



Technical Assistance and Dissemination ASSESSMENT AND PROGRESS MONITORING

Session Leaders

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Session Overview

With revision and adoption of the state's mathematics and science standards nearing completion, attention is turning to aligning assessments of student learning to the content and cognitive complexity of the new benchmarks at each grade level. The purpose of this session is to obtain input from the International Advisory Board as the Center begins work on assessment initiatives.

State assessment: The Florida Department of Education plans to align the Florida Comprehensive Assessment Test (FCAT) with the new mathematics standards by 2011 and the proposed new science standards by 2012. FCAT Mathematics is administered annually in grades 3-10; FCAT Science is administered annually in grades 5, 8 and 11.

Progress Monitoring: FCR-STEM's focus will be the selection, and possibly development, of formative assessments that teachers can use to monitor student progress in the classroom. Ultimately, the center plans to develop a Mathematics and Science Progress Monitoring Reporting Network (PMRN), similar to the one already in place for reading in grades K-12. The purpose of the PMRN is to help teachers collect and use data on student learning to individualize instruction. We have had preliminary discussions with the Florida Center for Reading Research, the entity developing and managing Florida's Reading PMRN, about integrating the PMRNs for reading, mathematics, and science. The benefits of this integration would include the following:

- 1) School and district staff would be able to access student data through a single portal.
- 2) It would enable teachers, principals and researchers to relate PMRN data across reading and the content areas (mathematics, science) in order to make decisions on instruction, particularly for struggling students. The challenge will be presenting this information in a way that it is easily searchable, understandable, and acted upon with effective results.
- 3) The PMRN will generate a rich source of data for research on instruction/interventions and student performance that can inform policy and practice.

The center proposes to focus on elementary mathematics initially. Over the next year, we expect to (1) consult with national experts to determine what is to be measured and identify potential instruments, (2) consult with states recognized for their work in progress monitoring systems in mathematics and science, and (3) survey Florida school districts to determine what mathematics progress monitoring instruments/systems are currently being used and with what success and acceptance by teachers.

What questions do you have regarding the Center's plans for assessment and progress monitoring?



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Questions to be addressed during the Session

What changes, if any, do you advise on our proposed approach? (initial focus on elementary mathematics, survey of school districts, integration with the reading PMRN, etc.)

What types of formative assessment systems should we be looking for in mathematics and science – at each of the grade levels (elementary, middle and high school)?

How can we best assess conceptual understanding? Procedural knowledge? Critical-thinking skills?

To your knowledge, what types of progress monitoring systems in math and science are being used/developed in other states? In Florida school districts?

Do you have any advice on the design and scale up of a Progress Monitoring Reporting Network in Mathematics and Science?