**MCAS and Assessment**

1. Brainstorm: What is assessment?

*Issues/Questions*
- Look at the Spectrum from Test/Quizzes – Social Phenomenon
- Issues of feedback and progress
- What is the impact of technology have on assessment?
- What are we assessing and why?
- Do “we” need assessment? For what purposes? Also who is “we”?
- Role of high-stake tests
- Is assessment in Mathematics any difference from generic forms of assessment?

2. MCAS
Focus on past years of tests – see website
Questions have been selected across the grades.
[http://www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html)

**Aim:**
We will look at a subset of the questions including Multiple choice and Open Response to look at how mathematical ideas grow across the grades and how assessment changes in core mathematical ideas. We will also look at the role of these tests as diagnostics assessing not only what students know but misconceptions highlighted in common wrong answers

Work in your groups to answer the following questions:

1. In solving a subset of the problems what are the common problems raised by your group
2. What core mathematical skills are addressed in each problem?
3. How do the problems with a similar content theme change across the grades? - homework
4. What is being assessed?

Summarize your work for presentation and/or discussion

3. Rubrics
- What is a rubric? Look at the sample student work – does the rubric help
- Look at the Mass DOE rubrics via the link provided on the website.
- How might you use this rubric? What are the potential issues with these?
- HMK: Rewrite a rubric for an MCAS open response question highlighted in class.