

Body of Evidence Workshop
State Mathematics Articulation Meeting
co-sponsored by the Wyoming State Scholars (SSI)*, Wyoming P-16 Education Council,
Wyoming Department of Education, and the Wyoming School-University Partnership

Date: February 6, 2009 Time: 8:30am -11:30am

Place: Casper College, Physical Sciences Building, Room 209 Casper Wyoming

Presenters: Tom Collins, Robert Mayes, Alan Moore, Bryan Shader

Participants: Wyoming K-12, Community College, and University Mathematics Faculty

Materials to Bring

- K-12 faculty bring a Body of Evidence assessment if they exist in their schools
- Community College, University, and K-12 faculty without Body of Evidence assessments bring an assessment/task that they use to elicit student understanding

Materials to be provided at the meeting:

- Wyoming Scholars Materials
- SSI course comparison charts

To Read for the Workshop

Chapter 2, “Understanding Understanding” from *Understanding by Design* by Wiggins and McTighe (2005). Think about before hand and write about during the workshop:

1. What is the difference between knowledge and understanding?
2. What is a mathematical enduring understanding? What makes it enduring?
3. How do you assess students’ conceptual understanding of an enduring understanding?

8:30-9:30 What is body of evidence? (Tom Collins and Alan Moore)

- Overview of Body of Evidence
- Examples of Mathematical performance tasks created for Body of Evidence
- Future direction for Body of Evidence
- ACTIVITY: Groups of 4 with representation from K-12, Community College, and University faculty will share their Body of Evidence materials or assessment of understanding, with a focus on does the assessment:
 - Engage students in creating an understanding of an enduring mathematical concept?
 - Provide clear evidence of student understanding that can be used to inform instruction?

9:30-10:30 Creating Performance Tasks – Understanding by Design

- Stage 1: Determine enduring understandings in mathematics (Bryan Shader)
- Stage 2: Think like an assessor (Robert Mayes)
- Stage 3: Techniques for teaching for understanding (Robert Mayes)
- ACTIVITY: Groups of 4 with representation from K-12, Community College, and University faculty will interpret their Body of Evidence materials using the Understanding by Design framework

10:30-11:30 Performance Team Exercise: Form teams of five to outline a performance task using the Understanding by Design framework. The team will complete the Understanding by Design template. In the last 10-15 minutes the performance task teams will Jigsaw to form new teams of five with one member from each performance task team. They will share and discuss the process of creating body of evidence style performance tasks.

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