

Mathematics in Vermont

The newsletter for Vermont's Mathematics Educators and supporters

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The ways you can access this newsletter:

- Request subscription by emailing [Ryan Parkman](#); your name will be added to a listserv;
- The AOE *Weekly Field Memo* when issues are published; and
- AOE Website: [The Mathematics Content page](#).



Hindsight is 2020

This past year certainly gives that expression, “hindsight is 2020”, a whole new meaning. As we look forward to a new year, let’s all try to see any silver linings. We have all learned to use many more tech tools than we had previously used, some by choice and others out of necessity. If we can take those elements of the past six months plus and use those to improve our teaching, then let’s do that and move on to a brighter future.

Enclosed in this newsletter is information on how to use the Smarter Balanced’s Interim Assessments to inform your instruction, selecting priority instructional content, upcoming events and additional resources. Hopefully this material will be useful to you and help to streamline and/or be of benefit to your very noble work.

Smarter Balanced’s Focused Interim Assessment Blocks

The Smarter Balanced Focused Interim Assessment Blocks (FIABs) are one type of interim assessment that is available through the [Vermont-AOE Comprehensive Assessment Program Portal](#); the other types are the Interim Comprehensive Assessment (ICAs) which are similar in structure and follow the same blueprint as the summative assessment, and the Interim Assessment Blocks (IABs) which are snapshots of student performance on multiple targets. FIABs assess no more than three targets to provide educators with a detailed understanding of student learning. A listing of available FIABs and which targets are assessed at each grade level is available by linking to the [Mathematics Focused Interim Assessment Blocks Blueprint](#).

Results from these assessments provide information about a student’s strengths or needs in relation to the Common Core State Standards (CCSS) and, therefore, generate more detailed information for instructional purposes than the summative assessment or ICAs alone. These interim assessments are currently available as fixed forms and are administered online, using the same delivery software as the summative assessments.

Interim assessments can be taken remotely. Located in the resources section of the portal is the [Quick Guide to Administering Smarter Balanced Interim Assessments Remotely](#) which gives explicit details on how to access and administer these assessments.

Selecting Priority Instructional Content

Many schools have identified their critical proficiencies that a student must learn at each grade level in order to be successful in future learning. Student learning environments often change, as we have seen far too often in recent times. Building coherent learning experiences is more important now than ever and that is why it is crucial that content builds logically and incorporates students' identity, cultural and language background, interests, and aspirations. This will go far in making the learning relevant and engaging.

The Agency of Education recently released a publication that describes the process for determining what the priority instructional content should be in the document [Selecting Priority Instructional Content – Mathematics](#). The selection of priority instructional content allows students to learn the concepts identified by a district's critical proficiencies, derived from the state-adopted Common Core State Standards – Mathematics, and is paramount for ensuring equitable access and outcomes for students.

Events, Announcements, and Resources

VCTM Virtual Math Fair:

The Vermont Council of Teachers of Mathematics is once again sponsoring a [Mathematics Fair](#) for student projects. Unlike the first four years of this event, students, teachers, judges, parents, and members of the public will engage online with projects over the course of a whole week, April 5th - April 9th.

The deadline to register is February 5, 2021.

NCTM Recorded Webinars:

NCTM's [100 Days of Professional Learning](#) Webinar Archive
NCTM's [E-Seminars and Webcasts](#), free to NCTM members

Directions for Submissions

If you would like to submit an article, announcement, event, or resource for a future newsletter, please email information to ryan.parkman@vermont.gov. This newsletter will be published four times throughout the school year. Time sensitive materials will be prioritized, be sure to check if the dates of publication will delay the sharing of information.

To subscribe or unsubscribe to the Mathematics in Vermont e-bulletin, write to ryan.parkman@vermont.gov or call (802) 828-6468.

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Author: Ryan Parkman
Mathematics Content
Specialist

Proficiency-Based Learning
Team

Vermont Agency of Education
1 National Life Drive, Davis 5,
Montpelier, VT 05620-2501

ryan.parkman@vermont.gov

(802) 828-6468