

# HIGH SCHOOL Math Assessment and Evaluation: Finding out what Students Know, Gathering Evidence and Reporting: Part 3 ONLY

**PRESENTED BY****Dr. Richelle Marynowski****SERIES SESSIONS**

Date	Time
November 17, 2021	4:30 PM - 6:00 PM

**LOCATION****Online****FEE****\$20.00****QUESTIONS?****Contact Us:****[crc-register@arpc.ab.ca](mailto:crc-register@arpc.ab.ca)  
[403-291-0967](tel:403-291-0967)****REGISTER ONLINE****Visit our website to register:  
[crcpd.ab.ca](http://crcpd.ab.ca)**

## Learning Opportunity

**TARGET AUDIENCE: GR 10-12 EDUCATORS, COACHES AND SCHOOL ADMINISTRATION**

As you start your 2021/2022 school year, and look out into your classroom, you are probably wondering, "what did these students do over the past 15 months and where are they with their math?" We have Richelle Marynowski, Associate Dean of Undergraduate Programs in the Faculty of Education at the University of Lethbridge here to share practical and research-based strategies around high school math assessment and evaluation. During this 3-part series you will be engaged in doing math and examining the assessment opportunities that you can then implement with your students.

You may want to sign up for the entire 3-part series for an in-depth experience, or, if you are already well along the assessment journey, you may want to jump in at the 201 or 301 level in this series. Sign up for 1, 2, or all 3 sessions.

**101: What Do Students Know: Practical ideas for finding out where your students are with their mathematical knowledge (pre-assessment)**

- What do students know?
- How can I use this information to inform my instruction?

**201: Informal and Formal Assessment in High School Math (ongoing assessment)**

- What is informal assessment?
- Practical ideas on how to document informal assessment
- Formal vs informal assessment - what is best when

### 301: Integrating Assessment Evidence into Report Card Grades

- How does one integrate both formal and informal assessment evidence into one numerical or letter value?
- Is some assessment evidence more important than others?
- How much assessment is enough?

By the end of this 3-part series, participants will

- Gain strategies for using pre-assessment data to inform instruction
- Identify characteristics and affordances of informal and formal assessment strategies
- **Develop ways to integrate different forms of assessment into their reporting structures**

To register for individual parts please use the following links:

[101: What Do Students Know: Practical ideas for finding out where your students are with their mathematical knowledge \(pre-assessment\)](#)

[201: Informal and Formal Assessment in High School Math \(ongoing assessment\)](#)

[301: Integrating Assessment Evidence into Report Card Grades](#)

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## Presenters

### Dr. Richelle Marynowski

is an Assistant Professor and Associate Dean in the Faculty of Education at the University of Lethbridge. Richelle's research and teaching focus on classroom assessment strategies, mathematics teaching and learning, and teacher professional development. She has 15 years experience teaching mathematics from grades 5 - 12 and two years working with Alberta Education on Diploma Examinations.

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**Providing Quality Professional Learning  
Opportunities to K-12 Education Staff**