

# NCSM Jump Start Formative Assessment

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Assessment: Professional Learning Modules

## DESCRIPTION

The National Council of Supervisors of Mathematics (NCSM) and the Association of Mathematics Teacher Educators (AMTE) affirm the centrality of research-based, mathematically focused, formative assessment that is a key element in the national effort to improve mathematics proficiency.

The logo for "JUMP START Formative Assessment" is contained within a purple-bordered box. The words "JUMP START" are written in large, bold, multi-colored capital letters (J is red, U is blue, M is green, P is yellow, S is red, T is blue). Below this, the words "Formative" and "Assessment" are stacked vertically in a dark purple, sans-serif font.

These professional development modules assist leaders in "jump starting" formative assessment, K-16. The collection contains an overview and modules, each highlighting one aspect of formative assessment with PowerPoints, Leaders' Notes, and any necessary handouts. Each module is designed to be a 60-90 minute session. Current modules include:

- **Module 1 – Overview:** This is the first PowerPoint in the “Jump Start” series. While other titles in the series may be used in any order, this should be the first session.
- **Module 2 – Identifying Learning Targets:** This session may best fit early in a professional development series since knowing what one is trying to accomplish and clearly communicating what is to be learned to students are critical.
- **Module 3 – Activating Prior Knowledge:** In this PD session, participants will experience several different strategies for activating prior knowledge (at an adult level), view student examples of these strategies in use, and plan ways to use this strategy in their classrooms.
- **Module 4 – The Answer is Wrong:** As indicated in the series title, these are suggestions for jump starting positive interactions with students when they give incorrect responses. The focus primarily is on responses during conversations.
- **Module 5 – Feedback to Students:** Feedback helps students know where they are and where they need to be in learning mathematics content. As with the other sessions in this series, the ideas here are NOT all inclusive. Rather they are intended to begin the conversation about feedback and suggest ways that teachers can provide their students with information that is helpful.
- **Module 6 – Asking Productive Questions:** Teachers ask hundreds of questions each day. Reflecting on the purpose of these questions and ways in which to make questioning more productive is the focus of this module.

Formative assessment needs to be intentionally and systematically integrated into classroom instruction at every grade level. This requires adequate attention in the preparation of new teachers of mathematics and in the continuing education and professional development of current teachers.

## STAGE 2 LEADERSHIP

The *Jump Start* modules support **PRIME Principle 4: Assessment** - Ensuring timely, accurate monitoring of student learning and adjustment of teacher instruction for improved student learning. These modules are designed to be used as stand-alone modules or as a complete series to deepen knowledge around formative assessment practices. As coaches and specialists work with teachers to understand the impact of formative assessment in improving student knowledge and understanding of content, teachers' instructional planning is strengthened when they become more aware of their students' current thinking. They are able to adjust the time allotted for activities, modify plans, and address misconceptions.

As teachers and coaches implement the ideas and practices outlined in the *Jump Start Formative Assessment* modules, they should carefully observe and reflect on the changes in themselves and their students, and how they think about and approach their mathematics teaching and learning.