

00:14:05 Charles Wallis: Hello from Brevard, NC

00:14:22 Nejuwah Singley: Hello...from Newark, NJ

00:15:13 Francis (Skip) Fennell: Doing fine, Mark. Great seeing you. Such a critical topic!

00:20:00 Francis (Skip) Fennell: Hi Latrenda. Hope you are doing well.

00:24:04 Francis (Skip) Fennell: I think it's important for teachers to be involved in both of the questions noted. Far too often the "use" of such data engages higher level administrators only

00:24:04 Charles Wallis: You have already mentioned math placement. I teach at a small private college which uses SAT / ACT scores to help identify students who may need math remediation before taking General Education mathematics.

00:24:37 Sharyn Livy: In Australia large scale assessment is used to identify which schools might require further funding to support learning.

00:24:41 Peggy Hudson: Unfortunately the district doesn't share our high assessment data. I could use such data to actually find the root of the problem academically.

00:25:19 Latrenda Knighten: I'm doing okay. Trying to get ready for my life for the next two years. :-

00:25:57 Nejuwah Singley: My district uses the Large Scale as a graduation requirement.

00:28:56 Alexandre Eden: As the educational consultant of mathematics, elementary level, and of the certification of studies at the New Frontiers School Board, I opted to look at the results of the compulsory Ministry examination given to grade 6 students throughout Quebec. I noticed that the Question Booklet, which was done on the third and final day of the examination, was the weakest part of the examination. I deep dived into analyzing every response offered by students in the Question Booklet, checking if the students got no point, partial marks, or full marks. I noticed that prime factorization was poorly understood by the students and that teachers had troubles with a question involving a geo-board and isosceles triangles. Since then, I have developed a Powerpoint on conceptual understanding, procedural fluency, and flexibility, using the progression of learning in mathematics here in Quebec. I focused a lot on the use of manipulatives to establish that conceptual understanding.

00:36:38 Francis (Skip) Fennell: Normal curve?

00:36:46 Nejuwah Singley: 5 representations of Mathematics

00:36:46 Tim Hansen: Deviations from the mean: +1, +2, +3

00:48:36 Diamond Montana: No. Only went up by 8. It was already large

00:48:43 Mark Hooper: No, the scale is misleading

00:48:46 Francis (Skip) Fennell: Not a reasonable response by the reporter. Sadly, as a news junkie, not surprised.

00:58:23 Malcolm Cunningham: is it possible to measure process using a large-scale assessment instrument? Communication, for example, is a very individual process

01:01:47 Diamond Montana: Providing student more then one opportunity to demonstrate their understanding

01:02:05 Sharyn Livy: Support teachers

01:02:13 Francis (Skip) Fennell: I would want to know about the mathematics being assessed and how it was assessed. I would also want to see what particular topic areas were problematic.

01:02:13 Alexandre Eden: Problems on the assessment should take in consideration the cultural contextualization of the population to better capture their interests and pull out their mathematical understanding.

01:02:24 Sophia Kubisiak: More student produced work and thinking (less lecture)

01:12:17 Liza Bondurant:
<https://theconversation.com/why-expanding-access-to-algebra-is-a-matter-of-civil-rights-231364>

01:12:35 Mark Ellis: Thank you, Liza!

01:14:44 Charles Wallis: Thank you for this session!

01:14:46 Sophia Kubisiak: Thank you!

01:14:46 Trena Wilkerson: Thank you both for this excellent presentation—raised important questions and provided valuable information for us all to reflect and act on. Important positions statement to share with many stakeholders.

01:14:51 Jayme Lorenz:
<https://www.nctm.org/Standards-and-Positions/Position-Statements/The-Effective-and-Appropriate-Use-of-Large-Scale-Assessments-in-Mathematics-Education-to-Guide-Systemic-Improvement-and-Equitable-Student-Learning/>

01:14:54 Nicole Rigelman: Thank you Mark and Christine

01:14:56 Mark Hooper: Thank you

01:14:58 Alexandre Eden: Thank you very much for the presentation!

01:15:13 Francis (Skip) Fennell: Thanks so much. Great presentation.

01:15:18 Latrenda Knighten: Thanks so much! Mark - it was great to “see” you. :-)

01:15:49 Christine Suurtamm: Thanks for joining - best of luck this academic year!

01:16:16 Mark Ellis: Thank you for joining us for this and for the work you do to advance mathematics education for all students!

01:16:53 Christine Suurtamm: Good to see you Skip!

01:16:55 Mark Ellis: See you in Chicago later this month?! 😊

01:17:03 Diamond Montana: This is beautiful work! ♥ Thank you so much for doing this talk.

01:17:10 Liza Bondurant: Thank you!

01:17:15 Francis (Skip) Fennell: Thanks Chris