SAVE THE DATE

2019 SPRING ASSESSMENT CONFERENCE FOR MATHEMATICS TEACHERS

SATURDAY MARCH 2 2019
8:45 AM – 2:15 PM
At UC Berkeley’s Lawrence Hall of Science

Presented by
THEME:  
The Role of Assessment and Equity in Placement Policies and Decisions

Placement decisions made by schools and districts have a significant impact on the ability of students to access and succeed in math courses. They can affect their readiness for college and ultimately their opportunities to pursue different careers. What are some of the factors that should weigh in these decisions? What questions need to be considered if we want all students to have access to a rigorous mathematics curriculum? How can different types of assessment be used to inform and, if necessary, correct placement and curricular decisions?

Cost: $25 (includes amazing content, light breakfast, lunch, and parking)

RESERVE YOUR SPACE AT:  

Questions?  
About logistics: Danelle Carr (510) 642-7154 or danellec@berkeley.edu  
About program: Emiliano Gomez (510)642-0752 or mdtp@math.berkeley.edu

KEYNOTE:  
HOW ONE CITY GOT MATH RIGHT

Using the San Francisco Unified School District as an example, Harold Asturias from the Bay Area Mathematics Project (BAMP) will discuss how district policies and decisions can support coherent mathematics course taking pathways and the role that assessment plays in creating a coherent learning experience for each and every student.

“San Francisco Unified did something unusual — it studied the research that shows the ineffectiveness of tracking and shallow curricula, and made bold decisions based on knowledge of the relevant research.”  
—Jo Boaler, Alan Schoenfeld, Phil Daro, David Foster, Harold Asturias, Patrick Callahan

EQUITABLE PLACEMENT AND SUPPORT: MDTP TOOLS AND RECOMMENDATIONS
Kim Samaniego, Statewide Director of MDTP, and Emiliano Gomez, MDTP UCB, will talk about:
- SB 359: its rationale regarding equity.  
- Using MDTP’s new placement tests and diagnostic tests for complying with SB 359.  
- Give a little basic information on the statistical issues around setting cutoff scores.  
- Provide some recommendations on how to make placement decisions, paying attention to equitable practices.

IMPLEMENTING ASSET-BASED CLASSROOM ASSESSMENT PRACTICES
Karen Mayfield-Ingram will illustrate how assessment is often used to evaluate and separate students rather than support learning and inform instruction. Participants will examine the factors which often predict course outcomes for students and experience assessment strategies that allow all students to deepen their mathematics understanding, utilize multiple mathematical competencies, and affirm their learner identities.