Island Numeracy Assessment

Supporting learners in the development of robust mathematical understanding and application.

DRAFT for 2018/19

From where we have been:	To where we are moving:
Focus on practicing procedures and memorizing basic number computations	Focus on problem solving, reasoning and discourse that develop deep understanding of concepts and procedures
Teachers hold the knowledge, show procedures and explain the steps to follow; i.e. "I'll show you, then you try some" approach	Learners explore and analyze patterns, communicating and representing what they discover–reflecting on the mathematical connections, visualizing and describing mathematical concepts
Educators present questions for students to solve	Educators provoke learners to think and reason through rich tasks–guided only as necessary–through purposeful and open questions
Belief that sharing answers or strategies is cheating	Students engage collaboratively in dialogue, creating strategies and making meaning of mathematics in their own contexts; i.e. daily activities, local practices, the environment, culture, media and curricular studies
Teachers present information and procedures to the whole class and rescue students when they face a challenge	Students struggle productively with challenging mathematics within their "just right" zone (appropriate challenge), valuing learning from mistakes
Heavy emphasis on curricular content and knowledge; including standard algorithms, prescribed methods, memorization of basic facts and skills before learning to apply mathematics	Balance of curricular competencies (skills), content (knowledge), and core competencies (proficiencies developed over time in deep learning) that support students in developing robust mathematical understanding and application
Emphasis on independent homework, quizzes, tests, drills and exams to demonstrate proficiency	Balanced and triangulated approach to assessment that puts learners at the center of evidence collected through products, observations and conversations; i.e. self-reflection, peer-assessment, collaborative teacher-student assessment, performance tasks, inquiry, etc.