Guidelines for Sharing the Fluency Assessments with Colleagues

As a KCM Community Member, you are free to share the Fluency Assessments with colleagues, provided:

* You are a graduate of a KCM professional learning experience (KNPI, MRIS, MARTI Classic, MARTI Plus Phase 2, EERTI), during which you built your understanding of student numeracy development and conceptual-based fluency.
* You have extensive experience with and are confident in your abilities for administering, scoring, and using the Fluency Assessments across eighteen weeks for effective, evidence-based instructional decision making leading to improved student achievement.
* You can and will provide ongoing support for colleagues in-person as needed.

In order to ensure the Fluency Assessments are valued and used properly, you should:

1) Demonstrate and verify proper administration.

* Conduct a Fluency Assessment interview as colleagues observe.
* Discuss the important considerations in administering the fluency assessments, stressing the need to not “teach” in order to prompt students to give the right answer. Rather, the purpose of the interview is to gather evidence of student progress and need.
* Have colleagues conduct a Fluency Assessment interview as you observe and follow-up with your tips for improving administration. Videotaping is recommended for supporting collegial learning.

2) Explain and verify proper scoring.

* With colleagues, watch the narrated Power Point with general instructions for scoring the Fluency Assessments—click [here](http://www.kentuckymathematics.org/docs/Scoring_Video-slideshow.ppsx) for access.
* Show a video of yourself administering a Fluency Assessment and ask colleagues to score as they watch. Discuss their scoring decisions.
* Guide pairs of colleagues to review videos of interviews conducted by each (see third bullet, part 1) and confer about the proper scoring.

3) Facilitate monthly conversations about student need and strategies/tools for advancement.

* During monthly (or more frequent) professional learning community meetings, colleagues will share the student’s online Fluency Assessment graphs and chart.
* Discuss instructional strategies and tasks that have been tried and engage in student-centered problem-solving to consider the best next-steps for instruction. Stress the need for involving the student in mathematical thinking (rather than answer-getting) and implementing the Standards for Mathematical Practice, especially in regards to reasoning quantitatively.

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