KEYNOTE

This presentation will engage the participants in a conversation about what it means to Rehumanize Mathematics and the implications for assessment. The presentation will have the participants evaluate productive and unproductive assessment practices in mathematics, and begin to imagine what equity-based teaching and assessment practices might look like.

Kyndall Brown has over 30 years of experience in mathematics education. Kyndall holds a bachelor’s degree in mathematics, master’s degrees in computer-based education and mathematics education, and a Ph.D in Education. He was a secondary mathematics teacher for 13 years. He has been a professional development provider for schools and districts in Los Angeles County for over 20 years. Kyndall is currently the Executive Director of the California Mathematics Project. He is a local, state, and national leader. His research focuses on the impact of culture and identity on the ways that African-American males learn mathematics.

PROGRAM

<table>
<thead>
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<th>Time</th>
<th>Activity</th>
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<tr>
<td>08:45 – 09:00</td>
<td>Check-in/welcome</td>
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| 09:00 – 10:15 | Rehumanizing Mathematics Assessment for the 21st Century  
Kyndall Brown |
| 10:30 – 11:45 | Identify, Unpack, and Engage: Using MDTP to Design Equitable Learning Experiences  
Kim Samaniego  
Emiliano Gomez |
| 11:45 – 12:30 | LUNCH                                        |
| 12:30 – 01:45 | Using Formative Assessment to Create Mathematically Powerful Classrooms  
Harold Asturias |
| 01:45 – 02:00 | Closing/Feedback                              |

2020 ASSESSMENT CONFERENCE

REHUMANIZING MATHEMATICS ASSESSMENT FOR THE 21ST CENTURY
IDENTIFY, UNPACK, AND ENGAGE: USING MDTP TO DESIGN EQUITABLE LEARNING EXPERIENCES

Participants will drill into an MDTP topic to learn how to identify students’ strengths, (mis)conceptions, and gaps around this topic and unpack the nature of these misconceptions to determine the potential impact to mathematical access. We will then learn how MDTP Written Response Items can elicit student thinking around this topic and explore research-based strategies to re-engage students in learning experiences designed to remedy misconceptions and promote retention.

Kim Samaniego, Ed. D.
Director CSU/UC Mathematics Diagnostic Testing Project

Emiliano Gomez,
UCB Site Director of MDTP

HELPING STUDENTS REACH THEIR HORIZON

UISNG FORMATIVE ASSESSMENT TO CREATE MATHEMATICALLY POWERFUL CLASSROOMS

Our vision is to create a coherent learning experience for each and every one of our students, so that they become knowledgeable, flexible, and resourceful mathematical thinkers. Assessment is often used to evaluate and separate students. It can narrow, instead of enhance, students’ perception of their ability to do and succeed in mathematics. In this session, we will discuss the role that formative assessment plays in creating equity and access in the mathematics classroom.

Harold Asturias,
Director of the Bay Area Mathematics Project

“The function of education is to teach one to think intensively and think critically. Intelligence plus character---that is the goal of true education.”

Dr. Martin Luther King Jr.