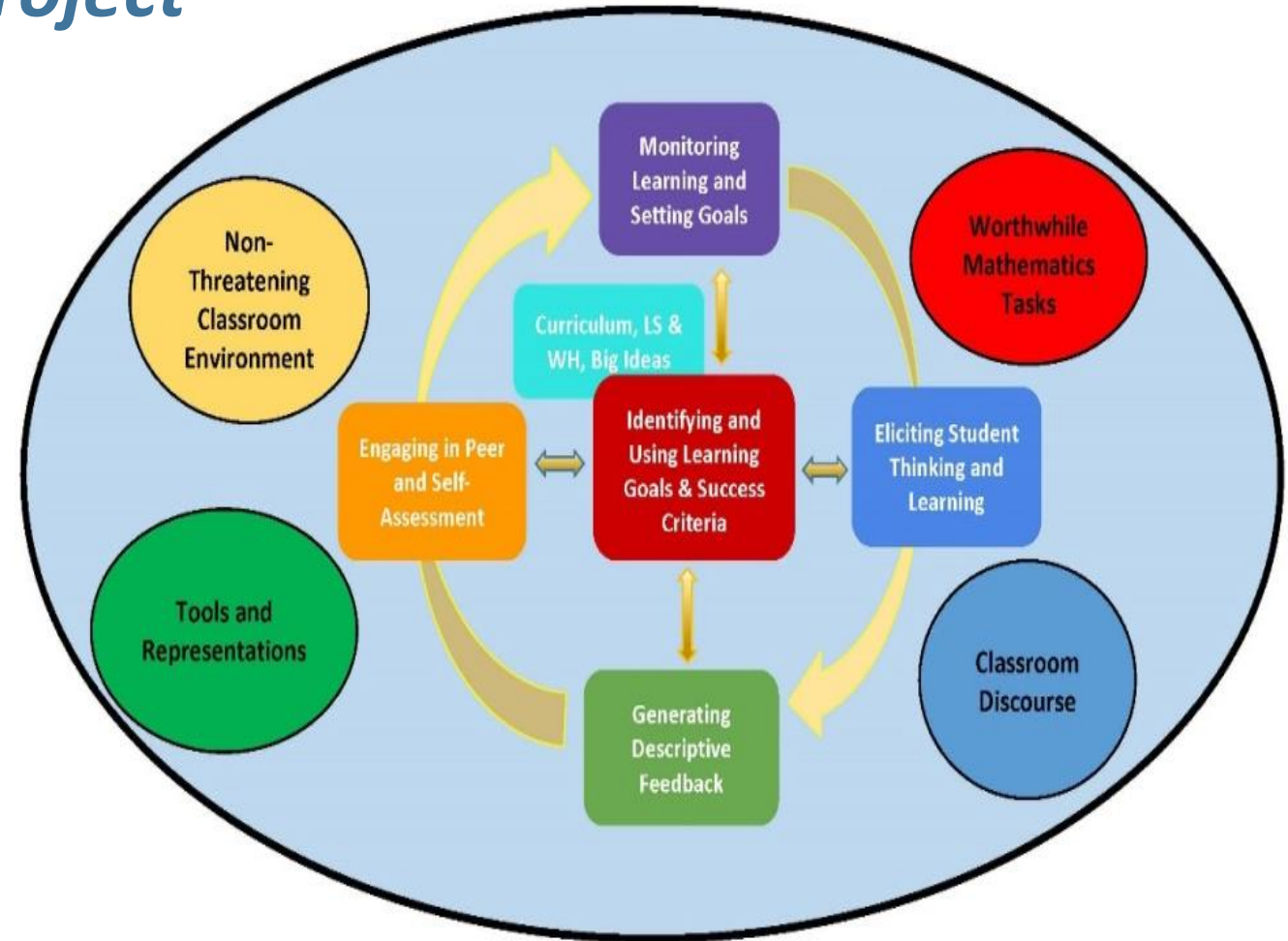
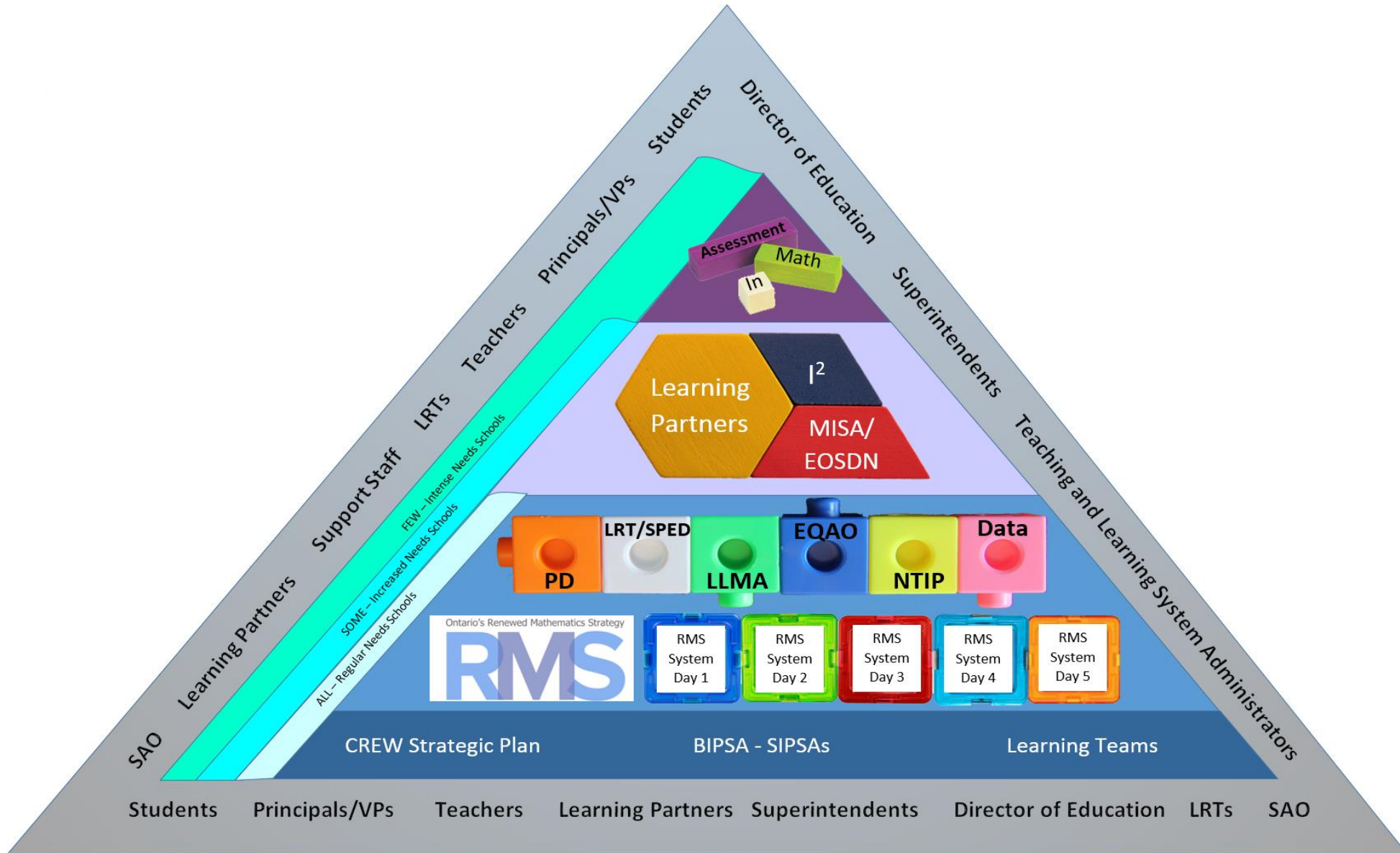


Upper Canada District School Board Collaborative Inquiry Project

Assessment and Instruction in Mathematics

If we focus on engaging activities linked to the curriculum and implemented through learning goals and co-created success criteria and facilitated through math talk then students will be better able to apply self-assessment strategies and will be able to demonstrate their thinking in a variety of ways.





Glossary of Symbols

	<p>What constitutes effective learning, teaching and leading in mathematics?</p>		<p>What constitutes an effective task?</p>		<p>What does mathematical thinking look like, sound like in K-12 classrooms?</p>		<p>How might gathering evidence of learning in a variety of ways support determining the next best move for both educators and students?</p>		<p>How might making connections between assessment <i>for, as and of</i> learning inform next steps in the classroom and in SIPsa goal setting?</p>
<p>What constitutes effective professional learning?</p>		<p>How might making connections between learning goals, success criteria and tasks support the process of gathering evidence of student learning in mathematics?</p>		<p>How might making connections with big ideas in mathematics with curriculum content and mathematical processes support mathematical thinking?</p>					

	<p>Learning Partners: System teachers have been assigned to a cluster of intense and increased needs schools to co-plan, co-facilitate, and co-teach both monthly learning team meetings and support classroom teachers.</p>		<p>System-wide professional learning days focused on mathematics in the content areas, growth mindset and students with a learning disability profile (using the lens of mathematics).</p>		<p>All NTIP teachers participated in a full-day session of teaching and learning in mathematics.</p>
	<p>Teachers and administrators from intense and increased needs schools met for an additional half-day of learning two weeks following each RMS System Math day to dig deeper.</p>		<p>LRT (Learning Resource Teacher): Full day of learning for all special education teachers focused on mathematics and students with a learning disability profile.</p>		<p>A ‘How Do You Know?’ session focused on the intentional use of data and how to leverage technology to assess and reflect on evidence of student achievement.</p>
	<p>Five schools were chosen to participate in the EOSDN Math initiative where we explored more deeply the use of student profiles in mathematics and supporting students with a learning disability profile.</p>		<p>Every second month, principals and vice-principals explored the facilitation of professional learning in their schools.</p>	<p>The diagram, titled 'Assessment and Instruction in Mathematics', shows a cyclical process. It starts with 'Non-Threatening Classroom Environment' leading to 'Engaging in Form and Self-Assessment', which leads to 'Monitoring Learning and Setting Goals'. This leads to 'Curriculum, U2 & U3, the Basics', which leads to 'Identifying and Using Learning Goals & Success Criteria'. This leads to 'Sharing Student Thinking and Learning', which leads to 'Classroom Discourse'. This leads to 'Generating Descriptive Feedback', which leads to 'Tools and Representations', which leads back to 'Engaging in Form and Self-Assessment'. A red circle labeled 'Non-Threatening Mathematics Tasks' is also connected to the 'Monitoring Learning and Setting Goals' and 'Identifying and Using Learning Goals & Success Criteria' stages.</p>	
	<p>Intense needs schools participated in ‘Assessment in Math’ days where the schools met four times during the year to dig into the assessment process.</p>		<p>System-wide ‘Countdown to EQAO’ sessions were offered to every grade 3, 6 and 9 teacher.</p>		