

Guiding Instruction Using Assessment

AGENDA

How do we make assessment informative and manageable for guiding instruction







Our Focus will be on 5 Fundamentals

- ❖ I. Mastery must focus on fluency
- 2. Fluency develops in three phases
- 3. Foundational facts must precede derived facts
- 4. Timed tests do not assess fluency
- 5. Students need substantial and enjoyable practice



I. Mastery Must Focus on Fluency

Selecting appropriate strategies and having flexibility with all basic facts.

20-18

23+5.
23+15

♦ 6×10. 6×9

♦ 4X8. 5X8



The first step is to select an observation tool that fits what you are trying to assess.

Which set(s) of facts or strategies are you assessing?

Which Components of fluency are you addressing?

Are you assessing automaticity/mastery?



2. Fluency Develops in 3 Phases

❖ I. Counting

2. Deriving

3. Mastery



Phase I - Counting

Is the student counting/skip counting?

For what types of problems is the student counting/skip counting





Phase 2 - Deriving



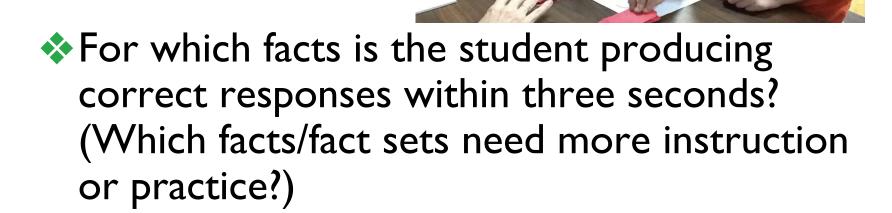
- Does the student know the foundational facts?
- Is the student able to use derived fact strategy?
- Is the student choosing an efficient strategy for the problem at hand?
- Which derived fact strategies is the student using, and for which problem types?



Phase 3 - Mastery

Is the student able to implement a particular

strategy efficiently?





Foundational Facts Must Precede Derived Facts

- Addition
 - \circ +/- 0, 1, 2
 - Doubles
 - Combinations of 10
 - 010+



Continued:

- Multiplication
 - ○2s, 10s, and 5s
 - Is and 0s
 - Squares



4. What to do instead of timed tests

- Observations
- Interviews
- ❖Journal Writing
- Strategy quizzes
- Self assessment





5. Students need substantial and enjoyable practice

Games from Jenny Bay Williams Math Fact Fluency

http://kcm.nku.edu/mathfactfluency.

- KCM Virtual Resources
- https://sites.google.com/view/kcm-virtual-sett
 ings/home





Thank you for joining me. Have a great evening



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