

**TEAM-Math and AMSTI Math Science Partnership Professional Mathematics  
Learning Communities**

Presenter’s Guide for Formative Assessment: Re-Engagement Lesson

**Overview**

Title of Activity/Lesson	Formative Assessment
Time Allotment	60 minutes
Audience	All participants
Content Objectives	NA
Pedagogical Objectives	Principles to Actions – Mathematics Teaching Practices
Overview of Big Ideas	<ul style="list-style-type: none"> <li>• Formative Assessment Strategies</li> <li>• Re-engagement Lesson</li> </ul>
Materials	<ul style="list-style-type: none"> <li>• <i>Classroom Assessment: Minute by Minute, Day by Day Article</i> by Siobhan Leahy, Christine Lyon, Marnie Thompson and Dylan Wiliam</li> <li>• Re-Engagement Protocol Handout</li> <li>• Power Point</li> <li>• Part 1 of the 5<sup>th</sup> Grade Re-Engagement Lesson from Inside Mathematics Video Clip</li> </ul>

Outline/Plans	What Might Happen/Dialogue
<p><b>Jig-Saw Read – Formative Assessment Strategies</b> Ask participants to read their assigned sections and be prepared to discuss them.</p>	<ul style="list-style-type: none"> <li>• Read <i>Classroom Assessment: Minute by Minute, Day by Day</i> by Siobhan Leahy, Christine Lyon, Marnie Thompson, and Dylan Wiliam               <ul style="list-style-type: none"> <li>○ Everyone should read the Introduction through Our Work with Teachers</li> <li>○ Group 1: Clarify and Share Intentions and Criteria</li> <li>○ Group 2: Engineer Effective Classroom Discussion</li> <li>○ Group 3: Provide Feedback That Moves Learners Forward</li> <li>○ Group 4: Activate Students as Owners of Their Learning</li> <li>○ Group 5: Activate Students as Instructional Resources for One Another</li> <li>○ Group 6: Using Evidence of Learning to Adapt Instruction</li> <li>○ Everybody: Supporting Teacher Change</li> </ul> </li> <li>• Be prepared to discuss the major points from your sections.</li> </ul>
<p>Next ask participants to share the major points from their sections.</p>	<p>Please share the major points from your sections.</p>
<p>Next share the slides through to the problem. Tell the participants that the teacher used the problem in a re-engagement lesson. The students worked</p>	<p>Share the slides in a conversational manner.</p>

<p>on similar problems the on the previous day. Many of them had problems with naming fractions for representations that had more than one whole.</p>	
<p><b>Re-engagement Lesson Video</b> Ask participants to review the questions related to the video before showing the video.</p>	<p><b>Video Discussion Questions</b></p> <ul style="list-style-type: none"> <li>• What were the major elements of the lesson?</li> <li>• What formative assessment strategies did you observe?</li> <li>• What are the major differences between a re-taught lesson and re-engagement lesson?</li> </ul>
<p>Participants may write their responses on large post-it notes or typing paper to share on the document camera.</p>	<p>Ask participants to share their responses to the questions.</p>