MMSP Wareham/Carver Meeting: April 24\textsuperscript{th} 2005

Focus: How our practice attends to the demands of Assessment (particularly MCAS) across the grades

Work Agenda

1. Meta-reflection on your journal reflections:
   - Active Discovery/Inquiry Based practice in your classrooms does not necessarily mean allowing your students to explore on their own, or follow a set of instructions.
   - The need to be an active facilitator to support discovery entails:
     
     - Knowing the aims of the activity and being able to highlight them clearly
     - Knowing the pitfalls and potential problems/misconceptions that students can and will make
     - Being aware of each student and their participation
     - Being aware and reflective of your style of teaching, the types of questions you make, the instructions you offer and the guidance you choose to make, and the impact of such on students’ work. You are not a passive observer/participant in your classrooms
     - Being ready to attend to student needs with an effective strategy

2. Discussion of effective follow-up work
   Reports needed on how your work with EDC and D.Apple is affecting your practice as a follow-up to our on-going work. Discussion

3. Analysis of how assessment changes across the grades – focus on MCAS.

We will focus on two sets of MCAS items that span the grade bands and attempt to synthesize our work to date as we analyze them from multiple perspectives. Such work includes: what core mathematics each item focuses on, what teaching skills are relevant to the effective instruction of content related to these items, what forms of technology could be used, and how you would prepare to meet these aims.
Exercise: Based upon your analyses of the set of questions from MCAS, work in groups on the following set of questions:

**Content**
1. What is the core set of mathematical skills needed to answer these types of questions?
2. What types of problem-solving techniques are needed to successfully answer these questions?
3. What types of issues/misconceptions do students have in answering these questions?

**Pedagogy**
1. At what points in your curriculum would content relevant to such a question arise?
2. What types of strategies, forms of pedagogy would you use to introduce the skills relevant to answering these problems?
3. How would you attend to perceived issues/misconceptions that occur when students answer these problems?
4. Are there any specific ways you could assess relevant knowledge prior to such MCAS items being reviewed (e.g. MCAS prep)

**Technology**
1. Are there any methods/techniques introduced so far that you would/could use to introduce content relevant to these problems?
2. How could you actively facilitate discussion of relevant content in these items using technology?
3. In what ways would such technology help improve students’ access to the core problems/content areas that the assessment items focus upon?
4. Can technology help with the core assessment questions (e.g. can they help prepare for such types of assessment – think about open response as well as multiple choice)