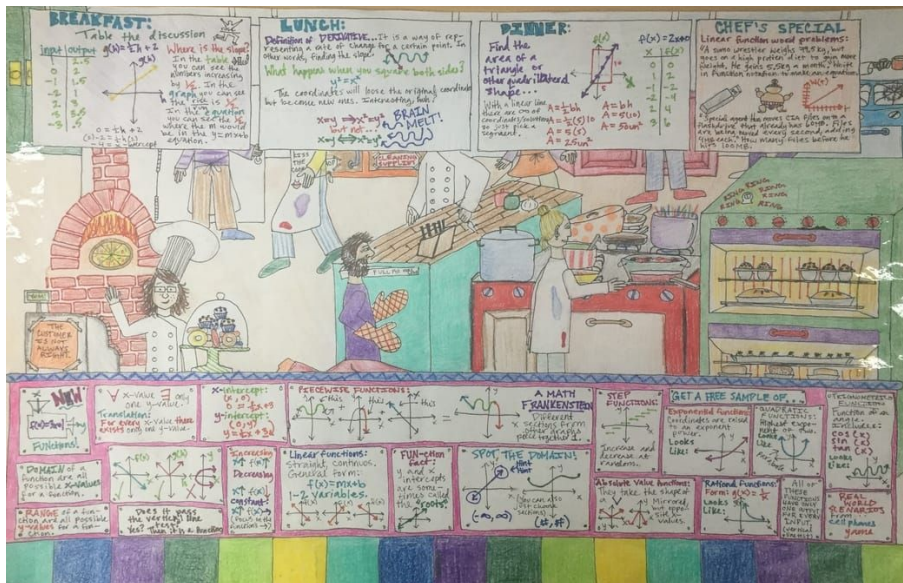
 - What did I have to do today to advance my mathematical thinking?

- Groupwork functionality

Debrief the self/peer assessment process

- What questions do you have?
- What changes would you need to make for this to work in your context?

Looking at student work protocol for portfolios



As you look at student portfolios, note....

- Where you see examples of students making connections between mathematical concepts
- Where you see examples of students showing their thinking visually
- Where you see examples of students justifying their thinking

Reflective journaling

- × What does looking at this work by these students make me think about *my* practice?
- × What new assessment idea might I try? (portfolios, open-ended assessment connections, student generated rubrics for...)
- × How might I know if the students most on my mind are making progress?

Handshake commitment

Math methods feedback

- × What part of the workshop felt most concretely useful to your practice this week?
- × Where do you still have lingering questions?