“Assessing An Assessment” Guide

Materials Needed:
Teacher volunteer brings multiple copies of CABS (1 per person).
Copies of CABS clarification statements, Learning Target-State Descriptor Alignment sheets for the strand area, and Thinking Classification Skills list.

1. Getting Started
   - Identify a Facilitator.
   - Facilitator reviews purpose of the session and reviews clarification statements
   - Teacher volunteer presents overview and use of the CABS.
   - Participants review the CABS silently.

2. Using Clarification Statements for CABS (5 min.)
   Facilitator may assign questions from the CABS to participants for Round 1 and 2.
   Round 1. Identify ways the CABS aligns with a Learning Target and State Descriptors
      (1) What specific learning target is this CABS addressing?
      (2) Which state descriptors are embedded in this CABS?
   Round 2. Analyze the CABS using the Thinking Classification Skills Form
      (1) Identify "thinking levels" for questions on the CABS.
      (2) Summarize and draw conclusions regarding distribution of "thinking levels" in this CABS.

3. Reflection and Comments from the Presenting Teacher (3 min.)
   - Share insights or comments.
   - Respond to observations raised.
   - Inquire on revisions suggested.

4. Discussion: Anticipating Student Responses and Implications (7 min.)
   (1) What challenges does this CABS present for our students?
   (2) How will this impact instruction?
   (3) How might this CABS be used to monitor student learning?

Optional Debriefing Question
- What are we learning through this process?

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