

## JUNIOR HIGH Math Assessment and Evaluation: Finding out what Students Know, Gathering Evidence and Reporting: Part 3 ONLY

Presented By: **Dr. Richelle Marynowski**  
Fee: **\$20.00**

### Date(s) & Time(s)

November 24, 2021: 4:30 PM - 6:00 PM

### Venue:

Online -

### About the Session

#### **TARGET AUDIENCE: GR 7-9 EDUCATORS, COACHES AND SCHOOL ADMINISTRATION ARE ENCOURAGED TO ATTEND**

As you start your 2021/2022 school year, and look out into your classroom, you are probably wondering, “what did these students do over the past 15 months and where are they with their math?” We have Richelle Marynowski, Associate Dean of Undergraduate Programs in the Faculty of Education at the University of Lethbridge here to share practical and research-based strategies around jr. high math teaching, learning, assessment, and evaluation. During this 3-part series you will be engaged in doing math and examining the assessment opportunities that you can then implement with your students.

You may want to sign up for the entire 3-part series for an in-depth experience, or, if you are already well along the assessment journey, you may want to jump in at the 201 or 301 level in this series. Sign up for 1, 2, or all 3 sessions.

#### **101: Rich Tasks are a great way to address the 5 Strands of Mathematical Proficiency while allowing for multiple entry and exit points.**

- What exactly makes a Rich Task rich?
- Where do I find pre-made Rich Tasks?
- Build students' mathematical confidence with Rich Tasks as all students will be able to engage with math
- Find out what your students know and understand while they work on the Rich Task

#### **201: Gathering Evidence**

- What does it look like when students know and understand a concept?
- Leveraging classroom processes as formal and informal assessment evidence
- Organizing and prioritizing your assessment data

#### **302: Evaluation and Reporting**

- How to turn evidence of student learning into a report card grade

#### **Learning Outcomes:**

- Participants will be able to identify a rich task and modify an existing task to become a rich task
- Participants will identify assessment data (both informal and formal) that is produced when students work on a rich task
- Participants will develop strategies for communicating student learning and achievement



To register for individual parts, please use the following links:

[101: Rich Tasks](#)

[201: Gathering Evidence](#)

[302: Evaluation and Reporting](#)

## About the Presenter(s)

**Dr. Richelle Marynowski** is an Assistant Professor and Associate Dean in the Faculty of Education at the University of Lethbridge. Richelle's research and teaching focus on classroom assessment strategies, mathematics teaching and learning, and teacher professional development. She has 15 years experience teaching mathematics from grades 5 - 12 and two years working with Alberta Education on Diploma Examinations.

