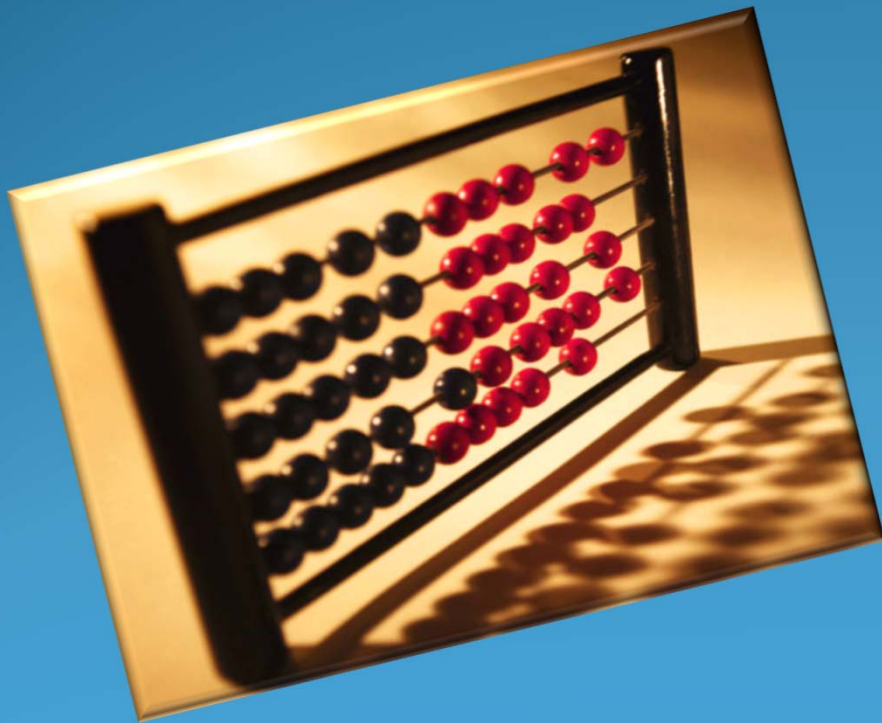


# Nursery to Grade 6 Mathematics Assessment

An Overview for Parents



# Parents and teachers working together:

- ◆ Provide the very best support for our children's learning
- ◆ Ensure that children acquire necessary skills
- ◆ Help children become successful in life



# *What is assessment?*

Assessment measures what students:

- Know already
- Are figuring out
- Defines next steps



# *Assessment:*

- Many people think assessment is about reports cards and tests
- When educators talk about assessment, it is about evidence collected and strategies and tools used to learn about the student
- Classroom assessment is not done to your child. It is something done with your child
- It is based on the professional judgement of teachers



# *Why do we assess?*



- *To improve students' learning*
- *To inquire into the teaching learning process and take steps to ensure instruction maximizes learning*



# Assessment is like coaching

- Teachers work in a similar way to sports, dance and music instructors.
- A new skill is introduced
- Opportunities are provided for students to practice and use the skill
- During practice time , teachers coach the student by providing specific feedback about what the student is doing well and what needs to be improved upon.
- Feedback may be written, spoken or put onto a checklist
- The student does not receive a grade for this piece of work
- It is practice for the final assignment or test

# *What is the Math assessment?*

The math assessment is a collection of tasks which provide data (information) that:

- Indicates your child's ability to use strategies to solve math problems



# *Why create a new mathematics assessment?*

- In 2008/09 schools in Manitoba began implementing a new Manitoba mathematics curriculum.



- The new curriculum is about thinking and understanding the relationships between numbers and applying these skills effectively and confidently to daily life.


- The development and field testing began during the 2008/09 school year to address requirements of the new mathematics curriculum



# *How was the new mathematics assessment created?*

- 4 field tests were conducted involving teachers' and schools from all districts
- September 2010 a division wide pilot was conducted in all schools
- Feedback was gathered from staff
- and amendments made throughout the process
- Sept 2011 : year 2 of division wide pilot, feedback from parents will be gathered

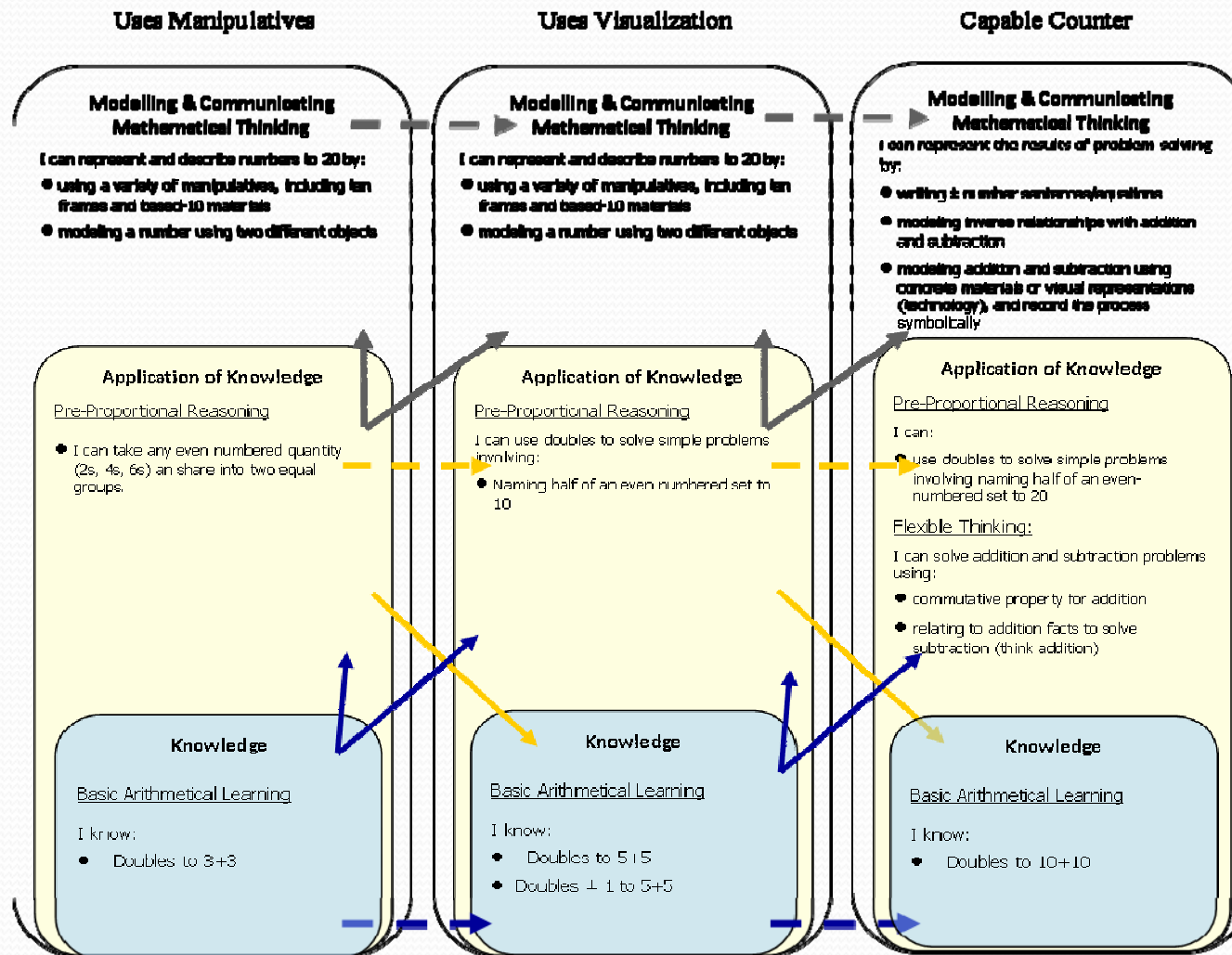




# *What tools are used to assess my child in math?*

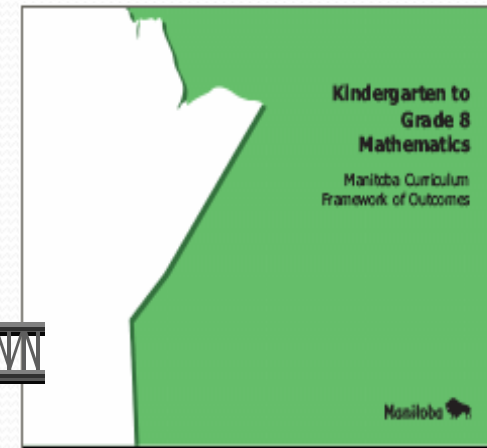
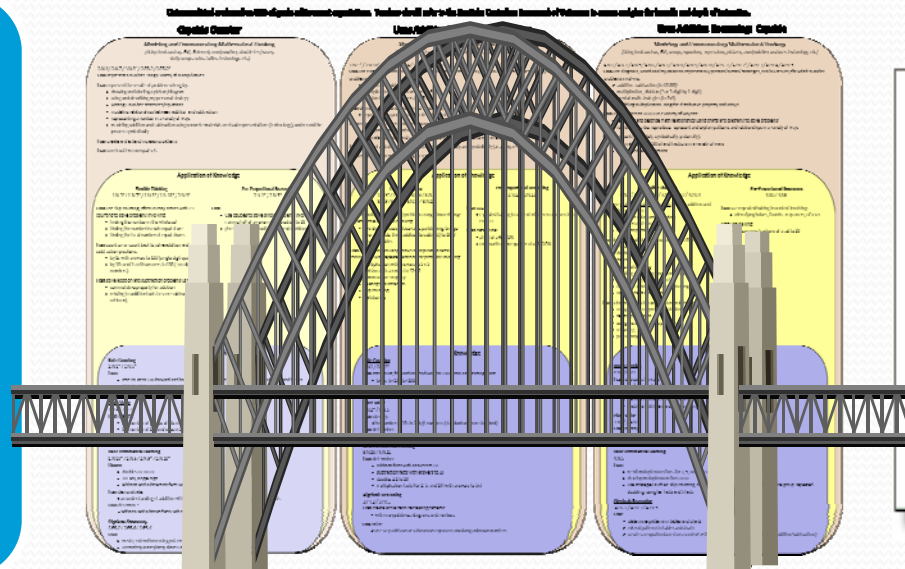
- **The Learning Pathway**
- **The Initial Assessment**
- **The Evidence of Student Growth Booklet**
- **The Nursery-Grade 6 Mathematics Assessment Binder**

# What is the Learning Pathway?



# The Bridge

Math  
Assessment  
Data



Assessment

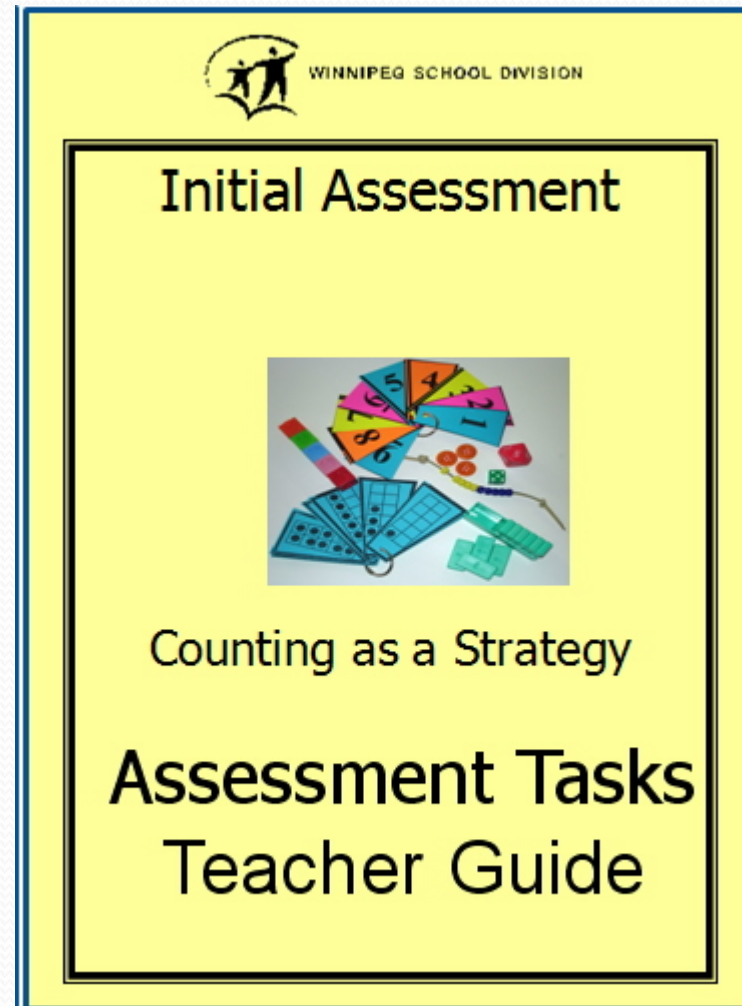
Pathway

Provincial  
Curriculum

# *When does the assessment occur?*

**CAP: The Initial Assessment is:**

- ◆ Carried out during the Fall Term
- ◆ Incorporated into daily instruction



The Assessment has two areas of focus:

- ◆ Your child's math knowledge
- ◆ Your child's ability to apply that knowledge to problem solve



WINNIPEG SCHOOL DIVISION

## Initial Assessment




Part-Whole Thinking as a Strategy  
to  
Proportional Reasoning as a Strategy

## Assessment Tasks Teacher Guide

Student progress is:

Recorded in the  
**Evidence of  
Student Growth**  
booklet ...

your child's copy of  
the Learning  
Pathway

 WINNIPEG SCHOOL DIVISION

Learning Pathway:  
Evidence of Student Growth  
N/K-6 Mathematics

Name \_\_\_\_\_  
Date \_\_\_\_\_  
Birth date \_\_\_\_\_  
WSD Student Number \_\_\_\_\_

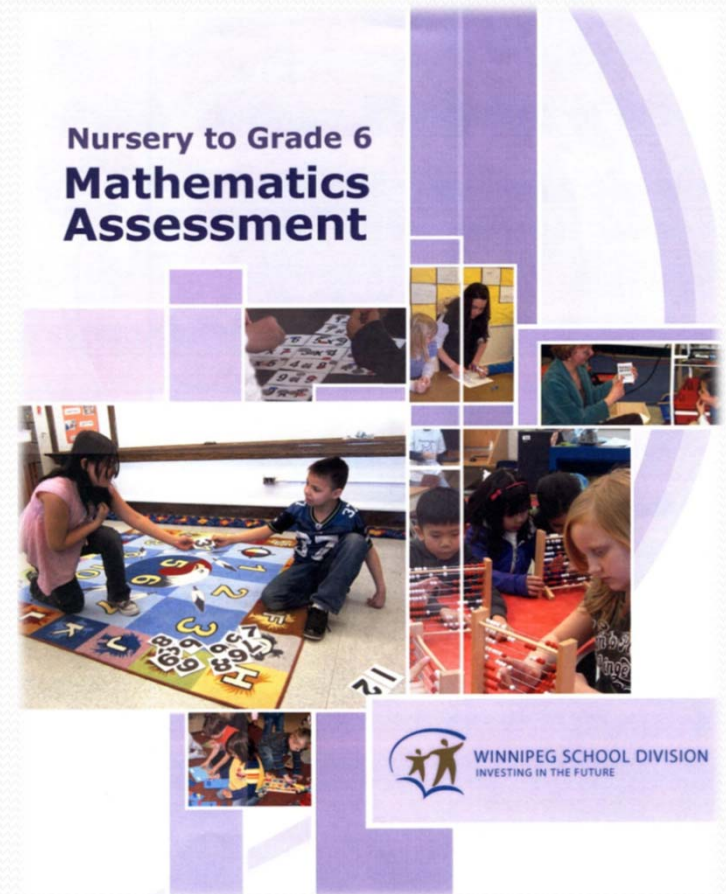
✓ Independent Student Progress

K	Date	A	Date	MC	Date	Signpost	Global Stage
K: Knowledge		A: Application of Knowledge		MC: Modeling and Communicating Mathematical Thinking			
						Pre-Counter	Counting as a Strategy
						Uses 1:1 Correspondence	
						Uses Manipulatives	
						Uses Visualization	
						Capable Counter	Part-Whole Thinking as a Strategy
						Uses Additive Reasoning: Beginning	
						Uses Additive Reasoning: Capable	
						Uses Multiplicative Reasoning: Beginning	
						Uses Multiplicative Reasoning: Capable	Multiplicative
						Uses Proportional Reasoning: Beginning	

# *What happens after the Initial Assessment?*

A support document has been created to:

- ◆ Assist teachers in planning for continued instruction using evidence of learning gathered







Student progress is monitored year long through :

- ◆ Conversations
- ◆ Observations
- ◆ Learning tasks or work samples
- ◆ Tests and reviews

# *How is the N-6 Math Assessment different from past assessments?*

## **Previous C.A.P. Tool**

- ◆ Fall Term Assessment (old curriculum)
- ◆ Nursery-Grade 6 assessed on separate areas of Math
- ◆ Knowledge focus
- ◆ Reporting done in the Fall Term

## **New Math Assessment**

- ◆ **Initial Assessment in Fall term.**  
Reflects Manitoba Education mathematics curriculum (2008/09)
- ◆ **N-6 assessed in Number Sense and Algebraic reasoning**
- ◆ **Knowledge/Application of knowledge focus**
- ◆ **Reporting to parents throughout the year**

## Previous C.A.P. Tool

- ◆ Teacher set learning goal/decisions
- ◆ Data kept by the teacher
- ◆ Mostly one-on-one interviews



## New Math Assessment

- ◆ Teacher/student set the learning goals
- ◆ Student knowledge stated as “I can...”
- ◆ Data tracked in the Evidence of Student Growth booklet (used/shared with student)
- ◆ Individual/small group/whole class processes

# *How will the math assessment data be used?*



# *Data/evidence collected...*

is shared with your child to enable them to set goals for moving their learning forward



**What do I  
know now?  
How will it  
help me with  
what I need to  
learn next?**

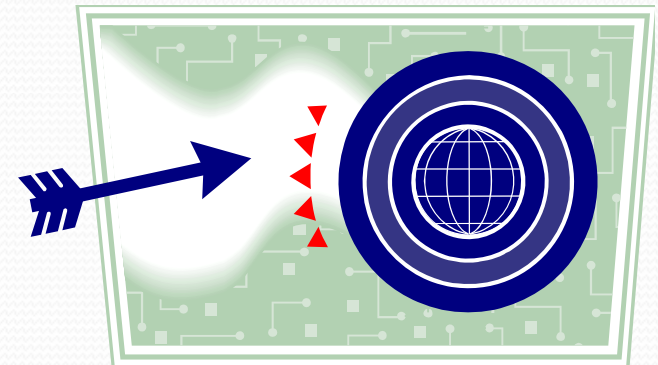
# *Data collected by the teacher will be used to :*

- ◆ determine a starting point of instruction
- ◆ determine strengths, learning needs
- ◆ tailor next steps...



# *Data collected by the school will be :*

- Analysed and program changes and teaching strategies adjusted to meet needs
- Used to target school goals and professional development



How will I know how my child is doing?





# *Communicating progress...*

- ◆ CAP Template and Report Cards
- ◆ Evidence of Student Growth booklet
- ◆ Student-Led Conferences
- ◆ Parent-Teacher Interviews





# What is my role in the assessment process?

- It is expected by Manitoba Education that your child be provided with a clear understanding of how they will be assessed in mathematics.
- Grading criteria or a rubric may be provided to help your child know what is expected of them. The teacher will use this criteria when assigning a mark.
- Ask your child about these things

# What else....

Parent responsibilities include:

- Asking what the expectations and goals for your child are in mathematics
- Talking with your child and his/her teacher about learning and progress in maths
- Reviewing the ESGB with your child and his/her teacher
- Looking for and praising progress



# Most importantly...

- ◆ Attend student led or parent teacher conferences
- ◆ Encourage your child to take risks in learning
- ◆ Support your child with homework



# **Assessment celebrates partnerships:**

- ◆ of students, parents and teachers**
- ◆ working together to support student success**

