

6th Grade Mathematics Assessment

Ms. Muusse

Assessing *to* Learn

Assessment is not separate from learning; it is an important part of the process. There are many different types of assessment, each one with different benefits and connections to the learning journey. Each module assessment in this class will present you with unique opportunities to grow as a learner, with the common goal of helping you move beyond a **surface** comprehension of concepts and ideas, towards a **deeper** and more **transferable** level of understanding and application. When you approach assessments in this class, remember that their purpose is always a two-fold invitation both to **show what you know** and to **expand and deepen your learning**.

(Teaching Student-Centered Mathematics, Van de Walle, et.al. 2018)

Assessing in P A R T S

In this class, there will be two main assessments to mark the end of most classroom modules, both of which are intended to deepen your practice of mathematics and move you forward on your path of self-discovery and reflective inquiry.

PART I: Traditional skills-assessment (e.g. test or quiz)



Traditional assessments are a great way for you to show off what you know and are able to do by rising to meet challenges and applying previously learned concepts to novel and complex situations. These assessments provide important data but can also limit the depth of learning you are able to demonstrate.

(Teaching Student-Centered Mathematics, Van de Walle, et.al. 2018)

PART II: Problem-based assessment (e.g. project or real-world problem)



Problem-based assessments provide opportunities for sinking into mathematics in more significant and meaningful ways. Each problem-based assessment you encounter this school year will encourage you to expand and deepen your level of mastery as you make mathematical connections, practice procedural skills, and apply your conceptual understanding to new contexts and scenarios.

(Visible Learning for Mathematics, Hattie, et. al. 2017)

To complete Part II, you will have the opportunity to investigate and explore the following **Four Problem-Based Tasks**:

1. PROCESS New Learning Connections (MP 4 / MP 7)
2. Be the AMBASSADOR for your Learning (MP 1 / MP 5)
3. DEVELOP Real-World Application (MP 3 / MP 8)
4. NAVIGATE the Standards (MP 2 / MP 6)

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ASSESSMENT PART II – An Overview

The following four problem-based tasks have been designed to support and amplify your mathematics learning through the completion of your Part II module assessment.

PROCESS NEW LEARNING CONNECTIONS



For this assessment, you will represent how “mathematical ideas interconnect and build on one another” by making **connections** between previous and new learning.

MP 4 / MP 7

BE THE AMBASSADOR FOR YOUR LEARNING



For this assessment, you will represent how “the process of mathematical **problem solving**” promoted productive self-directed learning through reflection.

MP 1 / MP 5

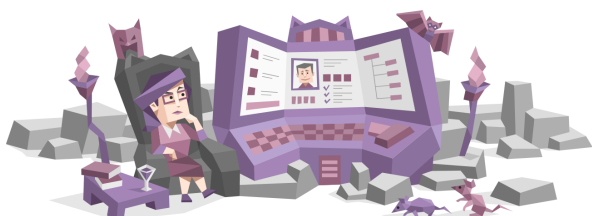
DEVELOP REAL-WORLD APPLICATION



For this assessment, you will represent how selecting and using “various types of **reasoning** and methods of **proof**” can help solve real-world problems.

MP 3 / MP 8

NAVIGATE THE STANDARDS



For this assessment, you will represent how abstract “mathematical ideas” can be broken apart using precise **communication** and attention to detail.

MP 2 / MP 6